

Faculty Senate Agenda
3:30 p.m., November 14, 2018
SLAB, Seminar Room, Rosenstiel Marine Campus, Virginia Key

Click [HERE](#) for a complete package of materials
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/complete-pkg.pdf>
 (Does not include Budgets or Item B11, HR. These will be sent to members via email.)

(If you have trouble opening the link within the agenda item, paste the address below each item into your browser to access.)

A.	Introductory Matters	Approx. Time
A1.	Faculty Senate Chair Remarks – Tomás Salerno	3:30
A2.	Provost Remarks – Jeffrey Duerk	3:45
A3.	Student Government representatives remarks	3:55
A4.	Approval of proposed Faculty Senate Meeting minutes of October 31, 2018 https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/minutes-october.pdf [GWC – approved.]	4:00
A5.	Approval of today's agenda	4:05
A6.	Other announcements	4:10
B.	General Matters	
B1.	Unanimous Consent Agenda [unless there is an objection, these materials will be submitted and approved on documents only] [GWC – had no objections.] <ol style="list-style-type: none"> 1) Proposal to Revise the Master of Science Degree in Music Engineering Technology, Frost School of Music – Shannon de l’Etoile (Associate Dean, Graduate Studies) https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/music-ms-music-tech.pdf 2) Proposal to Request an Exception to the UM Graduate School Policy on Thesis/Doctoral Committee Chairs, Frost School of Music – Shannon de l’Etoile (Associate Dean, Graduate Studies) https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/music-except-thesis-doctoral-chairs.pdf 3) Proposal to Change the Name of the Master of Science in Management TO the Master of Science in Leadership, Business School – Patricia Abril (Vice Dean, Graduate Business Education) https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/bus-ms-management-name-change.pdf 4) Proposal for a Curriculum Change for the Master in Health Administration, Business School – Patricia Abril (Vice Dean, Graduate Business Education) https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/bus-mha-curriculum-change.pdf 5) Proposal for 6 Certificate Programs, Architecture – Allan Shulman (Professor, Director, Graduate Programs/Architecture) <ul style="list-style-type: none"> • Certificate in Construction Management • Certificate in Healthcare Design • Certificate in Sustainable and Resilient Design 	4:15

- Certificate in Hospitality Design
 - Certificate in Urban Design
 - Certificate in Real Estate Development
- <https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/arch-graduate-certificates.pdf>

- B2. [Ad Hoc Committee Review of the University’s Revised Sexual Misconduct Policy](#) – Tamara Lave (Professor, chair, ad hoc committee) 4:20
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/fmsexualmisconductadhoc-compiled.pdf>
 [GWC – approved with friendly amendments; amendments accepted and are included in linked document.]
- B3. [Proposal for Revised Academic Integrity Policy](#) – Uzma Khan (Chair, Academic Standards Committee) 4:30
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/academic-integrity-policy-with-gwc-amendments.pdf>
 [GWC – approved with friendly amendments; amendments accepted and are included in linked document.]
- B4. [Proposal to Change the Format of the PhD Qualifying Examination in Biomedical Engineering, College of Engineering](#) – Noel Ziebarth (Associate Professor and Graduate Program Director) 4:40
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/engg-bme-qualifying-exam-proposal.pdf>
 [GWC – approved.]
- B5. [Proposal to Create a Bachelor of Business Administration Major in Business Analytics, Business School](#) – Yongtao Guan (Professor and Chair) 4:50
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/bus-bba-business-analytics.pdf>
 [GWC – approved.]
- B6. [Proposal for a Dual Degree: Bachelor of Business Administration \(BBA\)/Bachelor of Science in Business Administration \(BSBA\) and Master of Science in Business Analytics, Business School](#) – Patricia Abril (Vice Dean, Graduate Business Education) 5:00
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/bus-dual-degree-bba-bsba-and-msba.pdf>
[Pending approval by the Graduate Council, 11/13/18]
 [GWC – provisionally approved pending unconditional approval by the Graduate Council.]
- B7. [Proposal to Create A Master of Science in Sustainable Business Degree, Business School](#) – Patricia Abril (Vice Dean, Graduate Business Education) 5:10
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-fs/bus-ms-sustainable-business.pdf>
 Budget information not included in complete package of materials, but will be emailed to members separately. [The GWC and Senate do not approve budgets, but it is included here for your review when considering the proposal.]
 [GWC – approved.]

- B8. [Proposal for a New Track for the Executive Master of Business Administration \(MBA\) Program in Partnership with OneMBA®, Business School](#) – Patricia Abril (Vice Dean, Graduate Business Education) 5:20
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-bus-new-track-and-partnership-one-mba.pdf>
 Budget information not included in complete package of materials, but will be emailed to members separately. [The GWC and Senate do not approve budgets, but it is included here for your review when considering the proposal.]
[Pending approval by the Graduate Council, 11/13/18]
 [GWC – provisionally approved pending unconditional approval by the Graduate Council.]
- B9. [Proposal to Revise the Degree Requirement for the One-Year Master of Business Administration \(MBA\) Program and Rename it TO the Accelerated MBA, Business School](#) – Patricia Abril (Vice Dean, Graduate Business Education) 5:30
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/18-19-senate/e-november-18-bus-one-year-mba-curriculum-name-change.pdf>
[Pending approval by the Graduate Council, 11/13/18]
 [GWC – provisionally approved with friendly amendment, and pending unconditional approval by the Graduate Council.]
- B10. Resolution to Congratulate Donna Shalala for Election to the US House of Representatives 5:40
 [GWC – approved.]
- B11. Proposed Changes to UMMG Medical Premiums and Benefits for Newly Hired UHealth Staff – Cristina Elgarresta (Associate VP, Total Rewards), Jennifer Cohen (Executive Director of Benefits) 5:50
 The Deck is not included in the complete package of materials, but will be emailed to members separately.
- C. Other Business 6:00**
- D. Executive Session * Voting Senators only**
- D1. Selection of the 2017 - 2018 James W. McLamore Outstanding Service Awardee 6:05
 To view a list of the past awardees, visit:
<https://fs.miami.edu/assets/pdf/facultysenate/Documents/Awards/McLamorelist-web.pdf>
 [The GWC members comprise the members of the James W. McLamore Outstanding Service Award Committee. Presentation of GWC’s recommendation of awardee.]
Faculty Manual Section:
 C19.1 James W. McLamore Outstanding Service Award
 On the occasion of the twenty-fifth anniversary of the Faculty Charter, the Faculty Senate established an annual award to recognize service above and beyond the call of duty by a member of the University Community.

Members of the faculty will be invited annually to nominate persons for this award. The awardee will be selected by the Faculty Senate after considering the recommendation of the General Welfare Committee.

Each nomination will require a) the curriculum vitae of the nominee; b) a letter giving the details of the nominee's activities that demonstrate "service above and beyond the call of duty"; and c) three support letters from people who know the contributions of the nominee that make him/her worthy of the award.

E. Adjournment

6:15

* Voting Senators consist of the elected Officers and Regular Senate members, *or* an Alternate Senate member who is taking the place of an absent Regular Senate member.

PLEASE NOTE: The meeting tentatively scheduled for Wednesday, December 12, will NOT be held. Please remove this date from your calendar And enjoy your break!

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Item A4



The John Knoblock
Faculty Senate Office
Ashe Administration Building, #325
1252 Memorial Drive
Coral Gables, FL 33146

facsen@miami.edu
web site: www.miami.edu/fs
P: 305-284-3721
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October 31, 2018 Proposed Faculty Senate Minutes

The meeting, held in the Faculty Club of the Whitten University Center, Gables Campus, opened at 3:35 p.m.

VICE CHAIR CALLED THE MEETING TO ORDER

Vice Chair Linda Neider noted that the Senate Chair will be joining the meeting shortly, after just having conducted a surgery. With consensus from the body, the agenda was amended to move the Chairman of the Board's video to the first agenda item.

CHAIR OF THE BOARD OF TRUSTEES REMARKS – (via video)

Board of Trustees Chair Richard Fain apologized for not being able to attend the meeting in person, and emphasized the importance of the Faculty Senate meetings. He pointed out the continued successful building of the relationship between the Faculty Senate and the Board of Trustees, and thanked the members for giving him the opportunity to speak at today's meeting.

PRESIDENT'S REMARKS

President Julio Frenk emphasized the value of the relationship that the Chairman of the Board of Trustees mentioned between the Board of Trustees and the Faculty Senate. He stated that they were working on securing a date to host the recent traditional annual Faculty Senate dinner.

The President brought us up-to-date on some of the most important matters at the University, starting with the Roadmap Initiative, and the recently published brochure that was shared at the Board of Trustees meeting. This brochure translates the long document of the Roadmap, which is the strategic plan for the University, with enough detail for a nuanced view of goals and aspirations including the 11 initiatives and five priorities, as the University moves into full implementation mode in a systematic, and organized form. He explained that this was both a bottom-up and top-down process, with progress that naturally ebbs and flows. They are developing a delivery unit that is a cross-section of University leaders who will assist in the formulation of more details of the Strategic Initiative Plan that includes metrics to measure success, that continues to build on the architecture from the Plan's inception. After the Board of Trustees approval was obtained, implementation continues in every school, college and University-wide Center and Institute that is part of the Strategic Plan. The Plan is a living document that can be reassessed and formulated. The brochure points to a website that will provide constant feedback.

He thanked the Faculty Senate Chair and members for attending the State of the University town hall meeting, noting that he would like to continue the tradition with such a meeting each fall, shortly after Labor Day. Summarizing recent events, the President pointed out that a leadership forum was convened, with over 200 attendees in a retreat-style forum. The plan is to repeat this

on the Miller School of Medicine campus to facilitate their participation, as well. The 100 Talents endowments is progressing, currently, with 31 chair endowments. Ground has been broken on the first institute. Marketing is progressing on student scholarships; the Hemispheric University Consortium was launched; the lab for Integrative Knowledge has already completed rounds of SEED programming; on November 12, there is an exciting event to launch the partnership with Magic Leap (a mixed reality start-up company founded by a UM alumni); the Miller School of Medicine has launched the 5-to-Thrive goals and has turned around the financial aspects there; the Provost has been implementing a large number of initiatives. They will continue to ensure that the Faculty Senate is kept updated as they move forward on the Roadmap Initiative.

The President entertained questions from the floor.

CHAIR'S REMARKS

Senate Chair Tomás Salerno apologized for being late and welcomed and thanked attendees for taking time out of their schedules to join this meeting. He thanked the President for his financial support for the annual Faculty Senate Awards Ceremony. He asked if members had gotten vaccinated, and, if not, suggested they take advantage of the team at today's meeting to get the flu shot. He announced that he is campaigning to stop the practice of hand shaking and instead use fist bumps in an effort to cut down on disease transmission, which is critical as flu season approaches.

He thanked members who attended this month's meeting hosted by the President and held on the Miller School of Medicine Campus. He remarked about the lovely reception afterwards hosted by the President and Provost. As discussed at a previous meeting, meetings held on the Miller School campus will begin at 5:00 p.m. on a one-year trial basis, to see if the later time would allow more clinical faculty to attend. Judging by the large turnout, the time was preferable for meetings held there.

The Chair announced that several members have requested an online calendar for Faculty Senate meetings, and in an effort to facilitate calendaring for our members, the Senate Office has added a downloadable calendar that allows you to add Senate meeting dates directly into your Outlook calendars. Instructions will be included in next meeting's announcement. Please let the staff know your feedback.

Nominations for the Faculty Senate Awards recently closed, and the relevant committees will begin to review the nominations. The Senate will vote in an Executive Session for the recommended candidates for each award. As usual, there are some outstanding nominees.

The quadrennial evaluations of this year's slate of department chairs started this week and ends mid-November. This year, at the request of the Provost, the deans' evaluations will be held in the spring. This will allow faculty who have both a chair and a dean being evaluated to concentrate more fully on each evaluation. It will also allow the Provost to conduct a more comprehensive 360 degree evaluation on each dean.

The Chair reminded attendees of the powerful rumor-mill that the University has, and he reminded Faculty members of their role as leaders within their school or college and the University, and to take the opportunity to squelch untrue rumors, not to promote them. As

elected representatives of each school or college, members represent not only her or his school, but the University as a whole. An important role that the Faculty Senate has is to look out for the general welfare of the entire University – faculty, students and staff.

The Chair noted that Board of Trustees Chair Richard Fain was not able to attend today's meeting because he was christening a new ship. However, he had taken the time to create and send a video, which clearly shows his commitment to the Faculty Senate. The Chair invited members to send him any comments they suggest he consider when talking to Mr. Fain.

STUDENT GOVERNMENT REPRESENTATIVES' REMARKS

The Undergraduate Student Government representative remarked that they feel there is strength and productivity through unity, and they are working to bring high-profile speakers to campus to help to promote conversations between students.

Provost Jeffrey Duerk explained that yesterday, School of Law Dean Patricia White announced that she would be stepping down at the end of the academic year, and encouraged attendees to thank her for her 10-years of service. A search committee process will be commencing.

APPROVAL OF MINUTES OF SEPTEMBER 26, 2018

A motion was made, seconded, and the minutes were approved unanimously.

APPROVAL OF TODAY'S AGENDA

A motion was made, seconded, and the agenda was approved unanimously.

OTHER ANNOUNCEMENTS

A Senate member announced that next Friday, they are organizing a panel on federal changes on transgender policies and asked that members email her for details, if needed. She also pointed out a very concerning recent increase in hateful statements especially towards black female students.

The Provost responded that he encourages students to report such incidents to the Dean of Students, explaining that there is a clear discipline process. He reminded members of the current "worrisome climate" and urged members to inform students that complaints should be submitted to the Dean of Students. He explained that these complaints are investigated, and although there may be a period of "silence" during the investigation, they are being acted upon, and faculty may not hear anything further in order to protect the privacy of those involved.

Another member pointed out that the University currently has an Equity and Inclusion standing committee that is proactive on these issues and are devising ways to make campus more inclusive, so it is important to contact this committee chair when an incident occurs.

MILLER SCHOOL OF MEDICINE (MSOM) IN PARTNERSHIP WITH ROSENSTIEL SCHOOL OF MARINE AND ATMOSPHERIC SCIENCES (RSMAS) PROPOSAL FOR A MASTER OF SCIENCE IN CLIMATE AND HEALTH (WITH 4 TRACKS)

Associate Professor Naresh Kumar outlined the two-year joint program between RSMAS and MSOM on climate and health, noting that it is one-of-a-kind in the nation, and will connect diseases with climate changes and prepare future healthcare professional to deal with these

issues. A member commented on the thorough proposal but asked about offering an undergraduate course, 371 Psychology, for a Master of Science. Dr. Kumar explained that his hope was to work with instructors to add similar graduate programs or independent studies course (as there is no graduate level course now). He stated that he will ask for a "higher bar" for a course at the graduate level. The First Vice Chair pointed out that the Office of Assessment and Accreditation stated that a 300-level class cannot be used for a Graduate program, so a substitute needs to be found.

A friendly amendment was accepted to exchange the 371 Psychology course with a suitable Graduate-level course.

This comes forward with the unanimous approval of the General Welfare Committee.

A motion was made, seconded, and the proposal was approved unanimously as amended.

BUSINESS SCHOOL REQUEST TO INCREASE THE NUMBER OF EDUCATOR FACULTY

Dean John Quelch outlined the request for eight additional CLINICAL FACULTY (EDUCATOR FACULTY) lines. The last request was in 2012, and since then all of those lines have been filled. There had been 80 tenure/tenure-track faculty in 2013, now there are 90. Benchmarking revealed that the School has one of the lowest percentages of EDUCATOR FACULTY among peer institutions. He explained the important role that CLINICAL FACULTY play in the educational mission of the school, and the respect they received from their colleagues.

The Dean entertained questions from the floor.

This comes forward with the unanimous approval of the General Welfare Committee.

A motion was made, seconded, and the proposal was approved unanimously.

COLLEGE OF ARTS AND SCIENCES, CREATE NEW EDUCATOR FACULTY LINES

Professor and Department Chair R. Stephen Cantrell explained that he initiated the formation of the request after the creation of the five-year BS/MS in Mathematical Finance, with plans to fill one EDUCATOR FACULTY line now, and increase up to three as the program warrants.

Professor and Department Chair Tim Watson explained that, currently, the English Department faculty teach first-year students from across the University. Those positions are filled with LECTURER FACULTY. Adding EDUCATOR FACULTY lines would improve the department and the writing program overall.

This comes forward with the unanimous approval of the General Welfare Committee.

A motion was made, seconded, and the proposal was approved unanimously.

PROPOSAL TO CREATE THE MIAMI INTEGRATIVE METABOLOMICS RESEARCH CENTER (MIMRC) AT THE MILLER SCHOOL OF MEDICINE

Professor Sanjoy Bhattacharya explained that he is requesting that the name of the school-based Center be approved, and he outlined the Center's mission, giving a history of its proposal, and explaining the need for such a Center.

The Provost shared with the Senate members that there was some confusion about the Center in regards to financial matters, and the lack of awareness of this proposal from one of the core committees. The Provost pointed out that this was not to question the merits of the proposal. The Provost suggested that the Center be approved provisionally, that is, grant provisional approval for up to one year, in which time the proponent can consult further and resubmit for formal approval from the Faculty Senate.

The original proposal comes forward with the unanimous approval of the General Welfare Committee.

A motion was made, seconded, and the proposal was approved by majority with one abstention to grant provisional approval as outlined in the Faculty Manual.

OTHER BUSINESS

A Senate member asked the Provost about changes to the vacation policy. The Provost responded that he understood that it was for executives and for newly appointed MSOM clinical faculty only.

A Senate member requested that the Parking Director come to the Senate meeting, along with the people who manage the Ring Theatre, Cosford Theatre, and other evening venues for community residents, to review the impact of the newly implemented parking fees for evening hours.

ADJOURNMENT

The meeting adjourned at 5:15 p.m.

Respectfully submitted,
Robyn Hardeman
Secretary of the Faculty Senate

Elected Senate officers:
Tomás Salerno, Chair;
Linda Neider, First Vice Chair;
JoNel Newman, Second Vice Chair

Background materials included with hard-copy minutes.

Consensus Agenda

Item 1



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Shannon

Last Name

de l'Etoile

Proponent's Title

Assoc Dean of Graduate Studies

Department, if applicable

School/College

Frost School of Music

E-mail

sdel@miami.edu

Phone

305.284.6913

Title of Proposal

Proposal to Revise the Master of Science Degree in Music Engineering Technology

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. **Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.**

Yes No

If no, explain why:

Not needed.

9. **Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.**

List additional documents included:

Proposal document, and Department Chair memo.

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.



Proposal to Revise the Master of Science Degree in
Music Engineering Technology (MUEE_MSMT)

Contact Personnel:

Shannon de l'Etoile, Associate Dean of Graduate Studies
Frost School of Music
305.284.6913
sdel@miami.edu

Will Pirkle, Program Director
Music Engineering Technology
305.284.5995
wpirkle@miami.edu

MEMO: LETTER OF EXPLANATION

TO: University of Miami, Faculty Senate

FROM: Shannon K. de l'Etoile, Ph.D.
Associate Dean of Graduate Studies, Frost School of Music

DATE: October 22, 2018

RE: Proposal to Revise the Master of Science Degree in Music Engineering Technology



The Frost School of Music wishes to revise the requirements for the Master of Science Degree in Music Engineering Technology.

Attached please find the following documents:

- Memo from the Associate Dean of Graduate Studies in the Frost School indicating approval of this proposal by the faculty, including approval of the Graduate Committee and Department Chairs of the Frost School.
- Memo from the Speaker of the Frost School Council indicating approval of this proposal by the Frost faculty.
- Memo from the Office of Planning, Institutional Research, and Assessment indicating receipt of the proposal, and further clarifying that SACSCOC notification is not required.
- Memo from the Graduate School Dean signifying approval of the Graduate Council.
- Detailed proposal regarding the proposed changes, including memo from Serona Elton, Chair of the Department of Music Media and Industry (MMI), signifying approval of the MMI faculty.


MEMO FROM ASSOCIATE DEAN OF GRADUATE EDUCATION

TO: University of Miami, Faculty Senate

FROM: Shannon K. de l'Etoile, Ph.D.
Associate Dean of Graduate Studies, Frost School of Music

DATE: October 22, 2018

RE: Proposal to Revise the Master of Science Degree in Music Engineering Technology



This memo serves as a request for the General Welfare Committee and (as needed) Faculty Senate to consider the attached proposed revisions to the Master of Science Degree in Music Engineering Technology.

The proposal has been approved by the Frost School Graduate Committee, Department Chairs, and School Council.

From: Zdzinski, Stephen F
Sent: Thursday, October 25, 2018 11:08 AM
To: de l'Etoile, Shannon Kay, Ph.D. <sdel@miami.edu>
Subject: Frost School Council Action of 10/15/18 (MS in Music Engineering Technology)

Dear Dean de l'Etoile,

We discussed and voted upon the Proposal to revise the MS in Music Engineering Technology degree during our October 15, 2018 meeting of the Frost School of Music Council. The proposal was approved 9-0 by a voice vote.

Sincerely,

Stephen F. Zdzinski

Professor & Graduate Program Director, Music Education
Speaker, Frost School of Music Council



[Department of Music Education & Music Therapy](#)

5501 San Amaro Drive
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MEMORANDUM

DATE: September 27, 2018

TO: Shannon de l'Etoile, Associate Dean of Graduate Studies

FROM: Patty Murphy, Executive Director 
Office of Assessment and Accreditation

RE: Revised Degree Requirements for MS in Music Engineering Technology

On September 24, 2018, the Frost School of Music notified my office of its intent to revise the degree requirements for the Master of Science Music Engineering Technology (MSMET) degree (Academic Plan Code: MUEE_MSMTET). The MSMET program is accredited by the National Association of Schools of Music (NASM).

The changes are being proposed to comply with NASM accreditation guidelines regarding an appropriate balance of "Studies in Other Fields." The proposed changes are as follows:

- Replacing the required course, MED 662 Psychology of Music I (3 credit hours) with a 3-credit hour elective in Music Education selected with advisor approval;
- Increasing the number of electives in Music from 3 credit hours to 6 credit hours and specifying that these be "Outside the Major Area;" and
- Reducing the number of electives in electrical/computer engineering and/or computer science from 12 credit hours to 9 credit hours.

The length of the program will remain the same (30 credit hours).

The MSMET program is a STEM field (CIP Code: 14.1099). Although the proposed changes reduce the number of STEM courses required for this degree program, the majority of courses in the program will still be STEM. Therefore no change in CIP Code is needed and the program continues to qualify for the Department of Homeland Security's STEM designation for the OPT visa extension program.

The proposed changes do not "represent a significant departure, either in content or method of delivery" from what we are currently approved by SACSCOC to offer due to the following:

- The proposed changes meet the SACSCOC requirement of a minimum of 30 credit hours for a graduate program.
- The proposed changes do not require the development of new courses. It is merely a repackaging of existing courses.
- The proposed changes will not require the hiring of new faculty.

- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The program will be offered on the University's Coral Gables campus.
- The graduate program covers the literature in the field through 9 credit hours of required core coursework in the major area.
- The graduate program ensures ongoing student engagement in research through the completion of a master's research project.

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
Shelton Berg, Dean of the Frost School of Music
Serona Elton, Chair, Department of Music Media and Industry
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



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Fax: 305-284-5441
graduateschool@miami.edu

MEMORANDUM

DATE: October 22, 2018

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School

SUBJECT: Curriculum Change – MS in Music Engineering Technology

The Frost School of Music submitted a proposal with intent to change the existing curriculum of the Master of Science in Music Engineering Technology. The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and no concerns were expressed by the Council members.

cc: Shelton Berg, Dean, Frost School of Music
Shannon de l'Etoile, Associate Dean of Graduate Studies, FSOM
Office of Assessment and Accreditation

PROPOSAL TO CHANGE GRADUATE CURRICULUM
Music Engineering Technology (aka GMUE)
Frost School of Music (FSOM)

Degree Program Name: MS in Music Engineering Technology
Effective Date: Fall, 2019

Proposed Change:

In Major Area, Replace MED 662 *Psychology of Music* with a 3 cr. GMUE Elective (with advisor approval)

Justification:

Over the last several years, we have seen a dramatic increase in the number of offerings within the GMUE program. This change creates greater flexibility for the student in terms of giving them an opportunity to choose among program-related courses that are better suited for their career trajectory, under the consent of their advisor and course instructor. The GMUE offerings will typically include: MMI 601 *Transducer Theory*, MMI 602 *Audio Signal Processing I*, MMI 604 *Audio Signal Processing III*, MMI 608 *Current Trends in Music Engineering III*, MMI 621 *Timbral Ear Training*, among others.

Proposed Change:

- Increase Graduate Level Electives in Music requirements from 3 to 6 cr.
- Reduce Electrical/Computer Engineering (ECE) and/or Computer Science (CS) requirements from 12 to 9 cr.

Justification:

This change will put the GMUE curriculum in line with National Association of Schools of Music (NASM) Handbook guidelines regarding the appropriate balance of "Studies in Other Fields" (please see the NASM section below for more details). Additionally, with this change, students who wished to take MED 662 may still elect to do so.

Total Credits:

The proposal does not change the number of total credits (30)

Music Electives:

The proposal increases the number of music electives by 3 cr.

Non-Music Electives:

The proposal decreases the number of non-music electives by 3 cr.

Impact/other degree programs:

The proposal does not impact any other degree programs

Existing/Proposed Academic Bulletins:

Included at the end of this set of documents

Impact on Faculty Load:

No impact on faculty load

Impact on Room Schedule:

None

Impact on NASM Requirements: These proposed changes bring the GMUE curriculum in line with NASM "Standards Common to All Master's Degrees", specifically relating to "Curricular Structure"

- According to NASM Handbook XII.A.4.c, "Studies in Other Fields" should be limited to "up to one third of the total degree requirements". Currently, ECE/CS courses represent 40%. By reducing this to 9 cr, then the representation will be reduced to 30%, within the NASM guidelines.

Current/Future Students:

The existing curriculum can still be offered to current students and the proposed curriculum will be offered to future students

Existing Bulletin:

Major Area

MMI 705	Current Trends In Music Engineering I	3
MMI 603	Audio Signal Processing II	3
MMI 610	Computational Psychoacoustics	3
MED 662	Psychology of Music I	3

Graduate Level Electives in Music		3
MMI 13	Music Engineering Forum	0

Electives

Select graduate level courses in electrical/computer engineering and/or computer science
 12

Final Project

MMI 813	Master's Research Project	3
---------	---------------------------	---

Total Credit Hours 30

Proposed Bulletin (changes in bold):

Major Area

MMI 705	Current Trends In Music Engineering I	3
MMI 603	Audio Signal Processing II	3
MMI 610	Computational Psychoacoustics	3
MMI 6xx/7xx	GMUE Elective with advisor approval	3

Graduate Level Electives in Music **6**

MMI 013	Music Engineering Forum	0
---------	-------------------------	---

Electives

Select graduate level courses in electrical/computer engineering and/or computer science **9**

Final Project

MMI 813	Master's Research Project	3
---------	---------------------------	---

Total Credit Hours **30**

To: Dean de l'Etoile
From: Serona Elton, Chair, Music Media and Industry Department
Date: August 17, 2018
Re: Changes to the MUE graduate degree

Dear Dean de l'Etoile,

On August 16, 2018 the Department of Music Media & Industry voting faculty met to discuss and vote on the proposed curriculum changes to the MS in Music Engineering Technology (GMUE). The department voted unanimously in favor of these changes. Details have been outlined in the accompanying proposal. Please let me know if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Serona Elton".

Serona Elton

Consensus Agenda

Item 2



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.
(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Shannon

Last Name

de l'Etoile

Proponent's Title

Associate Dean of Graduate Studies

Department, if applicable

School/College

Frost School of Music

E-mail

sdel@miami.edu

Phone

305.284.6913

Title of Proposal

Proposal to Request Exception to the University of Miami Graduate School Policy on Thesis/Doctoral Committee Chairs

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

This proposal was approved by the Frost School Department Chairs as a body; the proposal is not being put forth by one Department. Rather, it represents an initiative of the entire Frost School.

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. **Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.**

Yes No

If no, explain why:

Not needed.

9. **Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.**

List additional documents included:

Proposal document.

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.



Proposal to Request Exception to the
University of Miami Graduate School Policy on
Thesis/Doctoral Committee Chairs

Contact Personnel:

Shannon de l'Etoile, Associate Dean of Graduate Studies
Frost School of Music
305.284.6913
sdel@miami.edu


MEMO: LETTER OF EXPLANATION

TO: University of Miami, Faculty Senate

FROM: Shannon K. de l'Etoile, Ph.D.
Associate Dean of Graduate Studies, Frost School of Music

DATE: October 22, 2018

RE: Proposal to Request Exception to the University of Miami Graduate School Policy on Thesis/Doctoral Committee Chairs



The Frost School of Music wishes to request exception to the University of Miami Graduate School Policy on Thesis/Doctoral Committee Chairs.

Attached please find the following documents:

- Memo from the Associate Dean of Graduate Studies in the Frost School indicating approval of this proposal by the faculty, including approval of the Graduate Committee and Department Chairs of the Frost School.
- Email Memo from the Speaker of the Frost School Council indicating approval of this proposal by the Frost faculty.
- Memo from the Office of Planning, Institutional Research, and Assessment indicating receipt of the proposal, and further clarifying that SACSCOC notification is not required.
- Memo from the Graduate School Dean signifying approval of the Graduate Council.
- Document detailing the proposed exception.


MEMO FROM ASSOCIATE DEAN OF GRADUATE EDUCATION

TO: University of Miami, Faculty Senate

FROM: Shannon K. de l'Etoile, Ph.D.
Associate Dean of Graduate Studies, Frost School of Music

DATE: October 22, 2018

RE: Proposal to Request Exception to the University of Miami Graduate School Policy on Thesis/Doctoral Committee Chairs



This memo serves as a request for the General Welfare Committee and (as needed) Faculty Senate to consider the attached proposal to request exception to the University of Miami Graduate School Policy on Thesis/Doctoral Committee Chairs.

The proposal has been approved by the Frost School Graduate Committee, Department Chairs, and School Council.

From: Zdzinski, Stephen F
Sent: Thursday, October 25, 2018 11:12 AM
To: de l'Etoile, Shannon Kay, Ph.D. <sdel@miami.edu>
Subject: Frost School Council Action of 10/15/18 (Exemption to UM Graduate School Policy on Thesis/Doctoral Committee chairs)
Importance: High

Dear Dean de l'Etoile,

We discussed and voted upon the proposal to request an exemption to to UM Graduate School policy on Thesis/Doctoral Committee Chairs, during our October 15, 2018 meeting of the Frost School of Music Council. Discussion among Council members indicated strong endorsement for inclusion of qualified Educator and Affiliated Faculty to serve in these rolls. The proposal was approved 9-0 by a voice vote.

Sincerely,

Stephen F. Zdzinski

Professor & Graduate Program Director, Music Education
Speaker, Frost School of Music Council



[Department of Music Education & Music Therapy](#)

5501 San Amaro Drive
Coral Gables, FL 33146

t: (305) 284-6658
c: (305) 546-7921
e: szdzinski@miami.edu

www.frost.miami.edu






MEMORANDUM

DATE: September 27, 2018

TO: Shannon de l'Etoile, Associate Dean of Graduate Studies
Frost School of Music

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: Request for Exception to the Policy on Thesis Committee Chairs

On September 24, 2018, the Frost School of Music notified my office of its intent to request an exception to the Graduate School policy on thesis/doctoral committee chairs. The Graduate School policy requires that thesis/doctoral committee chairs be members of the Regular Faculty at the University. The proposal is requesting an exception to this policy for the Frost School of Music to allow faculty members who are not Regular Faculty but who hold a doctoral degree relevant to the student's discipline and who have received Graduate Faculty status per departmental vote to serve as thesis/doctoral committee chairs.

SACSCOC standards require that qualified faculty oversee academic and curricular matters. It is not concerned with faculty tenure status. Consequently, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
Shelton Berg, Dean of the Frost School of Music

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



1252 Memorial Drive
P.O. Box 248125
Coral Gables, FL 33124-4629
Phone: 305-284-4154
Fax: 305-284-5441
graduateschool@miami.edu

MEMORANDUM

DATE: October 23, 2018

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School

SUBJECT: Proposal – Exception request to the Graduate School policy

The Frost School of Music submitted a proposal to request an exception to the Graduate School policy on Thesis/Doctoral Committee Chairs. The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and was unanimously approved by those present.

cc: Shelton Berg, Dean, Frost School of Music
Shannon de l'Etoile, Associate Dean of Graduate Studies, Frost School of Music
Office of Assessment and Accreditation

Proposal to Request Exception to the
University of Miami Graduate School Policy on
Thesis/Doctoral Committee Chairs
Fall 2018

Rationale for the Proposal:

The University of Miami Graduate School requires that thesis/doctoral committee chairs be Regular Faculty; that is, tenured or on the tenure-track.

However, the Frost School of Music has attracted a number of non-tenure track faculty members who have established national and international reputations for their expertise and active careers as world-class performing musicians, theorists, composers, conductors, and researchers. Consequently, many of these individuals are uniquely-qualified to direct and/or inform student research. These faculty members typically have the status of Professor of Professional Practice, or full-time lecturer.

In consultations with the Graduate School that occurred in 2014, it was decided that these highly-regarded, non-tenured Frost School faculty members who held either the DMA or the PhD, and who had received Graduate Faculty status per Departmental vote, could chair theses and doctoral committees. However, approval for exception to Graduate School policy was not finalized at that time.

This proposal seeks to officially request an exception to UM Graduate School policy, as follows:

Non-tenure track Frost School faculty who hold a doctoral degree that is relevant to the student's discipline, including but not limited to the Doctor of Musical Arts (DMA), the Doctor of Philosophy (PhD), and the Doctor of Education (EdD) degree; and who have received Graduate Faculty status per Departmental vote; are eligible to chair graduate committees for masters theses, doctoral dissertations, doctoral essays, and doctoral lecture recitals.

Approval of this exception would offer two significant benefits:

1. It would allow a greater number of Frost School faculty to chair graduate student committees, thus providing a more equitable distribution of student research supervision responsibility and promoting more reasonable teaching loads.
2. It would give Frost School graduate students the opportunity to learn from and work closely with exceptional faculty members as their committee chairs. Without this exception, students would be deprived of these rich learning opportunities.

Approval of this exception would have no impact on:

- Any graduate degree program requirements (i.e., courses, credit hours, etc.).
- Academic Bulletin listings for graduate degrees.
- Room scheduling or classroom needs.
- Ability of the Frost School to meet educational standards of the National Association for Schools of Music (NASM).

Consensus Agenda

Item 3



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Patricia

Last Name

Abril

Proponent's Title

Vice Dean, Graduate Business
Education

Department, if applicable

Graduate Business Programs

School/College

Miami Business School

E-mail

pabril@miami.edu

Phone

(305) 284-6999

Title of Proposal

Change of Name: Master of Science in Management TO Master of Science in Leadership

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

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1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

Not applicable.

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

FORM INSTRUCTIONS:

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2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

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End form.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: Patricia Sánchez Abril, J.D., Vice Dean, Graduate Business Education
Linda L. Neider, Ph.D., Professor and Chair, Management, Faculty Director,
MS in Management

Subject: Change of Name: Master of Science in Leadership

Date: October 24, 2018

Proposal: Rename the Master of Science in Management as follows:

Current: Master of Science in Management

Proposed: Master of Science in ~~Management~~ Leadership

Reasoning:

- Students and faculty have provided feedback that the current title does not accurately represent the curriculum, which emphasizes on leadership development and effectively leading organizations.
- Benchmarking with peer institutions reveals that “Leadership” is used as a standard name for similarly designed Master degree programs. Examples of institutions including the name “Leadership” are Georgetown University and Purdue University.

Input Gathered: After gathering input from current and former students of the program, recruiters, employers, faculty and staff, and our current marketing agency of record, we are proposing to rename the degree to represent the learning outcomes.

Resource Implications: None. Website will be updated and Admissions will use remaining inventory of brochures.

Procedural History:

- Graduate Business Education Committee - Discussed and approved 9/18/2018
- School Council of the Miami Business School - Discussed and approved 9/28/2018
- Graduate Council - Discussed and approved 10/16/2018



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: John Quelch, Dean, Miami Business School

Subject: Support for the Master of Science in Management Name Change

Date: September 28, 2018

This memo is to document my support for the proposed name change of the Master of Science in Management TO the Master of Science in Leadership.

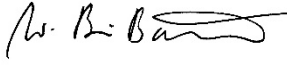
Thank you.

A handwritten signature in blue ink, appearing to read 'John Quelch'.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: W. Brian Barrett, Speaker of the School Council 
Anita Cava, Professor, Business Law, Second Vice Chair, School Council
Shirley Dennis-Escoffier, Associate Professor, Accounting,
First Vice Chair, School Council
Howard Gitlow, Professor, Management Science
Karoline Mortensen, Associate Professor, Health Management and Policy
A. Parasuraman, James W. McLamore Chair and Professor, Marketing
Philip Robins, Professor, Economics
Sara Rushinek, Professor, Business Technology
Chester A. Schriesheim, Professor, Management

Subject: Change of Name: Master of Science in Leadership

Date: September 28, 2018

The School Council, at its September 28 meeting, voted unanimously to approve the change of name of the MS in Management TO MS in Leadership.

Please note that the voting members of the Miami Business School (MBS), the regular faculty per the MBS bylaws, voted to delegate all decisions on curriculum issues to their elected representatives on the School Council for the fall 2018-spring 2019 academic year.

MEMORANDUM

October 24, 2018

TO: School Council

FROM: Linda L. Neider, Chair
Department of Management



SUBJECT: Name change of MS, Management specialization in Leadership

The regular faculty of the Department of Management voted unanimously to change the name of our MS, Management specialization in Leadership program to MS, Leadership. This change is primarily due to student requests, and to the fact that our market competitors are also using the MS, Leadership to denote their degree program.

/s



MEMORANDUM

DATE: October 2, 2018

TO: Patricia Abril, Vice Dean
School of Business

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: Name Change from MS in Management to MS in Leadership

On September 28, 2018, the School of Business notified my office of its intent to change the name of the Master of Science in Management degree with a specialization in leadership (Academic Plan Code: MGST_MSMS) to the Master of Science (MS) degree in Leadership. The proposed change is being made to reflect the program curriculum more accurately. The program's CIP code should also be changed from 52.1207 Knowledge Management to 52.0213 Organizational Leadership. No other changes to the program are being proposed.

The proposed change does not "represent a significant departure, either in content or method of delivery" from what we are currently approved by SACSCOC to offer because no changes are being made to the program curriculum or degree requirements. SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
John Quelch, Dean of the School of Business
Alexander Mas, Assistant Director, School of Business
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



1252 Memorial Drive
P.O. Box 248125
Coral Gables, FL 33124-4629

Phone: 305-284-4154
Fax: 305-284-5441
graduateschool@miami.edu

MEMORANDUM

DATE: October 22, 2018

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School

SUBJECT: Name Change – MS in Management to MS in Leadership

The Miami Business School submitted a proposal to rename the Master of Science in Management to the Master of Science in Leadership. The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and no concerns were expressed by the Council members.

cc: John Quelch, Dean, Miami Business School
Patricia Abril, Vice Dean, Miami Business School
Office of Assessment and Accreditation

Consensus Agenda

Item 4



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Patricia

Last Name

Abril

Proponent's Title

Vice Dean, Graduate Business
Education

Department, if applicable

Graduate Business Programs

School/College

Miami Business School

E-mail

pabril@miami.edu

Phone

(305) 284-6999

Title of Proposal

Curriculum Change: Master in Health Administration

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the [Dean of the Graduate School](#) or the [Secretary of the Faculty Senate](#) to check if this is needed.

Yes No

If no, explain why:

Not applicable.

9. Additional required documents as listed on the "[Proposal Submissions Specifications](#)," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

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End form.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: Patricia Sánchez Abril, J.D., Vice Dean, Graduate Business Education
Steven G. Ullmann, Ph.D., Professor and Chair of Health Management &
Policy, Director, Center for Health Management & Policy
Karoline Mortensen, Ph.D., Associate Professor of Health Management &
Policy, Faculty Director, Master in Health Administration

Subject: Curriculum Change: Master in Health Administration

Date: October 25, 2018

Proposal: To update the curriculum for the Master in Health Administration. (See attached proposal by Drs. Steven Ullmann and Karoline Mortensen for details.)

Background: The Master in Health Administration seeks to update its curriculum. Currently the program has 45 students.

Reasoning:

- See attached proposal for details on specific reasoning.

Resource Implications: None.

Procedural History:

- Graduate Business Education Committee – Discussed and approved 9/18/2018
- School Council of the Miami Business School – Discussed and approved 9/28/2018
- Graduate Council – Discussed and approved 10/16/2018

Memo

To: Graduate Business Education Committee (GBEC), Miami Business School

From: Department of Health Management and Policy
Steven Ullmann, PhD, Professor and Chair
Karoline Mortensen, PhD, Associate Professor and MHA Program Director

cc: Graduate Business Education Committee

Date: Proposal submitted 9/13/18
GBEC meeting: 9/18/18

Re: Proposal: Updated Curriculum for Master in Health Administration (MHA)

The Master in Health Administration (MHA) took in its first cohort of students in 2017. As of the fall semester 2018, the program is in its second year. Since the program's inception, a number of changes have been made due to changes in the Miami Business School's graduate curriculum. For example, the MHA program includes curriculum from the full time MBA program as well as from the Graduate Business Certificate (GBC) program. In 2017, the GBC curriculum was changed, and MHA courses were adjusted accordingly.

As the MHA program embarks on its second year, and in preparation for a third incoming group in the fall of 2019, the faculty of the Department of Health Management and Policy propose the following changes to the curriculum, to best meet the needs of the students and to remain aligned with the competency based mission of the program. The MHA program, as well as the Executive MBA in Health Management and Policy, use the National Center for Healthcare Leadership (NCHL) Competency Model (attached below).

The proposed changes to the MHA curriculum will also allow MHA students to earn a Graduate Business Certificate while earning their MHA, a meaningful value-add for students. The internship/capstone component is being reduced from 4-credits to 2-credits to allow for inclusion of BUS 610, a course which is now required in all specialized Master's programs.

Current MHA Curriculum with proposed changes in red.

Graduate Business Certificate (GBC) courses highlighted in blue.

Fall 2018

BTE 610	Management Information Systems	(2 credits)	
FIN 641	Fundamentals of Finance	(2 credits)	(GBC)
HSM 601	Essentials of Health Care Administration	(2 credits)	
HSM 683	Professional Skills Development	(2 credits)	
MAS 631	Statistics for Managerial Decision Making	(2 credits)	(GBC)
MGT 623	Human Resource Systems	(2 credits)	
BUS 610	Critical Thinking and Persuasion for Business	(2 credits)	Add BUS 610 (GBC)

Spring 2019

HSM 620	Population Health	(2 credits)	
HSM 640	Health & Medical Decision Making	(2 credits)	
HSM 655	Public Policy and Health	(2 credits)	
HSM 684	Analysis of Health Care Delivery & Policy	(2 credits)	
MKT 640	Foundations of Marketing Management	(2 credits)	(GBC)
MGT 677	Corporate Strategy and Organization	(2 credits)	(GBC)

Summer 2019

HSM 699	Health Care Administration Capstone / Internship	(4 credits)	Remove 4-credit HSM 699.
HSM 650	Health Care Administration Capstone & Internship	2 credits	Add 2-credit HSM 650 to replaced 4-credit HSM 699, capstone & internship component. HSM 650 meets naming conventions for internship courses. Credits reduced from 2 to 4 to allow for inclusion of BUS 610, required in all specialized Master's programs. Course form attached.

Fall 2019

MAS 633	Introduction to Quality Management	(2 credits)	
ACC 665	Health Care Financial and Managerial Accounting	(2 credits)	See ACC 660
ACC 670	Financial Reporting and Analysis	(2 credits)	Replace ACC 665 with ACC 670 – allowing MHA students to earn Grad Business Certificate (GBC)
BSL 685	Legal Aspects of Health Administration	(2 credits)	
MAS 634	Administrative Systems for Quality Management	(2 credits)	
MGT 620	Managing Through People	(2 credits)	(GBC)
MKT 643	Health Care Marketing	(2 credits)	

40 credits total

Graduate Business Certificate Curriculum:

ACC 670	Financial Reporting and Analysis	2
BUS 610	Critical Thinking and Persuasion for Business	2
FIN 641	Valuation and Financial Decision Making	2
MAS 631	Statistics for Managerial Decision Making	2
MGT 620	Managing Through People	2
MGT 677	Corporate Strategy and Organization	2
MKT 640	Foundations of Marketing Management	2
Total Credit Hours		14

<http://bulletin.miami.edu/graduate-academic-programs/business/non-degree/business-administration-certificate/#curriculumtext>

NCHL Health Leadership Competency Model™

The **NCHL Health Leadership Competency Model™** was developed to provide the field with a comprehensive, validated competency model that will be suitable as the foundation for a breadth of leadership assessment and development applications. To ensure relevance to leaders from across disciplines, the Model was developed and validated utilizing interdisciplinary subject matter experts, and was refined in collaboration with industrial and educational psychologists. The resulting model has been adapted for use extensively in healthcare settings, and is now the leading model in use by accredited graduate programs in healthcare management, according to research conducted by CAHME.





MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: John Quelch, Dean, Miami Business School

Subject: Support for the Master in Health Administration Curriculum Change

Date: September 28, 2018

This memo is to document my support for the proposed curriculum change of the Master in Health Administration.


Thank you.

A handwritten signature in blue ink, appearing to read 'John Quelch', with a horizontal line underneath.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: W. Brian Barrett, Speaker of the School Council 
Anita Cava, Professor, Business Law, Second Vice Chair, School Council
Shirley Dennis-Escoffier, Associate Professor, Accounting,
First Vice Chair, School Council
Howard Gitlow, Professor, Management Science
Karoline Mortensen, Associate Professor, Health Management and Policy
A. Parasuraman, James W. McLamore Chair and Professor, Marketing
Philip Robins, Professor, Economics
Sara Rushinek, Professor, Business Technology
Chester A. Schriesheim, Professor, Management

Subject: Curriculum Change: Master in Health Administration

Date: September 28, 2018

The School Council, at its September 28 meeting, voted unanimously to approve the curriculum change for the Master in Health Administration.

Please note that the voting members of the Miami Business School (MBS), the regular faculty per the MBS bylaws, voted to delegate all decisions on curriculum issues to their elected representatives on the School Council for the fall 2018-spring 2019 academic year.



MEMORANDUM

DATE: October 2, 2018

TO: Patricia Abril, Vice Dean
School of Business

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: Revised Degree Requirements for Master of Health Administration

On September 28, 2018, the School of Business notified my office of its intent to revise the degree requirements for the Master of Health Administration (MHA) degree in Health Sector Management and Policy (Academic Plan Code: HADM_MHA).

The proposed new requirements would embed the Graduate Business Certificate within the MHA curriculum so that MHA students could complete both concurrently. The length of the program will remain the same (40 credits). The proposed revisions are as follows:

- Adding the required course BUS 610 Critical Thinking and Persuasion for Business (2 credits);
- Reducing the required capstone and internship from 4 credits to 2 credits and changing the course number from HSM 699 to HSM 650 to conform with course numbering conventions; and
- Replacing the required course ACC 665 Health Care Financial and Managerial Accounting (2 credits) with ACC 670 Financial Reporting and Analysis (2 credits).

The proposed changes do not “represent a significant departure, either in content or method of delivery” from what we are currently approved by SACSCOC to offer due to the following:

- The proposed changes meet the SACSCOC requirement of a minimum of 30 credit hours for a graduate program.
- The proposed changes do not require the development of new courses. It is merely a repackaging of existing courses. Although HSM 650 is a new course number, it is just being revised from an existing course, HSM 699.
- The proposed changes will not require the hiring of new faculty.
- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The program will be offered on the University’s Coral Gables campus.
- The graduate program covers the literature in the field through its required core coursework.
- The graduate program ensures ongoing student engagement in research and/or appropriate professional practice and training experiences through a required capstone and internship (HSM 650).

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
John Quelch, Dean of the School of Business
Alex Mas, Assistant Director, School of Business
Steve Ullmann, Chair, Department of Health Management and Policy
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



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graduateschool@miami.edu

MEMORANDUM

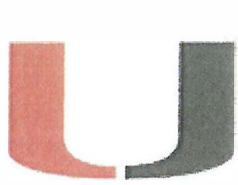
DATE: October 22, 2018
TO: Tomas Salerno
Chair, Faculty Senate
FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School
SUBJECT: Curriculum Change – Master in Health Administration

The Miami Business School submitted a proposal with intent to change the existing curriculum of the Master in Health Administration. The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and no concerns were expressed by the Council members.

cc: John Quelch, Dean, Miami Business School
Patricia Abril, Vice Dean, Miami Business School
Steve Ullmann, Chair, Health Management and Policy, Miami Business School
Karoline Mortensen, MHA Program Director, Miami Business School
Office of Assessment and Accreditation

Consensus Agenda

Item 5



UNIVERSITY OF MIAMI

Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Allan

Last Name

Shulman

Proponent's Title

Professor of Architecture
Director, Graduate Programs in
Architecture

Department, if applicable

School/College

Architecture

E-mail

ashulman@miami.edu

Phone

305-772-0078

Title of Proposal

Proposal to add new graduate certificate programs
University of Miami School of Architecture
October 8, 2018

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

Although the School of Architecture supports an interdisciplinary approach to these certificates, we anticipate a small number of students will choose options outside the School of Architecture, and that these would be approved by the School/Department prior to enrollment.

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

We have received memos from the School of Education and Human Development, and from the Rosenstiel School of Marine & Atmospheric Science; we are awaiting memos from the Miller School of Medicine and the Miami Business School.

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

End form.

Proposal to add new graduate certificate programs University of Miami School of Architecture

Letter of Explanation

The School of Architecture proposes six new certificates for graduate students. These new certificates will offer graduate students in the School of Architecture (SoA) graduate programs the opportunity to develop areas of professional concentration within the existing curriculum. Along with the two existing certificates currently offered by the School (Historic Preservation; Classical and Traditional Design), the new certificates further the mission of the School:

- To prepare students for professional leadership and lifelong learning in architecture, urbanism, and related fields.
- To preserve and develop knowledge for the profession through research and practice.
- To share knowledge locally and internationally through community service.
- To promote building and community design goals of environmental responsibility, social equity, and economic sustainability.

The new certificates are designed principally as a mechanism that formalizes areas of specialization, but does not preclude non-degree seeking students, which can be accommodated within the existing structures. The potential to accommodate non-degree seeking students into certificate courses would be limited to the unused capacity of existing courses. We will not open a new section to accommodate such students, thus no additional costs are considered.

Graduate students in the School of Architecture increasingly look to areas of concentration that can provide skill and knowledge bases for professional applications. Indeed, the certificates proposed (Design for Health and Well-being, Sustainable and Resilient Design, Hospitality Design, Construction Management, Urban Design, and Real Estate Development) represent areas of professional specialization. They engage critical areas of investigation in contemporary architecture, and denote strengths in the existing curriculum that could, even without further expansion, be elaborated as certificates. Further, they demonstrate the desire of the School to use its current curriculum as a platform to engage these specialized areas further. The development of these additional certificates will advance the School's focus in critical areas while helping direct the development of future courses. The proposed certificates can also help to gauge interest in the development of new graduate programs.

The new certificate programs take advantage of the culture and resources available at the School of Architecture as well as the other schools and departments within the University. Wherever possible, the proposed certificates have been designed to allow interdisciplinary studies. The proposed certificates include courses from the School of Education and Human Development, School of Marine & Atmospheric Science, Miami Business School, and the Department of Public Health Sciences at the Miller School of Medicine.



MEMORANDUM

Date: April 12, 2018

To: Guillermo J. Prado, Dean, Graduate School Council

From: Rodolphe el-Khoury, Dean, School of Architecture

Re: School of Architecture – Proposed Certificates

I'm writing to express my support for the current proposal to add six (6) new certificates options available to both undergraduate and graduate students. The certificates use existing resources and are structured around our current course offerings. Also, wherever possible, the proposed certificates have been designed to allow interdisciplinary studies. The proposed certificates include courses from the School of Education and Human Development, School of Marine & Atmospheric Science, Miami Business School, School of Engineering, and the Department of Public Health Sciences at the Miller School of Medicine.

The School of Architecture faculty, meeting as the School Council, has approved the following proposed certificates:

- Certificate in Construction Management
- Certificate in Healthcare Design
- Certificate in Sustainable and Resilient Design
- Certificate in Hospitality Design
- Certificate in Urban Design
- Certificate in Real Estate Development

We anticipate that the certificates will be attractive to our current students and will help with future recruitment.

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



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Coral Gables, FL 33124-2040

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Fax: 305-284-3003
www.education.miami.edu

February 23, 2018

Rudolphe el-Khoury, Professor and Dean
School of Architecture
University of Miami
-----via email-----

RE: Certificate program in Sustainable and Resilient Design

Dear Dean el-Khoury,

I am delighted to support the School of Architecture's proposal to offer a certificate program in Sustainable and Resilient Design. This new and exciting program clearly dovetails with the School of Education and Human Development's mission and vision entailing well-being as a key goal cutting across the SEHD's research, teaching, and service activities. What is more, Professor Scot Evans, who normally teaches EPS623 *Development and Change in Community Organizations*, has responded enthusiastically to the possibility of students from your program enrolling in his course.

Please let me know what else the SEHD can do in support of your efforts in this field.

Sincerely yours,

Professor and Acting Dean

Copies: Allan Shulman, Architecture
Scot Evans and Laura Kohn-Wood, EPS
Dina Birman and Shawn Post, SEHD Senators



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE

01 November 2018

To:

Allan Shulman, Director, Graduate Programs, School of Architecture

From:

John C. Beier, Sc.D., Professor, Chief, Division of Environment & Public Health, Department of Public Health Sciences, University of Miami Miller School of Medicine

Re:

School of Architecture Proposal, Graduate Certificate in Health & Well-being

I write to let you know that I, and the faculty in the Division of Environment & Public Health in the Department of Public Health Sciences at the Miller School have reviewed the proposal for a Graduate Certificate in Health & Well-being in the School of Architecture. Building on our long-time relationship, ongoing research initiatives, and joint appointments across our faculties, we are uniquely positioned to offer coursework relevant to this proposal.

We have advised Professor Lombard on the EPH courses we believe would be most relevant, and those courses are reflected in the options that would be available to the students in this program. As a division, we as faculty are significantly engaged in interdisciplinary work. We are pleased to advance opportunities for the students and this program will provide a good foundation for collaborative, interdisciplinary investigation among the graduate students in both fields.

Let me know if you need anything further from us at this point. We look forward to advancing this program together.

Thank you.

Best regards,

A handwritten signature in purple ink that reads 'John C. Beier'.

John C. Beier, Sc.D.
Professor
Chief, Division of Environment & Public Health
Department of Public Health Sciences
University of Miami Miller School of Medicine
Clinical Research Building
1120 NW 14th Street, Room 1062
Miami, Florida 33136 USA

UNIVERSITY OF MIAMI
ROSENSTIEL
SCHOOL of MARINE &
ATMOSPHERIC SCIENCE



Office of the Dean
Science and Administrative Building 107
4600 Rickenbacker Causeway
Miami, FL 33149-1031
Phone: 1 305 421-4000
Fax: 1 305 421-4711
Web Site: <http://www.rsmas.miami.edu>

October 1, 2018

Rodolphe el-Khoury, Professor and Dean
School of Architecture
University of Miami

Support for new Certificate in Sustainable and Resilient Design

Dear Dean el-Khoury:

I am writing to express my support for the School of Architecture's new certificate in Sustainable and Resilient Design.

This School of Architecture's new initiative addresses a critical global issue, and coordination between UM Schools is essential to future research efforts. The Rosenstiel School of Marine & Atmospheric Science will accommodate architecture students in the elective courses as listed in the proposal.

We anticipate that the program will attract high quality students, and complement our existing course participation while enhancing the School of Architecture offerings.

Please feel free to contact me if you have any questions.

Warm regards,

Roni Avissar, Dean
Rosenstiel School of Marine & Atmospheric Science
University of Miami



MEMORANDUM

DATE: October 29, 2018

TO: Allan Shulman, Professor and Director of Graduate Programs
School of Architecture

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: Six New (Graduate) Certificate Programs

On October 9, 2018, the School of Architecture notified my office of its intent to offer six new credit-bearing, graduate certificates effective Spring 2019:

1. Certificate in Construction Management
2. Certificate in Design for Health and Well-being
3. Certificate in Sustainable and Resilient Design
4. Certificate in Hospitality Design
5. Certificate in Urban Design
6. Certificate in Real Estate Development and Urbanism

The proposed certificate programs will be open to existing graduate students in other School of Architecture programs as well as students who choose to pursue it as a stand-alone program. Once completed, students may apply the coursework from the certificates toward other related graduate programs in the School of Architecture.

1. Certificate in Construction Management

The Certificate in Construction Management will require successful completion of 15 credit hours as shown below:

- Required core courses (9 credit hours):
 - CMA 601 Fundamentals of Construction Management
 - CMA 640 Virtual Design and Construction (VDC/BIM)
 - CMA 676 Interdisciplinary Design Studio/Integrated Project Delivery
- Elective courses (6 credit hours selected from the following):
 - ARC 608-609 Design-Build Studio
 - CMA 630/ARC 617 Construction Contract Documents
 - CMA 642 Emerging Technologies in Design and Construction
 - CMA 620 Construction Project Controls
 - CMA 632 Construction Risk Analysis and Control

- CMA 644 Sustainable Design and Construction
- CMA 690 Advanced Productivity and Lean Construction
- Other courses by approval

The program will be coordinated by Armando Montero, Associate Professor in Practice and Director of the Master in Construction Management. Professor Montero has a first professional degree in Architecture (BArch) from the University of Miami and is a Registered Architect in Florida. He has extensive teaching and professional experience in architecture, design, and construction management. He is also Principal of Armando M. Montero and Associates, PA and Partner of Property Assessment Group, LLC.

2. Certificate in Design for Health and Well-Being

The Certificate in Design for Health and Well-Being will require successful completion of 15 credit hours as shown below:

- One required studio course from the following:
 - ARC 608-609 Studio (Healthcare or Healthy Community Focus)
 - ARC 610 Urban Design Studio
- One required seminar course from the following:
 - ARC 682 Evidence-based Design Research Seminar
 - EPH 651 Research Methods
 - ARC 684 Capstone Project
- Elective courses selected from the following:
 - ARC 681 Interdisciplinary Course: Hospitals, Healthcare Services, and Access
 - EPH 640 Urban Environment and Public Health
 - EPH 646 Climate & Health
 - EPH 647 Community-Based Participatory Research
 - EPH 648 Climate, Cool Cities, Healthy Communities
 - MGT 684 Analysis of Healthcare Delivery and Policy
 - MGT 687 Healthcare Organization Economics and Ethics
 - BUS 655 Public Policy and Health

The program will be coordinated by Joanna Lombard, Professor in Practice and Director of the Master in Construction Management Program. Professor Lombard has a first professional degree in Architecture (BArch) from Tulane University and a Master of Architecture from Harvard University. She is a Registered Architect in Florida with extensive teaching and professional experience in architecture. She is Principal of Denis Hector & Joanna Lombard Architecture and Landscape. She is also a member of the Built Environment, Behavior and Health Research Group in the Department of Public Health Sciences in the University's Miller School of Medicine.

3. Certificate in Sustainable and Resilient Design

The Certificate in Sustainable and Resilient Design will require successful completion of 15 credit hours as shown below:

- Required core courses:
 - ARC 608 and ARC 609 Studio (Sustainable & Resilient Design Focus)
 - ARC 685 Sustainable Design in Context
 - ARC 683 An Introduction to Resilient Community Design

- Elective courses selected from the following:
 - ARC 684 Adaptation to Climate Change
 - ARC 686 Tropicalism/Tropical Architecture
 - ARC 663 Environmental Building Systems II
 - ARC 684 Special Problems (RAD LAB-UM)
 - ARCH 694 GIS in Urban Design Theory & Practice
 - EPS 623 Development & Change in Community Organizations
 - Other courses by approval

The program will be coordinated by Sonia Chao, Research Associate Professor and Director of the University of Miami Center for Urban and Community Design. Professor Chao has a first professional degree in Architecture (BArch) from the University of Miami and a Master of Architecture from Columbia University. She is a Registered Architect in Florida with extensive teaching and professional experience in architecture. She is Principal of Sonia R. Chao Architects. She is also Co-Principal Investigator on a NSF-CRIP Grant Collaborative Research, "A Human-Centered Computational Framework for Urban Community Design of Resilient Coastal Cities."

4. Certificate in Hospitality Design

The Certificate in Hospitality Design will require successful completion of 15 credit hours as shown below:

- Required core courses:
 - ARC 608-609 Studio (Hotel Studio Focus)
 - ARC 684 Introduction to the Hotel Design and Development
- Elective courses selected from the following:
 - ARC 621 Urban Design History and Theory
 - ARC 623 Urban Design and Development Charrette
 - ARC 628 Introduction to Historic Preservation
 - ARC 638 Interior Architecture Design
 - ARC 640 Tropical Architecture
 - RED 601 Introduction to Real Estate Development and Urbanism
 - RED 650 Complex Real Estate Transactions
 - RED 630 Real Estate Market Analysis
 - Other courses by approval

The program will be coordinated by Allan Shulman, Professor and Director of Graduate Programs in Architecture. Professor Shulman has a first professional degree in Architecture (BArch) from Cornell University and a Master of Suburb and Town Design from the University of Miami. He is a Registered Architect in Florida with extensive teaching and professional experience in architecture. He is Founding Principal of Shulman and Associates.

5. Certificate in Urban Design

The Certificate in Urban Design will require successful completion of 15 credit hours as shown below:

- At least one required studio course from the following:
 - ARC 601 Urban Design I: Form and Types/Form Based Codes
 - ARC 602 Urban Design II: General Urban to Urban Core
 - ARC 603 Urban Design III: Regional/Informal Urbanism

- At least one required seminar course selected from the following:
 - ARC 548 Seminar in Community Development
 - ARC 621 History-Theory II: Housing, Transportation & Infrastructure
 - or ARC 622 History-Theory III: Urban Design Theory
 - ARC 623 Hines Competition, National Charrette Institute Workshop, Capstone Project
 - ARC 641 Seminar on Town Design
 - ARC 642 Seminar on Housing
 - ARC 643 Seminar on Retrofit of Suburbia
 - ARC 647 Architecture and Urban Identity
 - ARC 694 Geographic Information Systems in Urban Design
 - ARC 690 History of Cities
 - RED 601 Introduction to Real Estate Development and Urbanism
 - RED 610 Financing Urban Real Estate Development
 - RED 630. Market Analysis for Urban Markets
 - RED 660 Urban infill, Preservation & Mixed Use Development
 - RED 650 Complex Urban Real Estate Transactions
- Other courses by approval

The program will be coordinated by Elizabeth Plater-Zyberk, Malcolm Matheson Distinguished Professor of Architecture and Director of the Master of Urban Design Program. Professor Plater-Zyberk has a bachelor's degree in Architecture and Urban Planning (BA) from Princeton University of Miami and a Master of Architecture from Yale University. She is a Registered Architect in Florida with extensive teaching and professional experience in architecture and urban design. She is Partner of DPZX LLC.

6. Certificate in Real Estate Development and Urbanism

The Certificate in Real Estate Development and Urbanism will require successful completion of 15 credit hours as shown below:

- Required core courses (9 credit hours):
 - RED 601 Intro to RED+U, or RED 660 Urban Infill, Preservation & Redevelopment
 - 6 credit hours from the following:
 - RED 610 or other approved Real Estate Finance course;
 - RED 630 or approved Real Estate Market Analysis course; or
 - Other approved Studio, ARC, RED, BUS or LAW courses
- Elective courses (6 credit hours selected from the following):
 - Any approved architecture studio
 - RED 660 Urban Infill, Preservation, and Mixed Use Development
 - RED 620 Real Estate Law
 - RED 640 National Charrette Institute (NCI)
 - RED 670 Construction and Project Management
 - Other courses by approval

The program will be coordinated by Chuck Bohl, Associate Professor and Director of the Master in Real Estate Development and Urbanism Program. Dr. Bohl has a Master of Urban and Regional Planning from SUNY-Albany and a PhD in City and Regional Planning from UNC-Chapel Hill. He is a Certified Planner with the National Charrette Institute. He has extensive teaching and professional experience in architecture and urban planning. He is also Principal of Charles Bohl and Associates.

The proposed new certificate programs do not “represent a significant departure, either in content or method of delivery” from what we are currently approved by SACSCOC to offer due to the following:

- SACSCOC does not regulate the length of certificate programs.
- The curriculum for each of the program is simply a repackaging of existing courses. No new courses will be required.
- The new programs will be supported by current qualified faculty. No new faculty will be hired.
- Each program will be coordinated by a qualified faculty member.
- The majority of each program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- Each program will be offered on the University’s Coral Gables campus.

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
Rodolphe el-Khoury, Dean of the School of Architecture
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



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graduateschool@miami.edu

MEMORANDUM

DATE: October 22, 2018

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School

SUBJECT: Proposal – School of Architecture graduate certificate programs

The School of Architecture submitted a proposal for six new graduate certificate programs:

- Certificate in Construction Management
- Certificate in Design for Health & Well-being
- Certificate in Sustainable and Resilient Design
- Certificate in Hospitality Design
- Certificate in Urban Design
- Certificate in Real Estate Development and Urbanism

The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and was approved by those present.

cc: Rodolphe el-Khoury, Dean, School of Architecture
Allan Shulman, Director of Graduate Programs, School of Architecture
Office of Assessment and Accreditation

Proposal to add new graduate certificate programs

University of Miami School of Architecture

October 8, 2018

Proposal to add new graduate certificate programs University of Miami School of Architecture

Proposed new graduate certificate programs: (name for student transcripts)

- Certificate in Construction Management (coordinator: Armando Montero)
- Certificate in Design for Health & Well-being (coordinator: Joanna Lombard)
- Certificate in Sustainable and Resilient Design (coordinator: Sonia Chao)
- Certificate in Hospitality Design (coordinator: Allan Shulman)
- Certificate in Urban Design (coordinator: Elizabeth Plater-Zyberk)
- Certificate in Real Estate Development and Urbanism (coordinator: Chuck Bohl)

Responsible administrative unit for the program:

School of Architecture
Graduate Programs in Architecture (director: Allan Shulman)

The proposed date for implementation:

Spring 2019

Preface:

The School of Architecture proposes six new certificates for graduate students. These new certificates will offer graduate students in the School of Architecture (SoA) graduate programs the opportunity to develop areas of professional concentration within the existing curriculum. Along with the two existing certificates currently offered by the School (Historic Preservation; Classical and Traditional Design), the new certificates further the mission of the School:

- To prepare students for professional leadership and lifelong learning in architecture, urbanism, and related fields.
- To preserve and develop knowledge for the profession through research and practice.
- To share knowledge locally and internationally through community service.
- To promote building and community design goals of environmental responsibility, social equity, and economic sustainability.

The new certificates are designed principally as a mechanism that formalizes areas of specialization, but does not preclude non-degree seeking students, which can be accommodated within the existing structures.

Note: the potential to accommodate non-degree seeking students into certificate courses would be limited to the unused capacity of existing courses. We will not open a new section to accommodate such students, thus no additional costs are considered.

1. Rationale of new certificate programs (generally)

Graduate students in the School of Architecture increasingly look to areas of concentration that can provide skill and knowledge bases for professional applications. Design for Health and Well-being, Sustainable and Resilient Design, Hospitality Design, Construction Management, Urban Design and Real Estate Development are also, increasingly, areas of professional specialization. They engage critical areas of investigation in contemporary architecture. The proposed new graduate certificate programs address both the intellectual and academic needs of the School of Architecture, and the desire of the School to use its current curriculum as a platform to engage these specialized areas further.

The proposed new graduate certificates were developed by the School and its faculty based on areas of existing strength and growth within the School. They denote areas of focus in the existing curriculum that could, even without further expansion, be elaborated as certificates. In cases where the School offers graduate programs in the same area, credit earned toward certificates can be used toward graduate degree programs at the University of Miami. The development of these additional certificates will also advance the School's focus in critical areas while helping direct the development of future courses. Indeed, the proposed certificates are designed to gauge interest in the development of new graduate programs.

The new certificate programs take advantage of the culture and resources available at the School of Architecture as well as the other schools and departments within the University. Wherever possible, the proposed certificates have been designed to allow interdisciplinary studies. The proposed certificates include courses from the School of Education and Human Development, School of Marine & Atmospheric Science, Miami Business School, and the Department of Public Health Sciences at the Miller School of Medicine.

a. Level of demand

Level of demand is addressed under each certificate proposal. The certificates are designed to address contemporary challenges by offering areas of concentration within our existing curriculum.

b. Interactions with other programs

Interactions with other programs is addressed under each certificate proposal

c. Relationship with undergraduate and Professional Programs

All the proposed certificate programs will be available to all graduate students.

2. Resources of the School of Architecture (generally)

The School of Architecture faculty comprises about 33 full-time and 30 part-time members, depending on the semester. Part-time numbers fluctuate with enrollment and full-time faculty leaves, sabbaticals, and research releases. To meet the needs of its Master of Architecture, Master of Science, Master of Urban Design and Master of Real Estate Development and Urbanism degrees, the curriculum comprises approximately 150 courses per year, including

studios, seminars, and other offerings. The School's curricular resources are enhanced by the interdisciplinary opportunities offered by the other schools and colleges of the University of Miami.

a. Library

The Paul Buisson Architecture Library fronts the school's central courtyard, and is a branch of the University of Miami Libraries. Its primary goal is to support the scholarly research, learning, and teaching needs of U-SoA faculty, students, and alumni. The Architecture Library houses more than 22,000 books, DVDs, microform materials, and over 80 current architecture-related journals. In addition, library patrons may search the University of Miami Libraries catalog to access the Otto G. Richter, Marine Science, Music, Architecture, and Business, Law and Medical Libraries, which collectively host information resources consisting of more than 3.5 million volumes; 96,000 serials; more than 700,000 e-resources; and approximately 4.1 million microforms. Students and faculty also have access to a growing number of digital image services and collections through the UM Library system.

b. Laboratory Facilities, Equipment, and Space

Our physical resources include the following facilities:

The Jorge M. Perez Architecture Center (2005) is the centerpiece of the five-building SoA complex. Designed by the architectural theorist and innovator Leon Krier, the Perez Center houses the Stanley and Jewell Glasgow Lecture Hall, the Irvin Korach Gallery, and the Marshall and Vera Lea Rinker Classroom. The Perez Architecture Center hosts school, university, and community speakers and events, with related reviews and exhibitions held in the Korach Gallery.

The Marion Manley Studio facilities overlook Lake Osceola at the heart of the campus. Designed by Frank E. Watson, the SoA buildings were part of a complex built in 1947 to house the returning veterans of World War II. The current compound around the courtyard was modified in 1983 to house offices, studios, and classrooms of the School of Architecture.

The new Thomas P. Murphy Design Studio building, named for Tom P. Murphy Jr., the President and CEO of Coastal Construction and designed by Arquitectonica, will be LEED-certified and will include studios to accommodate about 120 students. It will include a state-of-the-art fabrications lab and modern workstations, designed to enable advanced digital production. A lounge, computer lab, presentation areas, review spaces and offices are additional amenities. Slated to open in late Spring/early Summer 2018, the facility occupies about 20,000 square feet, including outdoor workspace and an outdoor jury area.

The B.E & W.R. Miller BuildLab was made possible by the generous donation of the Miller Family. The BuildLab, designed by Professor Rocco Ceo, provides a home for the design/build program where students execute an architectural project from beginning to end in a safe and properly equipped environment. Completed earlier this year, the space is currently being used by students as part of the hands-on learning process. The students are tasked with completing the

furnishings and interior and exterior details of the open-air building, which has a 40-foot by 40-foot concrete frame with 17.5-foot-high ceilings.

The School's FAB LAB, or modeling and fabrication facilities, provides students the opportunity to turn their design projects into 3D models, allowing them to elaborate on the techniques learned in the design studio, construction technology, materials, lighting and structure courses. General assignments and specific research projects are pursued during a regularly scheduled period under the supervision of a full-time Shop Director and student staff assistants. Immediately adjacent to the design studios, the modeling and fabrication facilities occupy approximately 1,500 square feet and include both digital and analog fabrication equipment. Along with traditional woodworking tools and machinery, students have access to techs such as 3D printers, laser cutters, and CNC milling.

RAD-UM, the University of Miami branch of RAD (Responsive Architecture & Design), is a research unit housed at SoA. Directed by U-SoA Dean Rodolphe el-Khoury, RAD-UM provides resources and expertise for project-based research on the spatial ramifications of embedded technology and ubiquitous computing. The research is premised on the notion that every building or landscape component can be equipped with computational power. Projects at RAD-UM develop models for such digitally enhanced environments to better handle persistent and emerging challenges in the areas of healthcare, building technology and sustainability. The projects are set up for multi-disciplinary collaboration and for potential development in partnership with industry.

The Center for Urban and Community Design was founded in 1992 in the aftermath of Hurricane Andrew with the mission of fostering a collaborative interdisciplinary approach that supports the buttressing, retro-fitting and creation of sustainable communities and buildings. Directed by U-SoA Research Assistant Professor Sonia Chao, the Center seeks to integrate research, teaching, and service, encouraging interdisciplinary thought and action in the areas of historic preservation, urban design & community engagement, and, sustainable & resilient design in the sub-tropics and tropics. The Center assists or leads faculty, alumni and students in funded research, publications, and community partnerships, workshops, and charrettes.

Computing is migrating from dedicated static appliances to mobile devices, objects of everyday life, and physical environments thanks to increasingly proliferating microchips and ever-expanding information networks. The spatial nature of ubiquitous computing directly implicates and empowers architecture, landscape, and urban design. RAD-UM capitalizes on this potential, bringing research to bear on the built environment from a variety of fields that exploit the spatial consequences of distributed computing: responsive and interactive systems, augmented reality, embedded/situated technology, ambient intelligence, mobile computing and locative media.

The Computer Laboratory is SoA's central resource for digital design and research. SoA and UMIT are committed to providing its students with the best possible environment for computer-based, collaborative teaching and research. UMIT at SoA also provides limited support for a variety of configuration and application issue to students, faculty, and staff at the School of Architecture. Services provided include computer and A/V support, printing, and plotting.

c. Other resources

Other resources specific to individual certificates are listed under each certificate program.

3. Curriculum (generally)

a. Major division or divisions of the discipline in which the proposed graduate work will be offered.

Studies at the School of Architecture and within the proposed certificate programs are implicitly integrative, combining knowledge across traditional divisions of the discipline. These include design, history and theory, technology and building systems, drawing and visualization, and professional practice, among others. The proposed certificates accordingly span all disciplines of the current curriculum.

b. Adequacy of your present graduate curricular structure for the proposed program.

The current professional curriculum provides a sense of stewardship and understanding of the built environment, spanning the areas proposed under new certificates. The proposed certificates do not require the addition of any new courses; rather they comprise new options for combining existing courses to achieve areas of professional concentration. Further, they seek to embody focal areas of the current curriculum, and clarify priorities for future curricular development.

c. Anticipated additions, deletions, and changes in your current curricular structure resulting from the new program. For each item, list the faculty involved.

No additions or deletions in the current curricular structure are proposed under this proposal.

d. List any current, anticipated, or agreed upon cooperative or interdisciplinary work with other components of the University or with any extramural agency as pertinent to the proposed program.

The proposed certificate programs will not require any formal cooperative agreements. The courses proposed mainly reside within the SoA curriculum and are listed herein. Interdisciplinary opportunities have been identified using existing courses in the School of Education and Human Development, School of Marine & Atmospheric Science, Miami Business School, School of Engineering, and the Department of Public Health Sciences at the Miller School of Medicine.

e. Detailed description of the proposed program

A detailed description of each proposed certificate is listed under the individual certificate options (attached)

f. Teaching

The current proposal does not include any change in curriculum or in the method of delivery of courses, which generally comprise studios, seminars, and other courses.

g. Expected distribution of graduate students among advisors

The current proposal does not include any change in curriculum or in the method of delivery of courses. As the new certificates do not require the completion of directed research or a thesis, no additional need for faculty advisors is foreseen. The current distribution of graduate students as teaching assistants, graduate assistants and research assistants, would remain.

h. Colloquia, special seminars, conferences, etc.

No new colloquia, special seminar or conferences are anticipated as part of this proposal. The proposed certificates build on the School of Architecture's current offerings of seminars, conferences and colloquia. A sample of current programs are listed under each certificate under "Other Resources".

i. Learning Outcomes Assessment Plan

Individual Learning Outcomes are listed under each certificate proposal.

4. Faculty (generally)

a. Designated faculty

As is the case with the School's two existing certificates (Historic Preservation; Classical and Traditional Design), the certificates proposed span the current and existing curriculum. They will not involve any new or designated faculty, although coordinators for the new certificates are identified.

b. Need for additional faculty

No new faculty are anticipated as part of this proposal.

c. Interaction of the proposed program with other graduate programs

All the proposed certificate programs will be available to all U-SoA graduate students. Credit earned toward certificates can, in some cases, be used toward graduate degrees in the same area (ie. Credit earned in the Certificate in Urban Design could be applied later if the student is accepted into the Master of Urban Design program. Indeed, certificates may offer an enticement to further enrich studies in a particular area at the School of Architecture.)

5. Students (generally)

a. Number of students in the program and the pool from which they will be selected

The School of Architecture graduate program comprises about 100 students. We estimate that the number of students who will work toward a certificate will begin at about 10 and rise to about 30.

b. Requirements for admission to and expected retention of students in the proposed program

No requirements for certificates, other than those specific to the certificate, are anticipated at this time. The certificates are intended for the use of current matriculated full-time graduate students.

c. Anticipated need for and specific use of teaching assistants and research assistants in the program

The current proposal does not include any change in curriculum or in the method of delivery of courses. The current distribution of graduate students as teaching assistants or research assistants would remain as is.

6. Administration (generally)

a. Anticipated administrative increments imposed by addition of these certificates

The School anticipates no need for additional secretarial help, office equipment, supplies, travel, publication costs, or other funds.

b. Arrangements for administration and for academic direction of the program

A coordinator for each certificate has been indentified. A small increase in advising time may occur as graduate students inquire about certificate requirements and arrange their coursework with faculty or administration representatives. School Administration, Coordinators, and the Program Director will be tasked with arranging existing courses so that students can accomplish their preferred certificate in a practical amount of time.

7. Budget (generally)

The proposed certificates use existing courses and School resources. The only change in budget will be a small stipend to be agreed with the Dean, depending on the activity of the certificate.

8. Comparisons

Comparisons are addressed under each certificate proposal

9. Online and Distance Degree and Certificate Programs only

NA

10. Transfer of coursework to graduate degree programs

Courses taken in the certificate program can be substituted for courses in a graduate degree program in the same area of professional concentration (within the School of Architecture). Courses can also be transferred to a graduate degree program in the same area of professional concentration (within the School of Architecture) after the certificate is completed.

A. Certificate in Construction Management

Coordinator: Armando Montero
Associate Professor in Practice, Director of the Master in Construction
Management Program
(cv attached)

1. Rationale:

Growth in the construction industry is projected to outpace all other industries through 2030 creating a high demand for qualified professionals in the industry. The Certificate in Construction Management addresses the growing demand for professionals with the advanced knowledge, discipline, and skills needed to face the challenges of the construction industry and become future leaders of design and construction related organizations worldwide. The certificate takes advantage of the culture and resources available at the School of Architecture as well as the the Miami Business School and the School of Law.

The Certificate in Construction Management prepares graduate architecture students for effective management leadership in the construction field. It provides a foundation for training in professional management of construction projects. This program focuses on three components that represent the functional areas of construction management:

- Management
- Project Controls
- Design and Construction Technology

Level of demand

The level of demand for qualified construction professionals remains high and is expected to grow over the next 15 years. Graduate programs in construction management have large student populations, spurring the School of Architecture in 2018 to introduce its own Master of Construction Management (MCM). While the School's graduate architectural programs do a reasonable job at introducing students to the technical and managerial aspects of project management, a Certificate in Construction Management will introduce graduate students to a broader understanding of productivity assessment, managing a portfolio of projects and keeping up with cutting-edge technology.

Interaction with other programs/departments

The curriculum of the Certificate in Construction Management will intertwine with other graduate programs and schools at the University of Miami. In addition to existing SoA courses, the curriculum includes a mix of existing courses identified within the Miami Business School and College of Engineering.

Relationship with undergraduate and professional programs.

The Certificate in Construction Management is designed to augment the knowledge and skill sets of our existing graduate professional degree programs (M.Arch, M.Sc.Arch), and to enrich the School generally.

2. Resources:

The School of Architecture has the resources needed to implement the proposed certificate program. As the certificate builds on existing courses and existing research interests of the faculty, no additional library, faculty, administrative or physical resources are expected for coursework or related research.

Other resources

The current School of Architecture Construction Management Advisory Board and its members, assembled to support the School of Architecture's new Master of Construction Management, are poised to be a valuable resource of experience and expertise available to students pursuing a Certificate in Construction Management. Students will be mentored by the top leadership of some of the largest design and construction organizations. The board will also provide practicum and internship opportunities as part of the curriculum.

The Emerging Practitioner Teaching Fellowship, initiated in 2016, supports individuals in their work to advance the culture of architecture and design through creative practice or research. The fellowship is meant to complement the technology curriculum and enhance research opportunities with emphasis on digital technology. Past emerging practitioners have developed courses that emphasize the role of building technology in the design and construction process.

The School of Architecture's design/build program allows students to execute an architectural project from beginning to end in a safe and properly equipped environment. The program is housed in the new B.E & W.R. Miller BuildLab, completed earlier this year.

3. Curriculum - Certificate in Construction Management

Certificate Requirement, 15 credits

Students are required to take the Core Courses listed below, for a total of 9 credits. The remaining 6 credits can be selected from Other Courses and Seminars below.

Courses	Credits
<i>Core Courses (9 credits)</i>	
CMA 601 Fundamentals of Construction Management	3
CMA 640 Virtual Design and Construction (VDC/BIM)	3
CMA 676 Integrated Project Delivery	3
<i>Other Courses and Seminars, (select 6 credits)</i>	
ARC 608-609 Design-Build Studio	6*
CMA 630/ARC 617 Construction Contract Documents	3
CMA 642 Emerging Technologies in Design and Construction	2
CMA 620 Construction Project Controls	2
CMA 632 Construction Risk Analysis and Control	2
CMA 644 Sustainable Design and Construction	2
CMA 690 Advanced Productivity and Lean Construction	2

* (Architecture students receive 6 credits for full-semester design studios, and 3 credits for half-semester design studios. In order to meet the studio requirement, non-architecture students may earn 3 credits in a full-semester studio. Studio faculty approval is required.)

Other Options

In addition to the list above and below, students may submit other courses, either within the School or within the University of Miami. Submissions will be evaluated by the Certificate Coordinator and Director of the Graduate Architecture Programs in consultation with program faculty.

Program Learning Objectives

Students who receive a Certificate in Construction Management in the School's graduate program establish a foundation in Construction Management training, and an introduction to important areas of the Construction Management field, including:

- a. Critical thinking and creativity
- b. Problem-solving and decision making
- c. Effective and professional oral and written communications
- d. Use of information and communication technology
- e. Principles of leadership in business and management
- f. Current issues in construction
- g. Complex project decision making and associated risk management
- h. Professional ethics including application to situations and choices
- i. Advanced construction management practices

j. Research methods

Student Learning Outcomes

Graduate students with a Certificate in Construction Management from University of Miami School of Architecture develop new skills and build expertise in the specialized area of Construction Management, including:

- a. Understanding the value of sustainable building practices to optimize use of available resources
- b. Applying global, ethical, and sustainability perspectives to construction management knowledge.
- c. Understanding how the legal, economic, and social relationships between contracting, the building trades, and the regulatory environment inform construction management.
- d. Comparing construction management technologies, innovations, and processes.
- e. Applying various techniques and methods to efficiently and effectively plan and control construction projects.
- f. Demonstrating leadership qualities through experiential learning.
- h. Analyzing how issues of cost, safety, and design impact project development and implementation.

Overview of other educational opportunities in Construction Management

The proposed Certificate in Construction Management builds on existing curricular and degree options available in the School of Architecture. Additional educational paths are available to graduate students and professionals interested in furthering their knowledge and skills in construction management. In certain cases, earned certificate credits in certificate programs can be used toward the degree programs at the University of Miami.

Master of Construction Management (MCM) – 36 credits

The MCM program is open to graduates from Architecture, Engineering, and Construction programs. The curriculum will broaden educational and career options for students. Formal knowledge and experience in project and construction management are highly sought after not only by architectural firms but also construction companies and real estate developers. With the guidance of the Graduate Program Director, students would design a curriculum suited to their own interests and time constraints. The program is a non-thesis consisting of a minimum of 36 credit hours. This includes 15 credits of required core courses, 10 credits of professional practice / practicums and internship and 11 credits of courses as electives. Most courses would be offered in the late afternoon or evening to allow students to work and participate in required practicums or internships at leading organizations during the day.

Two Degree Option – Master of Construction Management (MCM) and Master of Real Estate Development _ Urbanism (MRED+U)

Architecture students can receive a Master of Construction Management and a Master of Real Estate Development + Urbanism, a dual degree option that features a reduced credit load and offers unprecedented knowledge and skill in planning, design, and construction of the built environment. Students may obtain two Master's Degrees by completing 60 credits of study.

Executive Master in Construction Management (EMCM) – 30 credits

The EMCM program is open to mid-career professionals with a prior undergraduate degree. Professionals working in the field or seeking a mid-career change will be able to enroll in an Executive Master's Degree in Construction Management. Courses will be offered in the evenings and on weekends, to meet the needs of working professionals. The program will focus on current issues and events in construction management and address the needs of the industry by developing candidates for middle and upper management positions. The curriculum consists of 12 credits of core courses, 12 credits of free electives and 6 credits in a culminating experience (2 credits research and 4 credits Capstone project). Courses in the Executive program will be taught by leaders in the construction industry as identified and recruited by the Construction Management Advisory Board.

4. Faculty

See cover description above

5. Students

See cover description above

6. Administration

See cover description above

7. Budget

See cover description above

8. Comparisons

New School of Architecture, Master of Construction Management (MCM):
<http://newschoolarch.edu/academics/school-of-architecture/cm-programs/master-of-constructionmanagement/>

USC Viterbi, Master of Construction Management (MCM):
<https://viterbigradadmission.usc.edu/programs/masters/msprograms/civil-environmental-engineering/master-construction-mgmt/>

University of Florida, College of Design and Construction, Master of Science in Construction Mgmt.:

<https://dcp.ufl.edu/rinker/academics/masters/construction-management/>

Clemson University, Master's in Construction Science and Management (MCSM):

<http://www.clemson.edu/caah/departments/csm/graduate/index.html>

Kennesaw State University, Masters of Science in Construction Mgmt.:

<http://cacm.kennesaw.edu/>

9. Online and Distance Degree and Certificate Programs only

N/A

10. Transfer of coursework to graduate degree programs

Courses taken in the Certificate in Construction Management can be transferred to a SoA graduate degree program in Construction Management after the certificate is completed.

B. Certificate in Design for Health & Well-being

Coordinator: Joanna Lombard
Professor, University of Miami School of Architecture
Miller School of Medicine Department of Public Health Sciences, Built
Environment, Behavior and Health Research Group
(cv attached)

1. Rationale:

As a growing body of research demonstrates the significant impacts of the built environment on health and well-being, new systems of building certification and demands for evidence-based decision-making have expanded beyond the field of healthcare buildings to include the full spectrum of urban, institutional, commercial and residential design. At the same time, the field of healthcare design is addressing fundamental change as healthcare systems are in the midst of realignments with population health and community-based care that is moving beyond the walls of acute care facilities to encompass wellness that begins with behaviors, which research is showing to be highly influenced by environment.

The University of Miami Built Environment Behavior, and Health Research Group with faculty in the Department of Public Health Sciences and the School of Architecture has conducted an ongoing program of funded research in this area of inquiry since 1999. In 2015, research group members Professor Joanna Lombard and Public Health Sciences Research Associate Professor Scott Brown were selected as Charter Members of one of eleven founding university teams selected by the American Institute of Architects (AIA), AIA Foundation, and the Association of Collegiate Schools of Architecture for the AIA Design + Health Research Consortium. The work of the research group has been widely disseminated, informed public policy and has been integrated into both architecture and urban design studios in the School of Architecture.

Focusing more specifically on healthcare environments, in 2009, Professor Joanna Lombard initiated the School's first Healthcare Design Studio and aligned with the School of Business, the first healthcare focused symposium, "Future Directions: Health Care and the Built Environment." Over the last 9 years, subsequent studios and related colloquia have been associated with healthcare systems and urban environments, addressing the rapidly changing world of healthcare and engaging topical research in public health. Alumni from these studios have found positions around the US working in this vanguard area of the intersection of health and well-being, applied to building and healthcare design specifically, as well as the larger issues of community design.

Level of demand

Adapting to the new considerations of the locus of healthcare as well as expanding awareness of the impacts of the built environment on health and well-being, two new building assessment standards have emerged—[Well](#) and [Fitwel](#)-- to add to the already

widely applied [LEED](#) and [Living Building Challenge](#) programs which had included health-based standards more specific to healthcare and ecological concerns respectively. The level of demand for graduates with capacity in this area of knowledge with corresponding skill in design applications that range from community-based to specific building types, including new forms of healthcare design, is correspondingly expanding rapidly. Other institutions also have identified this as an impactful area for professional growth and are responding. Discussion at the 2018 AIA/AAH-ACHA sponsored Architecture+Health Educator's Summit indicated that architecture programs with degrees specifically focused on healthcare architecture are expanding their own programs to address the larger concerns of wellness, while nine universities recently have opened multi-disciplinary centers and institutes to integrate knowledge on health and well-being in relation to the built environment.

Interaction with other programs/departments

The University of Miami is in a unique position to provide the multi-disciplinary approach essential to this topic. School of Architecture faculty active in the Built Environment, Behavior and Health Research Group with faculty in the Leonard M. Miller School of Medicine Department of Public Health Sciences, Environment and Public Health Division, also already collaborate with faculty in the Miami Business School, the School of Law, and the College of Arts and Sciences. Further, this ongoing work, along with new opportunities with the College of Engineering and the School of Nursing and Health Studies, offer unique potential for a dynamic and engaging experiential learning environment. Additionally, alumni and faculty as well as engaged professionals in award-winning national design firms including HDR, LRK, Perkins & Will, Arquitectonica, Zyscovich and Bostwick Design Partnership, and a number of real estate firms engaged in community, commercial and healthcare-based development offer valuable opportunities to productively integrate education and professional practice.

Relationship with undergraduate and professional programs.

Currently, across the US, related initiatives focus on graduate students. UM's current collaboration, for example, the UM School of Law, "[Hospitals, Health Care Services and Access: Interdisciplinary Course](#)" in which Professor Lombard (Architecture) and Professor Steven Ullmann (Business School) participate and collaborate on a case study, the students work across disciplines at the graduate level. The Certificate in Design for Health + Well-being would draw upon these collaborations to augment the knowledge and skill sets of the professional degrees.

2. Resources:

The School of Architecture has the resources needed to implement the proposed certificate program. As the certificate builds on existing courses and existing research interests of the faculty, no additional library, faculty, administrative or physical resources are expected for coursework or related research.

Other resources

Healthcare Design Colloquium: The annual colloquium showcases themes in the global health-care marketplace, such as health education, health research, healthcare design, and healthcare business, and technology. It is meant to dovetail with and complement the Business School's annual Business of Healthcare Conference with an emphasis on design issues.

3. Curriculum - Certificate in Design for Health & Well-being

Certificate Requirements, 15 credits

One Studio and Research Seminar are required. Typically, for architecture students, this represents 9 credits.* The remaining 6 credits can be completed via an additional studio, or selected from the course options listed below.

Courses	Credits
Required Courses	
ARC 608-609 Studio (Healthcare or Healthy Community Focus)	
or	
ARC 610 Urban Design Studio	6*
ARC 682 Evidence-based Design Research Seminar	
or	
EPH 651 Research Methods	3
ARC 684 Capstone Project	3
Electives	
ARC 681 Interdisciplinary Course: Hospitals, Healthcare Services, and Access	3
EPH 640 Urban Environment and Public Health	3
EPH 646 Climate & Health	3
EPH 647 Community-Based Participatory Research	
EPH 648 Climate, Cool Cities, Healthy Communities	3
MGT 684 Analysis of Healthcare Delivery and Policy	3
MGT 687 Healthcare Organization Economics and Ethics	3
BUS 655 Public Policy and Health	3

* (Architecture students receive 6 credits for full-semester design studios, and 3 credits for half-semester design studios. In order to meet the studio requirement, non-architecture students may earn 3 credits in a full-semester studio. Studio faculty approval is required.)

Other Options

In addition to the list above and below, students may submit other courses, either within the School or within the University of Miami. Submissions will be evaluated by the Certificate Coordinator and Director of the Graduate Architecture Programs in consultation with program faculty.

Program Learning Objectives

Students who receive a Certificate in Healthcare Design in the School's graduate architecture programs establish a foundation in the impact of the built environment on health and well-being, and an introduction to important areas of the principles of healthy building and community design as well as new models in the healthcare field, including:

- a. Critical thinking and creativity

- b. Problem-solving and decision making
- c. Effective and professional oral and written communications
- d. Critical assessment of current design practices
- e. Health and community infrastructure in addressing inequalities
- f. Effective application of data and evidence-based design practices

Student Learning Outcomes

Graduates with a Certificate in Design for Health & Well-being from University of Miami School of Architecture develop new skills and build expertise in the specialized area of design and health, including:

- a. Understanding the value of sustainable building practices to optimize use of available resources
- b. Applying global, ethical, and sustainability perspectives.
- c. Understanding the impact of urban and building design on health and well-being
- d. Awareness of the integration of new models of healthcare on building design
- f. Demonstrating leadership qualities through experiential learning.

4. Faculty

See cover description above

5. Students

See cover description above

6. Administration

See cover description above

7. Budget

See cover description above

8. Comparisons

Healthcare Focus (may include built environment + health topics)

Ball State University, Online Graduate Certificate in Planning and Design of Healthcare Environments

<https://cms.bsu.edu/academics/collegesanddepartments/online/academic-programs/graduate-certificates/healthcarefacilitydesign>

University of Kansas, Certificate for Health & Wellness Architecture; and Health + Wellness option, final year Master of Architecture program.

<https://healthandwellness.ku.edu/>

<http://healthandwellness.ku.edu/curriculum>

Texas A & M University, Certificate in Health Systems & Design

<http://chsd.arch.tamu.edu/>

Built Environment & Health Focus (may include healthcare studios/projects)

Portland State University, Graduate Certificate in Public Interest Design, Center for Public Interest Design

<https://www.pdx.edu/public-interest-design/certificate-in-public-interest-design>

9. Online and Distance Degree and Certificate Programs only

N/A

10. Transfer of coursework to graduate degree programs

N/A

C. Certificate in Sustainable and Resilient Design

Coordinator: Sonia Chao
Director, UM Center for Urban & Community Design; Co-Principal Investigator, National Science Foundation-CRISP Grant, Collaborative Research: A Human-Centered Computational Framework for Urban and Community Design of Resilient Coastal Cities; *Executive Board Member*, Florida Climate Institute; Faculty Affiliate, UM Hemispheric Caribbean Studies; Task Force Member, UM Office of Civic & Community Engagement
(cv attached)

1. Rationale:

Environmental impacts of building practices, climate change and rising sea levels are changing the landscape of architecture as a profession. Architects play a central role in selecting material and technology strategies, as well as developing robust adaptation strategies by addressing material impacts and climate stressors in their designs. Research, innovation, and community outreach are central and connected aspects of sustainable and resilient building practices.

South Florida is ground zero for issues of coastal resiliency in particular. The School of Architecture has developed a coastal resiliency curriculum that capitalizes on civic and scholarly partnerships, and aims to better familiarize students with these and other inter-related design, planning, and regulatory issues, and the responding strategies under development. SoA faculty have been awarded significant research grants by the National Endowment for the Arts, the National Science Foundation, the W. K. Kellogg Foundation, and the Knight Foundation, resulting in the publication of related findings that aim to foster solutions.

Level of demand

Inspired by the important coverage of this area in both academic and professional forums, students have requested more offerings in the area of sustainable and resilient design. This trend parallels the increased focus on this area in our peer institutions.

Interaction with other programs/departments

The curriculum of the Certificate in Sustainable and Resilient Design is designed to take advantage of numerous other programs and schools at the University of Miami, including Marine Ecosystems and Society, Educational and Psychological Studies, and Engineering.

Relationship with undergraduate and professional programs

The Certificate in Sustainable and Resilient Design is designed to augment the knowledge and skill sets of our professional degrees.

2. Resources:

The School of Architecture has the resources needed to implement the proposed certificate program. As the certificate builds on existing courses and existing research interests of the faculty, no additional library, faculty, administrative or physical resources are expected for coursework or related research.

Other Resources:

Resilience Colloquium: The annual colloquium, conducted in September, focuses on the role of landscape in sea-level rise strategies for South Florida.

SoA's Center for Urban & Community Design (CUCD) currently offers project-based services to local and regional communities, and promotes resilient design by supporting collaborations, applied research, and exchanges with local and regional institutions and communities. The Center also conducts research into best practices in sustainable town and building designs and provides students with hands-on field-work. Recent collaborations include the Resilient Redesign III charrette with the South Florida Regional Climate Compact, HUD/AARP High School Charrette, and the Cutler Bay High School Symposium.

3. Curriculum - Certificate in Sustainable and Resilient Design

Certificate Requirement, 15 credits

Students are required to take one Sustainable & Resilient Design Studio and either Sustainable Design in Context (ARC 685) or Resiliency (ARC 683). Typically, for architecture students, this represents 9 or 12 credits.* The remaining credits can be completed via an additional Sustainable & Resilient Design Studio, or selected from the course options list below.

Students are required to take one Sustainable & Resilient Design Studio, the Sustainable Design in Context (ARC 685) and the Introduction to Resilient Community Design course (ARC 683). Typically, for architecture students, this represents 12 credits.* The remaining credits can be completed via an additional Sustainable & Resilient Design Studio, or selected from the Other Courses and Seminars options listed below.

<u>Courses</u>	<u>Credits</u>
Required Courses	
ARC 608-609 Sustainable & Resilient Design Studio	6*
ARC 685 Sustainable Design in Context	3
ARC 683 An Introduction to Resilient Community Design	3
Other Courses and Seminars	
ARC 684 Adaptation to Climate Change	3
ARC 686 Tropicalism / Tropical Architecture	3
ARC 663 Environmental Building Systems II	3
ARC 684 Special Problems (RAD LAB-UM)	3
ARC 694 GIS in Urban Design Theory & Practice	3
EPS 623 Development & Change in Community Organizations	3

* (Architecture students receive 6 credits for full-semester design studios, and 3 credits for half-semester design studios. In order to meet the studio requirement, non-architecture students may earn 3 credits in a full-semester studio. Studio faculty approval is required.)

Other Options

In addition to the list above, students may submit other courses, either within the School or within the University of Miami. Submissions will be evaluated by the Certificate Coordinator and Director of the Graduate Architecture Programs in consultation with program faculty.

Program Learning Objectives

Students who receive a Certificate in Sustainable and Resilient Design in the School's graduate architecture program establish a foundation in training in this area, including:

- a. Critical thinking and creativity

- b. Problem-solving and decision making
- c. Effective and professional oral and written communications
- d. Use of information and communication technology
- e. Research methods

Student Learning Outcomes

Graduates with a Certificate in Sustainable and Resilient Design from University of Miami School of Architecture develop new skills and build expertise in this specialized area of design, including:

- a. Understanding the value of sustainable building practices to optimize use of available resources
- b. Applying global, ethical, and sustainability perspectives to design practices
- c. Understanding the benefits of conventional and renewable energy systems; issues surrounding new transportation technologies; energy intensity of food production; effects of supply chain management and international commerce in energy security, energy management in buildings; and mechanisms needed to evolve into sustainable energy operations.
- d. Implementing sustainability management at the nexus of a local business, local government, and community, as well as use management systems and performance frameworks.
- e. Leveraging knowledge of focused subject areas—such as environmental economics, greenhouse emissions management, sustainable building design, sustainable supply chain management, environmental toxicology, or risk management, to achieve a specific objective.
- f. Demonstrating leadership qualities through experiential learning

4. Faculty

See cover description above

5. Students

See cover description above

6. Administration

See cover description above

7. Budget

See cover description above

8. Comparisons

USC School of Architecture, Certificate in Sustainable Design:
<https://arch.usc.edu/programs/certificate-sustainable-design>

Harvard University, Graduate School of Design, Green Building and Community Sustainability Certificate:
<https://www.extension.harvard.edu/academics/professional-graduate-certificates/green-building-community-sustainability-certificate>

Boston Architectural College, Sustainable Design Certificate:
<https://the-bac.edu/academics/certificates-and-courses/the-sustainable-design-institute/sustainable-design-certificate>

Pratt Institute, Master of Science in Sustainable Environmental Systems:
<https://www.pratt.edu/academics/architecture/sustainable-environmental-systems/>

Savannah College of Art and Design, Master in Design for Sustainability:
<https://www.scad.edu/academics/programs/design-sustainability>

9. Online and Distance Degree and Certificate Programs only

N/A

10. Transfer of coursework to graduate degree programs

N/A

D. Certificate in Hospitality Design

Coordinator: Allan Shulman
Professor and Director, Graduate Programs in Architecture
(cv attached)

1. Rationale:

The hospitality industry is a foundational building block of modern urban centers. Hospitality has emerged in the last 10 years as a critical area of lifestyle innovation and brand development, as well as a laboratory for the application of new ideas about resilience and sustainability. Supported by the School's Real Estate Development + Urbanism program, the Certificate in Hospitality Design will provide a foundation in hospitality design training for interested graduate students.

Miami, as one of the major US hotel and hospitality markets, is well-suited as a center of research and practical application of hospitality design. Many local architectural firms specialize in hospitality design, and export these services within the region and around the world.

Since its inception in 2014, the SoA Hotel Studio has consistently attracted students seeking to explore the specialized field of hospitality architecture. The Hospitality Studio engages the program and function of hotels, but also the very important role of hotels in responding to and enriching their context. Urban hotels and resort hotels present a set of critical issues that require inter-disciplinary approaches. Since 2016, the School has also offered a seminar in hospitality design. Together, these two courses have provided a foundation for further engagement and exploration of the field.

Level of Demand

The hospitality industry has experienced extraordinary growth over the last 10 years. According to the US Bureau of Labor Statistics, 16 million people work in the leisure and hospitality industry today, or about 9 percent of all employed persons. The design of hotels, restaurants, and meeting venues is now considered a specialized design area, and employment related to hospitality design represents a sizable slice of employment in the field of architecture. Yet the market for hospitality design is underserved in architectural schools – there is only one other Certificate of Hospitality Design in the US, at the University of Nevada Las Vegas.

Interaction with other programs/departments

The curriculum of the Certificate in Hospitality Design connects with other areas of study within the School of Architecture, including the Master of Real Estate Development + Urbanism degree program.

Relationship with undergraduate and professional programs.

The Certificate in Hospitality Design is designed to augment the knowledge and skill sets of SoA professional degree candidates.

2. Resources:

The School of Architecture has the resources needed to implement the proposed certificate program. As the certificate builds on existing courses and existing research interests of the faculty, no additional library, faculty, administrative or physical resources are expected for coursework or related research.

3. Curriculum - Certificate in Hospitality Design

Certificate Requirement, 15 credits

Students must complete at least one studio and one core topical seminar in a single focus area: housing or hospitality. Typically, for architecture students, this represents 9 credits.* The remaining credits can be completed via an additional Housing or Hospitality Design Studio, or selected from the course options list below.

Courses	Credits
<i>Required courses</i>	
ARC 608-609 Hotel Studio and ARC 684 Introduction to the Hotel Design and Development	6* 3
<i>Other courses and seminars</i>	
ARC 621 Urban Design History and Theory	3
ARC 623 Urban Design and Development Charrette	3
ARC 628 Introduction to Historic Preservation	3
ARC 638 Interior Architecture Design	3
ARC 640 Tropical Architecture	3
RED 601 Introduction to Real Estate Development and Urbanism	3
RED 650 Complex Real Estate Transactions	3
RED 630 Real Estate Market Analysis	3

* (Architecture students receive 6 credits for full-semester design studios, and 3 credits for half-semester design studios. In order to meet the studio requirement, non-architecture students may earn 3 credits in a full-semester studio. Studio faculty approval is required.)

Other Options

In addition to the list above, students may submit other courses, either within the School or within the University of Miami. Submissions will be evaluated by the Certificate Coordinator and Director of the Graduate Architecture Programs in consultation with program faculty.

Program Learning Objectives

Students who receive a Certificate in Hospitality Design in the School's graduate architecture program establish a foundation in training in this area, and an introduction to important areas of the hospitality design field, including:

- a. Critical thinking and creativity
- b. Problem-solving and decision making
- c. Effective and professional oral and written communications
- d. Use of information and communication technology
- e. Exposure to industry leaders

- f. Investigate the issues that shape contemporary principles of hotel design and development
- g. Explore relationship between hotel design and urban design/context planning
- h. Explore design research methods through the prism of hospitality architecture

Student Learning Outcomes

Graduates with a Certificate in Hospitality Design from the University of Miami School of Architecture develop new skills and build expertise in the specialized area of hospitality design, including:

- a. Understanding the role entrepreneurship and branding play in hospitality design
- b. Applying global, ethical, and sustainability perspectives to hotel design and development
- c. Understanding standards of hospitality design
- d. Understanding historical and contemporary approaches to hospitality design
- f. Demonstrating leadership qualities through experiential learning.

4. Faculty

See cover description above

5. Students

See cover description above

6. Administration

See cover description above

7. Budget

See cover description above

8. Comparisons

University of Las Vegas, Nevada Graduate Certificate in Hospitality Design:
<https://www.unlv.edu/certificate/grad-cert-hospitality-design>

9. Online and Distance Degree and Certificate Programs only

N/A

10. Transfer of coursework to graduate degree programs

N/A

E. Certificate in Urban Design

Coordinator: Elizabeth Plater-Zyberk
Malcolm Matheson Distinguished Professor of Architecture and Director
of the Master of Urban Design Program
(cv attached)

1. Rationale:

The vital role of designers in shaping the physical environment and its relationship to the natural world is at the core of the school's pedagogy. Urban Design and Real Estate Development, and the nexus between them, form a critical field of inquiry supported by the two distinct Master programs: the Master of Urban Design and the Master of Real Estate Development + Urbanism. Students in both programs share experiences in the classroom and in learning engagements with communities.

Level of demand

The level of demand for graduates with a focus on urban and community design is growing and expected to continue to grow as the world's urban population continues to grow and climate change impacts require response in the built environment.

Interaction with other programs/departments

The curricular requirements of the Certificate in Urban Design are served by numerous courses offered at the School of Architecture, College of Arts and Sciences, and Miller School of Medicine.

Relationship with undergraduate and professional programs.

The Certificate in Urban Design is designed to augment the knowledge and skill sets of our undergraduate and graduate professional degrees.

2. Resources:

The School of Architecture has all resources needed to implement the proposed certificate program. The certificate builds on existing courses and existing research interests of the faculty, and no additional library resources are expected for coursework or related research.

Additional Resources:

Center for Urban and Community Design. The CUCD was founded in 1992 in the aftermath of Hurricane Andrew with the mission of fostering a collaborative interdisciplinary approach that supports the creation and retro-fitting of sustainable buildings and communities. The Center integrates research, teaching, and service, with community action in the areas of historic preservation and urban and community design, with a focus on sustainable and resilient design in the sub-tropics and tropics. The Center assists faculty, alumni and students in funded research and publications, and in community partnerships, workshops, and charrettes.

Open City Studios. In its 28th year, the Open City Studio offers six-week intensive study abroad experiences in world cities for both undergraduate and graduate students. Recent programs have focused on the study of Asian cities, with studios in Japan and China.

Mapping Informal Cities Project. Initiated in 2008 in coordination with UM's Center for Computational Science, this initiative has mapped informal cities around the world. Walking the streets and deploying drones for mapping, students study building and patterns, observe social and environmental conditions, and analyze the evolving forms of community structure.

Smart Cities Program. In partnership with the Center for Computational Science, the SoA has initiated a research program led by Dean el-Khoury to explore the transformative effect of information technology on the city. Current projects include the design of "Zenciti," a smart city in Yucatan, and a ubiquitous sensing project deploying an array of multi-sensing devices in Miami Beach. The Smart Cities program sponsors the Annual Smart Cities Miami Conference.

With the School of Business Administration's expertise in business startup training and entrepreneurship, Third Place Projects (TPP), funded by the Knight Foundation, has been launched by School of Architecture faculty and students in two South Florida communities. Using a term coined by sociologist Ray Oldenberg to describe the important places of community interaction outside home and work, TPP brings the SoA's expertise in architecture and place-making to neighborhoods, providing new shared activity spaces such as public markets.

Annual Capstone Urban Workshop. Focusing on a current urban development challenge, architecture, urban design, and real estate students and faculty analyze existing conditions and generate design and development scenarios for a specific urban site, proposing strategies for improvements to the public realm as well as for private development.

3. Curriculum – Certificate in Urban Design

Certificate Requirement: 15 credits

Students must complete 1 studio and 1 seminar selected from among the Primary Studio and Seminar courses listed below for a total of 9 credits. An additional 6 credits may be provided by a 6 credit studio or 2 seminar courses from either the Primary or Options courses.

Primary Courses (minimum 9 Credits) Credits

Studios

ARC 601 Urban Design I: Form and Types/Form Based Codes	6*
ARC 602 Urban Design II: General Urban to Urban Core	6*
ARC 603 Urban Design III: Regional/Informal Urbanism	6*

Seminars

ARC 548 Seminar in Community Development	3
ARC 621 History-Theory II: Housing, Transportation & Infrastructure	3
ARC 622 History-Theory III: Urban Design Theory	3
ARC 623 Hines Competition, National Charrette Institute Workshop, Capstone Project	3
ARC 641 Seminar on Town Design	3
ARC 642 Seminar on Housing	3
ARC 643 Seminar on Retrofit of Suburbia	3
ARC 647 Architecture and Urban Identity	3
ARC 694 Geographic Information Systems in Urban Design	3
ARC 690 History of Cities	3
RED 601 Introduction to Real Estate Development and Urbanism	3
RED 610 Financing Urban Real Estate Development	3
RED 630. Market Analysis for Urban Markets	3
RED 660 Urban infill, Preservation & Mixed Use Development	3
RED 650 Complex Urban Real Estate Transactions	3

* (Architecture students receive 6 credits for full-semester design studios, and 3 credits for half-semester design studios. In order to meet the studio requirement, non-architecture students may earn 3 credits in a full-semester studio. Studio faculty approval is required.)

Other Options (up to 6 credits)

In addition to the list above and below, students may submit other courses, either within the School or within the University of Miami. Submissions will be evaluated by the Certificate Coordinator and Director of the Graduate Architecture Programs in consultation with program faculty.

Program Learning Objectives

Students who receive a Certificate in Urban Design in either the School's undergraduate or graduate architecture programs establish a foundation in urban design theory and practice, and an introduction to important areas of the urban design field, including:

- a. Critical thinking and creativity
- b. Problem-solving and decision making
- c. Effective and professional oral and written communications
- d. Use of information and communication technology
- e. Urban design and policy
- f. Urban theory and urban design history
- g. Public engagement and community design
- h. Integrative decision making
- i. Research methods in urban design

Student Learning Outcomes

Students with a Certificate in Urban Design from the University of Miami School of Architecture will graduate with knowledge and skills that include:

- a. Understanding a global and ethical perspective on the environmental, social and economic determinants of human settlements.
- b. Understanding the role and value of urban design at regional, municipal and neighborhood scales.
- c. Understanding basic tools of urban analysis and urban design.
- d. Applying various techniques and methods to effectively plan urban areas at a variety of scales.

Measurement of Learning Outcomes

The School of Architecture participates in the University's ongoing system of measurement of learning outcomes as part of the SACS requirements.

4. Faculty

See cover description above

5. Students

See cover description above

6. Administration

See cover description above

7. Budget

See cover description above

8. Comparisons

The University of Utah College of Architecture & Planning, Department of City & Metropolitan Planning Graduate Certificate in Urban Design:

<http://plan.cap.utah.edu/graduate-certificate-in-urban-design/>

The University of Sydney Graduate Certificate in Urban Design:

<https://sydney.edu.au/courses/courses/pc/graduate-certificate-in-urban-design.html>

9. Online and Distance Degree and Certificate Programs only

N/A

10. Transfer of coursework to graduate degree programs

Courses taken in the Certificate in Urban Design can be transferred to the SoA's Master of Urban Design program after the certificate is completed.

F. Certificate in Real Estate Development and Urbanism

Coordinator: Chuck Bohl
Assoc. Professor and Director, Master in Real Estate Development + Urbanism
Program (MRED+U)
(cv attached)

1. Rationale:

The Certificate in Real Estate Development and Urbanism is designed to provide students with skills and experience to compete in the evolving world of urban real estate development. The curriculum is enriched by the University's location in one of the nation's most dynamic real estate markets, and by the School of Architecture faculty's experience in livable community design. The certificate lays a foundation for training real estate industry professionals capable of tapping the power of the market to deliver development that offers a high quality of life for diverse populations to live, work, and pursue daily activities in walkable, sustainable neighborhoods and communities.

The Certificate will build on course offerings in the existing Master of Real Estate Development and Urbanism program, include real estate development, real estate finance, market analysis, real estate law, land use policies and codes, construction and project management, public private partnerships, sustainable development and entrepreneurship. The existing curriculum incorporates case studies and materials on mixed-use development, urban infill, the redevelopment and repositioning of urban properties, historic preservation, and the integration of design, policy, management and real estate development decision making in shaping the built environment of communities.

There is a strong and increasing demand for graduates in architecture with interdisciplinary skillsets, and a foundational knowledge in real estate development and knowledge of the interaction between real estate, architecture, construction and urban design.

Interaction with other programs/departments

The curriculum of the Certificate in Real Estate Development connects with existing course offerings at the School of Architecture, as well as other programs and schools at the University of Miami. In addition to existing SoA courses, the curriculum includes a mix of existing courses identified within the participating schools, including the Miami Business School and the School of Law.

Relationship with undergraduate and professional programs

The Certificate in Real Estate Development is designed to augment the knowledge and skill sets of our professional degrees.

2. Resources:

The School of Architecture has the resources needed to implement the proposed certificate program. As the certificate builds on existing courses and existing research interests of the faculty, no additional library, faculty, administrative or physical resources are expected for coursework or related research.

Other Resources

Real Estate Impact Conference: In concert with the Miami Business School, the School of Architecture's annual Real Estate Impact Conference assembles the biggest names and issues in real estate development to discuss the most relevant topics. The MRED+U Program also organizes a wide variety of interdisciplinary events and activities throughout the year that enriches student experiences.

3. Curriculum - Certificate in Real Estate Development + Urbanism (RED+U)

Certificate Requirement, 15 credits

<u>Courses</u>	<u>Credits</u>
<i>Required courses</i>	
RED 601 Intro to RED+U, or	3
RED 660 Urban Infill, Preservation & Redevelopment	3
RED 610 or other approved Real Estate Finance course	3
RED 630 or approved Real Estate Market Analysis course	3
Other approved Studio, ARC, RED, BUS or LAW courses	6

Options to satisfy the 6 additional credits:

- Any approved architecture studio*
- RED courses that can be taken without prerequisites including:
RED 660, RED 620 (2 credits), RED 640 (1 credit) and RED 670 and other RED elective courses
- Other approved courses in Architecture, Urban Design, Business and Law.
- RED courses with prerequisites / requiring approval of instructor and/or director:
RED 650, RED 680, RED 690, RED 699 (the Capstone can be taken as either a 3-credit course or 6-credit studio).

Notes:

The 1-credit Argus software courses can also go towards the real estate finance requirement, and could be combined with any 2-credit finance course to fulfill the 3-credit finance requirement.

* (Architecture students receive 6 credits for full-semester design studios, and 3 credits for half-semester design studios. Non-architecture students may earn 3 credits in a full-semester studio. Studio faculty approval is required.)

Program Learning Objectives

Students who receive a Certificate in Real Estate Development in the School's graduate architecture programs establish a foundation in real estate development training, and an introduction to important areas of the field, including:

- a. The core principles and practice of urban real estate development
- b. Principles and practice of place making and urbanism
- c. Analytical methods for assessing real estate markets and product types
- d. Financial methods for analyzing property and modeling development scenarios.
- e. Exemplary models of real estate development that integrate financial feasibility, livable community design and sustainability
- f. Critical thinking and creativity
- g. Problem-solving and decision-making
- h. Effective and professional individual and team oral and written communications

- i. Use of information and communication technology
- j. Research methods

Student Learning Outcomes

Graduates with a Certificate in Real Estate Development from University of Miami School of Architecture develop new skills and build expertise in the specialized area of real estate development, including:

- a. Understand the complex interaction of real estate development and urbanism
- b. Apply global, ethical, and sustainability perspectives to real estate development.
- c. Understand the legal, economic, and social relationships between real-estate development process.
- d. Compare real estate development techniques, innovations, and processes.
- e. Apply various techniques and methods to efficiently and effectively plan and control real estate development projects.
- f. Demonstrate leadership qualities through experiential learning.

4. Faculty

See cover description above

5. Students

See cover description above

6. Administration

See cover description above

7. Budget

See cover description above

8. Comparisons

Below are examples of comparative certificate programs in real estate development. The SoA's emphasis on the nexus between real estate and urbanism is somewhat unique and reflects the strengths of the SoA faculty and research, as well as the interdisciplinary strengths in real estate at UM involving the SoA, Miami Business School, Law School, and other schools. Similar existing programs include:

Harvard University Extension School Real Estate Investment Certificate:

<https://www.extension.harvard.edu/academics/professional-graduate-certificates/real-estate-investment-certificate?&act=HES-G+Harvard+Extension+School&campaignid=71700000028927572&adgroupid=58700003639034865&adgroup=CRT-NT+-+Real+Estate+-+Development+%28b%2B%29&creative=243914921169&kwid=43700028447730903&mat>

[chtype=b&network=g&adposition=1t2&target=&device=c&devicemodel=&feeditemid=&loc_physical_ms=9011905&loc_interest_ms=&targetid=kwd-46831268620&utm_source=GOOGLE&utm_medium=cpc&utm_campaign=CRT-NT+-n](https://www.google.com/adsense/adsense?chtype=b&network=g&adposition=1t2&target=&device=c&devicemodel=&feeditemid=&loc_physical_ms=9011905&loc_interest_ms=&targetid=kwd-46831268620&utm_source=GOOGLE&utm_medium=cpc&utm_campaign=CRT-NT+-n)

9. Online and Distance Degree and Certificate Programs only

N/A

10. Transfer of coursework to graduate degree programs

Courses taken in the Certificate in Real Estate Development can be transferred to the SoA's Master of Real Estate Development and Urbanism program after the certificate is completed.

Charles Bohl, Ph.D.

Assoc. Professor and Director, Master in Real Estate Development + Urbanism Program (MRED+U)

Educational Credentials

- University of North Carolina Chapel Hill, Ph.D.: City & Regional Planning, 1994
- State University of New York – Albany, M.Urban & Regional Planning, 1991
- New York University, B.A., Liberal Studies, The Gallatin Division, 1983

Teaching Experience

- University of Miami School of Architecture
 - Associate Professor, & Director of the Masters Program in Real Estate & Urbanism (MREDU), 2008-Present
 - Research Associate Professor & Director of the Knight Program in Community Building, 2000-2008
- University of North Carolina at Chapel Hill, Senior Research Associate, Center for Urban Regional Studies, 1999-2000
- North Carolina State University, School of Design, Architecture Department, Instructor, 1998-1999
- University of North Carolina at Chapel Hill, Dept. of City and Regional Planning, Instructor, 1998-1999
- University of North Carolina at Chapel Hill, The Graduate School, Senior Fellow, Weiss Urban Livability Program, 1998-1999

Professional Experience

- Charles Bohl & Associates, Miami, Fl., Principal, 2003-Present
- Niagara Mohawk Power Corporation, New York, Economic Development Specialist, 1991-1995

Licenses/Registration: National Charrette Institute, Certified Planner

Selected Publications and Recent Research

- Bohl, Charles C., principal investigator; “The Third Place Project”; Sponsor: John S. and James L. Knight Foundation; Amount: \$649,619; 2015-2017.
- Bohl, Charles C., Elizabeth Plater-Zyberk, David Brain and Andrea Gollin. “Community Design Charrettes: An Essential Methodology for Civic Engagement in the Community Design Process” in Sustainable Urbanism And Beyond: Rethinking Cities For The Future, New York: Hass, Tigran, ed.: Rizzoli; 2012.
- Bohl, Charles C. “Place Making: The Key to Building Long-Term Value in Brazilian Real Estate and Communities.” *Panorama ADIT*, 2012, Vol 1(No.1): 24-25.

Professional Memberships: Urban Land Institute (ULI), Congress for the New Urbanism (CNU)

Sonia Chao Co-Principal Investigator, National Science Foundation-CRISP Grant,
Collaborative Research: A Human-Centered Computational Framework for Urban and
Community Design of Resilient Coastal Cities
Executive Board Member, Florida Climate Institute
Faculty Affiliate, UM Hemispheric Caribbean Studies
Task Force Member, UM Office of Civic & Community Engagement
Director, UM Center for Urban & Community Design

Educational Credentials

- Columbia University, Graduate School of Art, Architecture & Planning, M.Arch., 1984
- U. Miami School of Architecture, B.Arch., 1983

Teaching Experience

- University of Miami School of Architecture
 - Director of Center for Urban and Community Development, 2006-Present
 - Research Associate Professor, 2004-Present
 - Full Time Lecturer, 2002-2003
 - Part Time Lecturer, 1998-2002

Professional Experience

- Sonia R. Chao Architects, Miami, FL, Principal, 1998-Present

Licenses/Registration: LEED AP, Florida

Selected Publications and Recent Research

- Chair, "Resilient Miami Initiative". Interdisciplinary ad hoc faculty group from University of Miami & FAU focused on the resiliency of historic neighborhoods in Southeast, Florida, 2015.
- Publication, Chao, Sonia. et al. "Under the Sun: Sustainable Traditions & Innovations in Sustainable Architecture and Urbanism". Digital and Print Submissions to Foundation: Summer, 2013 and Spring, 2014; Released by University of Florida Press, January 2016.
- Principal Investigator, Phase II: "Haiti: Developing Sustainable Traditions & Innovations in Architecture and Urbanism for the Region, Towns and the Rural Villages of Akayè (Arcahaie)", W. K. Kellogg Foundation, Battle Creek Michigan. Funded research (\$46,614.00), 2015.
- Principal Investigator, "Haiti: Developing Sustainable Traditions & Innovations in Architecture and Urbanism for the Region, Towns and the Rural Villages of Akayè (Arcahaie)", W. K. Kellogg Foundation, Battle Creek Michigan. Funded research (\$240, 477.00), 2014.
- Session Organizing Committee, Presenter & Session Moderator. "Havana: Paradigm of a Caribbean City", Congress for the New Urbanism, West Palm Beach, Fl. May 2012.

Professional Memberships: AIA, CNU, USGBC

Joanna Lombard

Professor, University of Miami School of Architecture
Miller School of Medicine Department of Public Health Sciences, Built Environment, Behavior and Health
Research Group

Educational Credentials

- Harvard University Graduate School of Design, Master of Architecture
- Tulane University School of Architecture, Bachelor of Architecture

Teaching Experience

- University of Miami School of Architecture
 - Professor, 2001-Present
 - Associate Professor, 1986-2000
- University of Pennsylvania, Visiting Faculty, 1988
- University of Miami School of Architecture, Assistant Professor, 1980-1986
- University of Miami School of Architecture, Instructor, 1979-1980

Professional Experience

- Denis Hector & Joanna Lombard Architecture and Landscape, Miami, Fl., Principal, 1988-Present
- Joanna Lombard Architect, Miami, Fl., Principal, 1983-1987

Licenses/Registration

Registered Architect #9701, Florida, 1983-present

Selected Peer-reviewed Publications

- "Neighborhood greenness and chronic health conditions in Medicare beneficiaries." S.C. Brown, J. Lombard, K. Wang, M. Byrne, M. Toro, E. Plater-Zyberk, D. Feaster, J. Kardys, M. Nardi, G. Perez-Gomez, H. Pantin, J. Szapocznik, American Journal of Preventive Medicine, 2016, 51(1): 78–89.
- "Walking and Proximity to the Urban Growth Boundary and Central Business District," S.C. Brown, J. Lombard M. Toro, S. Huang, T. Perrino, G. Perez- Gomez, E. Plater-Zyberk, H. Pantin, O. Affuso, N. Kumar, K. Wang, J. Szapocznik. American Journal of Preventive Medicine 2014, 47(4):481-486.
- "Neighborhoods and Social Interaction," S.C. Brown and J. Lombard. Wellbeing and the Environment: Wellbeing: A Complete Reference Guide, Volume II, eds. Rachel Cooper, Elizabeth Burton and Cary L. Cooper, Wiley -Blackwell. John Wiley & Sons, Inc., 2014: (1-28).
- "Walk Score: Associations with Purposive Walking in Recent Cuban Immigrants." S.C. Brown, H. Pantin, J. Lombard, M. Toro, S. Huang, E. Plater-Zyberk, T. Perrino, G. Perez-Gomez, L. Barrera-Allen, J. Szapocznik. American Journal of Preventive Medicine, 2013.

Recent Research

- Co-Principal Investigator "Increasing Physical Activity Opportunities in Miami-Dade County Parks, Co- Principal Investigator Scott Brown, Investigator Kefeng Wang, Miami-Dade Parks, Recreation & Open Spaces, U.S. CDC Partners to Improve Community Health (PICH) Grant, Florida Dept. of Health in Miami-Dade County, \$330,000. 2016–2018.
- Investigator, "Health Impacts of the Built-Environment among Miami Medicare/Medicaid Beneficiaries," Principal Investigators Scott Brown & Elizabeth Plater-Zyberk, U.S. Dept. of Housing and Urban Development Sustainable Communities Research Grant, \$500,000. 2011-2017
- Investigator, "Hispanics, Built Environment, & Metabolic Syndrome," Principal Investigator/Project Director, José Szapocznik, National Institute of Diabetes, Digestive and Kidney Diseases (NIDDK) Grant No. R01 DK 074687, \$4,044,735, 2007-2012

Professional Memberships:

Member, AIA Miami Chapter; AIA Design + Health Research Consortium; AIA Miami/MCAD Active Design Guidelines Advisory Board; Vice-Chair, Health & Built Environment Committee, Consortium for a Healthier Miami-Dade

Elizabeth Plater Zyberk FAIA, LEED AP

Malcolm Matheson Distinguished Professor of Architecture and Director of the Master of Urban Design Program.

Educational Credentials

- Yale School of Architecture, Master of Architecture, 1974
- Princeton University, B.A.Cum Laude in Architecture & Urban Planning, 1972

Teaching Experience

- University of Miami School of Architecture
 - Malcolm Matheson Distinguished Professor 2006-Present
 - Dean, 1995-2013
 - Director, Center for Urban & Community Design, 1992-1995
 - Professor, 1990-Present
 - Associate Professor, 1979-1990

Professional Experience

- DPZ LLC, Miami, Florida, Partner, 1980 - Present
- Arquitectonica International Corporation, Miami, FL, co-Founder 1976-1980
- Venturi and Rauch, Architects & Planners, Philadelphia, PA, Designer, 1974-1976

Licenses/Registration: Florida

Selected Publications and Recent Research

- “Net-zero water management: achieving energy-positive municipal water supply.” Environmental Science: Water Research & Technology (Royal Society of Chemistry), James D. Englehardt, Tingting Wu, Frederick Bloetscher, Yang Deng, Piet du Pisani, Sebastian Eilert, Samir Elmir, Tianjiao Guo, Joseph Jacangelo, Mark LeChevallier, Harold Leverenz, Erika Mancha, Elizabeth Plater-Zyberk, Bahman Sheikh, Eva Steinle-Darling and George Tchobanoglous. March 2016.
- “Form-Based Codes,” AIA Architect’s Handbook for Professional Practice, 15th Edition, Wiley & Sons, March 2013.
- Jesse Ball DuPont Grant, “South Florida Workplace Affordable Housing,” work program shared by University of Miami School of Architecture and the Office of Civic & Community Engagement, (\$75,000). 2012.
- Dept. of Housing and Urban Development, “Health Impacts of the Built-Environment among Miami Medicare/Medicaid Beneficiaries,” Principal Investigators Scott Brown & Elizabeth Plater-Zyberk, (\$500,000). 2011.

Professional Memberships: AIA, FAIA, Congress for the New Urbanism

Allan T. Shulman, FAIA, LEED AP

Professor and Director, Graduate Programs in Architecture

Educational Credentials

- University of Miami School of Architecture, Masters of Suburb & Town Design, 1993
- Cornell University, Bachelor of Architecture, 1985
- Waseda University, Independent Studies, 1983

Teaching Experience:

- University of Miami School of Architecture
 - Director of Graduate Programs in Architecture 2016-Present
 - Professor, 2018-Present
 - Associate Professor, 2011-Present
 - Assistant Professor, 2008-2011
 - Research Assistant Professor, 2000-2008
 - Full-Time Lecturer, 1999-2000
 - Part-Time Lecturer, 1992-1999
- Universidad Politecnica de Puerto Rico, San Juan, Visiting Lecturer,= 1998
- FIU, School of Architecture, Lecturer 1995, 1997-1998

Professional Experience

- Shulman + Associates, Miami, Founding Principal, 1995-Present. 78 design and preservation awards; Silver Medal for Design from American Institute of Architects, 2010; 65 International/National press citations; 53 Local press citations
- The Russell Partnership, Inc., Miami, Project Manager 1993-94; Rafael Viñoly Architects, New York, Temp. Assignment 1990-91; Roxanne Warren & Associate Architects, New York, Associate, 1989-91,

Licenses/Registration: Florida

Selected Publications and Recent Research

- Lecture at National Autonomous University of Mexico (UNAM), October 5, 2016 (invited)
- The Discipline of Nature: Architect Alfred Browning Parker in Florida, co-curator, HistoryMiami, 2016
- *Building Bacardi: Architecture, Art & Identity* (New York: Rizzoli), 2016
- *Drawn from Miami*, co-curator, inaugural exhibit at Miami Center for Architecture & Design, 2014
- "Urban Assemblage," "Mapping Lincoln Road: Revelations in a Nolli," and "Miami Builds a Center for Architecture" (New York: CLOG) 2013.
- "The Concrete Line: Miami's Marine Passenger Terminals" and "The mixable one: two projects for Compañia Ron Bacardi, S.A.," Annals of X Docomomo Brazil Seminar, 2013
- "East-West Dialogues: Modernism in Florida" conference & lecture series, Chair, 2013-present; funded by \$50,000 grant from Deering Danielson Foundation.
- Organizing Directorate, *Subtropical Urbanism: Beyond Climate Change*, Florida Atlantic University in collaboration with the Queensland Univ. of Technology Centre for Subtropical Design, 8-11 March 2011
- *Miami Architecture: An AIA Guide* (Gainesville: Univ. Press of Florida), 2010. With Donnelly and Robinson.

Professional Memberships: DoCoMoMo, USGBC, ULI, CNU, SAH, AIA

Armando M. Montero

Director, Master of Construction Management Program
Assistant Professor in Practice

Educational Credentials

B. Arch. University of Miami, December 1979
Major: Architecture and Environmental Design
Minor: Engineering
Electives in: Real Estate, Passive Environmental Design, Art.
Florida Registered Architect AR 10463, June 1984
LEED AP Certification

Teaching Experience

Over 40 years of teaching experience in Higher Education
Program Director, Master of Construction Management , 2017-Present
University of Miami School of Architecture, Asst. Prof of Practice, 2016-Present
University of Miami School of Architecture, Part time Lecturer, 1995-2015
Miami Dade College, Professor, 1984 - 2005

Professional Experience

Aragon Associated Architects Principal 1980-1984
Responsible for office administration, business development coordination and design implementation.
Armando M. Montero and Associates, P.A. Principal 1984-Present
Principal in charge of design, business development and administration.
Property Assessment Group, LLC Partner 2009-Present *Responsible for building condition assessments and reporting. Consulting with clients and advising on real estate options zoning evaluations and development strategies for clients. Construction management*

Item B2

Comments on proposed sexual misconduct policy changes for Faculty Manual

From the ad hoc committee to review proposed sexual misconduct policy changes for Faculty Manual

NOTE: OUR ORIGINAL SUGGESTED CHANGES ARE IN HIGHLIGHTED IN GREEN.

NOTE: OUR SUGGESTED CHANGES AFTER 11/7 GWC MEETING ARE IN PINK

Nondiscrimination Policy of the University

Members of the UNIVERSITY FACULTY shall abide by the Non-discrimination Policy of the University. It is the policy of the University of Miami that no person in the University of Miami may be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational or employment program or activity on the basis of race, color, religion, sex (including pregnancy), sexual orientation, gender identity or expression, genetic information, national origin, age, disability, marital status, familial status, or other prohibited classification. This includes all forms of sexual harassment, sexual violence, domestic violence, dating violence, and stalking. Retaliatory actions against any person who has, in good faith, reported a potential violation, or participated in a subsequent investigation, is also prohibited. This applies to an act of any kind, taking place on University property, utilizing University resources, or involving any University activity or program taking place off campus.

University's Sexual Misconduct Policy¹

The University does not discriminate on the basis of sex, sexual orientation, gender, or gender identity or expression, in its education or employment programs and activities. The University prohibits, and will not tolerate, any form of Sexual Misconduct, including Dating Violence, Domestic Violence, Sex- or Gender-Based Discrimination, Sexual Assault (including Sexual Battery), Sexual Exploitation, Sexual Harassment, and Stalking. In addition, an attempt to commit an act of Sexual Misconduct, even if not completed, is also a violation of this Policy; accordingly, an attempted act of Sexual Misconduct will be resolved or adjudicated under this Policy following the same procedure as if the act was completed.

Sexual Misconduct is sex-based discrimination prohibited by federal laws, including Title IX, and may also constitute criminal activity. Sexual Misconduct is prohibited regardless of the biological sex, sexual orientation, gender, gender identity, or gender expression of the persons involved.

In accordance with applicable state and federal laws, the University must take prompt and effective steps to prevent the occurrence of Sexual Misconduct and remedy its discriminatory effects. In addition, the University prohibits Retaliation against anyone who files a good faith complaint of Sexual Misconduct, anyone to whom a complaint of Sexual Misconduct is filed, or anyone who participates in an investigation of Sexual Misconduct. Likewise, the University will not tolerate or condone the deliberate filing of false accusations. An individual found to have

¹ The University's policies and procedures regarding Sexual Misconduct are located online at: www.miami.edu/titleix (last accessed July 13, 2018)

made, or encouraged another to make, a bad faith complaint is in violation of University Policy and may be subject to disciplinary action.

Capitalized terms not otherwise defined herein shall have the meaning ascribed to them in the University's [Sexual Misconduct Policy](#).

The Faculty Procedures for Sexual Misconduct (below) applies to all cases in which allegations of Sexual Misconduct are made against a member of the UNIVERSITY FACULTY (as defined in this *Faculty Manual*).

DEFINITIONS

The following terms are defined, and shall have the same meaning ascribed to them, in the University's [Sexual Misconduct Policy](#):

- Advisor
- Complainant
- Confidential Resource
- Consent
- Deputy Title IX Coordinator
- Interim Protective Measures
- Investigator
- Faculty Sexual Harassment Officer
- Proceedings
 - Informal Proceedings
 - Formal Proceedings
- Relationship Violence
 - Dating Violence
 - Domestic Violence
- Respondent
- Responsible Employee
- Retaliation
- Sex- or Gender-Based Discrimination
- Sexual Assault
 - Rape
 - Fondling
 - Incest
 - Statutory Rape

- Sexual Battery
- Sexual Exploitation
- Sexual Harassment
- Stalking
- Title IX Coordinator
- Title IX Liaison

FACULTY PROCEDURES FOR SEXUAL MISCONDUCT

I. General Matters

A. *Responsibility of Deans, Chairs, and Faculty*

Each Dean, Chair and Faculty is a “Responsible Employee” under the [Sexual Misconduct Policy](#), and must report Sexual Misconduct **allegations** immediately upon becoming **aware of** their existence. **This duty does not apply if (1) a Responsible Employee has a special relationship with the reporting party, such as a faculty member serving as an attorney, academic counsel, ombudsperson, or representative for a member of the faculty, staff, or student, and (2) the reporting party requests that the allegation remain confidential. However, if the Responsible Employee believes that the accused poses a substantial risk of bodily or extreme emotional harm to self or others then they must report consistent with any guidelines established by their professional obligations.**

A **formal** complaint of Sexual Misconduct against a member of the UNIVERSITY FACULTY may be made either to (i) the Title IX Coordinator; (ii) the Deputy Title IX Coordinator for matters involving faculty members; **(iii) the Faculty Sexual Harassment Officer (appointed by the Provost in consultation with Faculty Senate Elected Officers);** or (iv) otherwise in accordance with the [Sexual Misconduct Policy](#).

B. *Responsibility of Title IX Coordinator*

In all cases of Sexual Misconduct, the Title IX Coordinator will notify the Chair or Dean of the complaint at the beginning of the inquiry or investigation, and the action taken to resolve the matter at the end of the inquiry or investigation.

The Title IX Coordinator will inform the Provost **and the Faculty Sexual Harassment Officer** that a complaint has been made, will provide the Provost with an investigative report, and may recommend sanctions or remedial action where the circumstances warrant to further protect the University community, **or to** prevent the recurrence of Sexual Misconduct.

The Title IX Coordinator may designate the performance of their obligations under these Procedures to either a Deputy Title IX Coordinator or an Investigator.

C. **Responsibility of Faculty Sexual Harassment Officer**

The Faculty Sexual Harassment Officer may receive complaints of sexual misconduct from and/or against members of the faculty. They must turn over any complaint in writing to the Title IX Coordinator for investigation and resolution within five days of receipt.

D. *Confidentiality*

To the extent possible, and in accordance with the [Sexual Misconduct Policy](#), the proceedings under these Procedures shall be conducted in a manner to ensure the confidentiality of all parties.

E. *Archive of Records*

At the conclusion of informal or formal procedures all records of proceedings and actions of the Title IX Coordinator, the Faculty Sexual Harassment Officer, and the Committee on Professional Conduct shall be placed in an archive maintained by the Provost's Office. In an informal procedure, the record shall include only a description of the complaint, any response to the complaint by the faculty member, and any action or agreement in response to the complaint. Whenever an informal procedure is being considered, the relevant dean, chair, or faculty sexual harassment officer should be notified as to whether there have been any prior informal or formal proceedings against the accused. The provost shall review the file and disclose the relevant information.

In a formal procedure, the record shall include only the findings of the Title IX Coordinator and the conclusions of the Committee on Professional Conduct. Access to the records shall be restricted to the Title IX Coordinator and/or the Faculty Sexual Harassment Officer in the context of a subsequent complaint. Records shall be kept for a maximum of seven years after the conclusion of the investigation and then sealed. Such records may not be used in any subsequent proceeding except when they are incorporated in an intervening (i.e., less than seven year old) proceeding, or when, after investigation, the Provost determines that the new allegations, if true, are serious enough to warrant initiation of dismissal for cause proceedings. The Office of General Counsel and the Office of Title IX Compliance may keep appropriate records, and these records shall be sealed after seven years under the same terms. No other record of proceedings or actions may be kept, except that a Chair or Dean may keep a record of any action, agreement, or sanction. These limitations do not apply, however, when it is necessary to comply with applicable law, or court order, or valid subpoena or request for production.

F. *Time Limits*

Complaints of Sexual Misconduct, both formal and informal, should be filed within 30 calendar days from the date the most recent incident occurred. A complaint that is not filed within 30 days but that is filed within four years of the incident may still be subject to University action.

II. *Types of Procedures*

Incidents of Sexual Misconduct may be reported to the University, to an external agency, to local law enforcement, or to any combination of the three, as detailed in the [Sexual Misconduct Policy](#).

Any individual who believes that they have been subjected to Sexual Misconduct by a Faculty Member has available two methods for resolving the matter within the University:

1. through an informal procedure, or
2. through a formal procedure. A formal procedure requires the Complainant to submit a written statement of the complaint.

The Office of Title IX Compliance is available to assist the Complainant at any point during these procedures. The Complainant may choose another University employee to provide assistance. In all proceedings, formal and informal, every effort shall be made to ensure due process and to protect the rights of both the Complainant and the Respondent.

III. Informal Procedures

A. *Inquiry*

If the Title IX Coordinator, **in consultation with the Faculty Sexual Harassment Officer**, determines that the facts described in the complaint would not constitute Sexual Misconduct under the [*Sexual Misconduct Policy*](#), the Title IX Coordinator shall so advise the Complainant in writing.

The University may not attempt to resolve a complaint of Sexual Assault (including Sexual Battery), or Relationship Violence informally, such as through a conference with the parties or mediation. If requested, and agreed to in writing by both parties, the University may allow informal resolution of other Sexual Misconduct matters.

In determining whether an informal procedure is appropriate, the relevant parties must consider the accused's prior record. Past use of formal and informal procedures should be taken into account when considering the accused's prior record.

If an informal resolution is requested by the Complainant, **and agreed upon by respondent**, and appropriate, the Title IX Coordinator will assign an Investigator **who** will notify and interview Complainant, Respondent and any other persons identified as having factual knowledge of the circumstances surrounding the complaint. This inquiry should be completed as soon as practicable, usually in ten academic days.

B. *Resolution by Action or Agreement*

At the conclusion of the inquiry, the Title IX Coordinator, in consultation with the **Faculty Sexual Harassment Officer**, Chair, or Dean, may take appropriate administrative action to resolve the complaint or may attempt to resolve the complaint informally and by voluntary means. If administrative action is taken or an agreement satisfactory to all persons involved is reached, the terms of the action or agreement shall be summarized by the Title IX Coordinator and placed in the Archives by the Title IX Coordinator, together with a record of the complaint. Where no agreement is reached,

the complainant may file a formal complaint within 20 academic days of the termination of the informal procedures. In cases where the Title IX Coordinator, in consultation with the **Faculty Sexual Harassment Officer**, Chair, or Dean, concludes that the allegations are without foundation, the material placed in the Archives should clearly reflect this judgment.

IV. Formal Procedures

A. Investigation

If the Title IX Coordinator, **in consultation with the Faculty Sexual Harassment Officer**, determines that the facts described in the complaint would not constitute Sexual Misconduct under the [*Sexual Misconduct Policy*](#), the Title IX Coordinator shall so advise the Complainant in writing.

The Title IX Coordinator shall conduct the investigation in accordance with the [*Sexual Misconduct Policy*](#), shall make every reasonable effort to interview the Complainant, Respondent, and any other persons with factual knowledge of the circumstances surrounding the complaint, and shall examine appropriate records.

The investigation will be completed as soon as practicable, usually within sixty calendar days.

B. Hearing

Upon completion of the investigation, the Title IX Coordinator shall report the results of the investigation in writing to the Committee on Professional Conduct **as well as the parties** and recommend whether or not a hearing should be held.

The Committee shall determine whether or not a hearing shall be held and shall conduct any such hearing in accordance with Committee policies and procedures, and provided that all Committee members assigned to adjudicate the Sexual Misconduct complaint complete the specialized training required by the Office of Title IX Compliance prior to the start of the hearing.

The Title IX Coordinator shall inform the Complainant, the Respondent, the Provost, **the Faculty Sexual Harassment Officer**, the Chair of the Senate, and the appropriate Chair or Dean of the outcome of the hearing of the Committee on Professional Conduct.

V. Reports

Each year the Title IX Coordinator and the Committee on Professional Conduct shall separately submit written reports on all actions taken or findings made. These reports shall be made to the Provost and the Chair of the Senate and shall briefly describe the nature of the misconduct and the outcomes in each case without identifying individuals.

Comments on Sexual Misconduct Policy

From the ad hoc committee to review proposed sexual misconduct policy changes for Faculty Manual

November 8, 2018

1. Page 2, "The University reserves the right to take action against a Covered Person who commits an act of Sexual Misconduct outside the scope of this Policy."

We are concerned by the breadth of this statement. It explicitly allows the university to disregard this policy and to not afford the due process rights guaranteed to complainants and accused students.

We would suggest the following alternative:

Page 2, "The university reserves the right to take action against a Covered Person who commits an act of Sexual Misconduct that is not specifically outlined in this Policy. The Covered Person will still be entitled to all of the procedural protections the Policy affords."

2. Page 4, 3. "By someone who Respondent knew or should have known was intoxicated (by alcohol or another substance). While this is not an exhaustive list of indicators of intoxication, the following factors should be considered in determining whether a person was intoxicated:
 - a. Respondent knew the person had been drinking or using drugs, and /or knew how much the person had consumed;

We are concerned by this definition of intoxication. By stating "knowledge that a person had been drinking or using drugs is a factor to be considered," a person might erroneously think that use of alcohol or drugs is enough on its own to constitute intoxication.

We would suggest the following alternative:

Page 4, 3. "By someone who Respondent knew or should have known was intoxicated (by alcohol or another substance). Intoxication means being incapable of employing the physical and mental abilities which a person is expected to possess in order to make a conscious decision about engaging in the sexual relations that are alleged to have occurred. While this is not an exhaustive list of indicators of intoxication, the following factors should be considered in determining whether a person was intoxicated:

- a. Respondent knew the person had been drinking or using drugs, and /or knew how much the person had consumed;

3. Pg 4, "Interim Protective Measures means reasonably available steps the University may take to protect the parties while a review or investigation of a Sexual Misconduct complaint is pending. Interim measures may include, but are not limited to, possible absences employment or the academic program and arrangements for alternate academic, living or employment accommodations. Interim Protective Measures will be withdrawn at the conclusion of the formal disciplinary process if the disciplinary process is activated. The University may also withdraw Interim Protective Measures at the conclusion of a review or an investigation, or at any point thereafter, if the University conclude that the Interim Protective Measure is no longer necessary or appropriate."

We have some substantive comments and a few editing suggestions:

Substantive:

We are confused by the third sentence. We take it to mean that once the adjudicatory process is done and a person is found responsible that the interim protective measures will be withdrawn and give way to disciplinary measures. We believe this is problematic because it allows the university to keep interim protective measures in place even if a person has been found not responsible.

We recommend the phrase "adjudicatory process" instead of "disciplinary process."

We believe "will" should replace "may also" in the last sentence.

Editing:

(Add a comma after program)

Insert "from" after "absences" in the second paragraph.

This is how we think the paragraph should read:

Pg 4, "Interim Protective Measures means reasonably available steps the University may take to protect the parties while a review or investigation of a Sexual Misconduct complaint is pending. Interim measures may include, but are not limited to, possible absences from employment or the academic program, and arrangements for alternate academic, living or employment accommodations. Interim Protective Measures will be withdrawn at the conclusion of the formal adjudicatory process. The University will also withdraw Interim Protective Measures at the conclusion of a review or an investigation, or at any point thereafter, if the University concludes that the Interim Protective Measure is no longer necessary or appropriate."

4. Pg. 10, Currently there is no guidance on the composition of the panel. We recommend that there be diversity by race and gender if possible to counter the potential for bias against either the complainant or the respondent.

We would suggest that the following language be added after D. 7. Thus, the numbering will now go from 7-9, and this will become the new 8.

8. The hearing panel should be diverse across race and gender to the extent possible.

5. Bonnie Muschett is listed as the University's Title IX Coordinator, but she has left the university. This needs to be corrected.

Comments on Committee Policies and Procedures

From the ad hoc committee to review proposed sexual misconduct policy changes for Faculty Manual

October 28, 2018

1. Pg 35, iii: The investigators shall report their findings in detail to the hearing panel as quickly as a careful investigation will allow, but in any even within 30 days.

We are concerned that the committee policies and procedures do not explicitly require the investigator to turn the investigation report over to both parties prior to the hearing panel.

Our suggested change:

Pg 35, iii: The investigators shall report their findings in detail to the hearing panel, **the complainant, and the accused** as quickly as a careful investigation will allow, but in any even within 30 days.



UNIVERSITY OF MIAMI POLICY AND PROCEDURE MANUAL

TITLE:	Sexual Misconduct Policy	REFERENCE: Title IX of the Education Amendments of 1972, as amended by Violence Against Women Reauthorization Act of 2013 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act").
CATEGORY:	University-wide	PAGE: 1 of 21 SUPERSEDES: Sexual Misconduct Policy, effective February 24, 2015
APPROVER:	Julio Frenk President	EFFECTIVE: July 1, 2018

I. PURPOSE

The University of Miami ("University" or "UM") seeks to maintain a safe learning, living, and working environment free from all types of sex-based and gender-based discrimination prohibited by state and federal laws, including Title IX and Title VII, and in keeping with the University's culture of belonging, DIRECCT values and expected behaviors. The purpose of this Policy is to provide a single document for current and prospective students, employees, and faculty, and others within and outside the University community, to access information regarding: the University's Sexual Misconduct rules and procedures, and available University and community resources.

Sexual Misconduct includes Dating Violence, Domestic Violence, Sex- or Gender-Based Discrimination, Sexual Assault (including Sexual Battery), Sexual Exploitation, Sexual Harassment, and Stalking (all as defined in this Policy). This Policy is part of the University's commitment to prevent Sexual Misconduct and to create an environment where all individuals know how to report an incident of Sexual Misconduct. This Policy is designed to comply with applicable legal requirements, including Title IX; Title VII; and the Clery Act.

II. SCOPE

This Policy applies to all complaints of Sexual Misconduct involving UM Students (defined below); UM Residents (defined below); University employees, including all officers, professional staff and administrators ("Employees"); University faculty, including adjunct and visiting faculty ("Faculty"); University affiliates, including contractors, vendors, volunteers, preceptors and on-site supervisors for clinical rotations, or other third parties within the University's control ("Affiliates"); and other visitors or guests of the University ("Guests"), regardless of incident location. As used in this Policy:

- "UM Students" means any student, including visiting students, who is enrolled, or has the ability to re-enroll, full-time, part-time, or to audit a course, at any University campus, under the auspices of the University, and/or using the University resources.
- "UM Residents" means anyone enrolled in, or who has the ability to re-enroll, to participate in the University's medical residency program, at any University campus, under the auspices of the

University, and/or using the University resources. UM Residents are considered Employees for all purposes under this Policy.

- UM Students, Employees (including UM Residents), Faculty, Affiliates, and Guests are sometimes collectively referred to in this Policy as a "Covered Person" or "Covered Persons".

This Policy is not limited solely to the University's campuses. Many University students, faculty and staff work with, supervise, or are under supervision of, employees of the University's affiliates and teaching sites (including, without limitation, placements for internships, externships, or clinical rotations, with solo practitioners, business entities, governmental agencies, or hospital sites such as Jackson Memorial Hospital, John F. Kennedy Hospital, and Veterans' Administration Medical Center). This Policy applies to acts committed by or against Covered Persons when:

- A. The conduct occurs on University premises; or
- B. The conduct occurs in the context of a UM employment or educational program or activity, at any location, including, but not limited to, UM-sponsored study abroad, research, or internship programs; or
- C. The conduct occurs outside the context of an UM employment or educational program or activity, but has continuing adverse effects on University premises or in any University employment or educational program or activity.

Related University policies and procedures, include, but may not be limited to:

1. Disciplinary Procedures for Reported Sexual Misconduct or Sex- or Gender-Based Discrimination in the [Student Rights and Responsibilities Handbook](#);
2. Administrative Review pursuant to [University's Equal Employment Opportunity Policy](#); and
3. Procedures of the Committee on Professionalism Conduct in the [Faculty Manual](#); and
4. [University Policy on Protection of Youth and Mandatory Reporting of Child Abuse, Neglect or Abandonment](#).

A UM Student, Employee, or Faculty determined to have engaged in Sexual Misconduct shall be in violation of this Policy, and subject to disciplinary action, up to and including separation from the University. Affiliates or Guests who violate this Policy may have their relationship with the University terminated and/or their privileges and access to the University's premises revoked.

The University reserves the right to take action against a Covered Person who commits an act of Sexual Misconduct outside the scope of this Policy.

The University applies the preponderance of the evidence standard when determining whether this Policy has been violated. "Preponderance of the evidence" means that it is more likely than not that a policy violation occurred.

The University's investigation of Sexual Misconduct is performed under the authority of the University's Title IX Coordinator, and is an administrative investigation to determine denial of equal opportunity in an educational program or activity based on sex pursuant to guidance from the Office for Civil Rights of the United States Department of Education. Such an investigation is not a substitute for civil or criminal charges, or for any other administrative or legal process that either party may wish to pursue.

Other forms of discrimination, including discrimination based on race, religion, national origin, age and disability are addressed by: (1) the [University's Equal Employment Opportunity Policy](#); and (2) the [Equal Opportunity/Non-Discrimination Policy in the Student Rights and Responsibility Handbook](#).

This Policy supersedes any conflicting information contained in any University policy or procedure with respect to the definitions of, or procedures relating to, Sexual Misconduct.

III. POLICY

The University does not discriminate on the basis of sex, sexual orientation, gender, or gender identity or expression, in its education or employment programs and activities. The University prohibits, and will not tolerate, any form of Sexual Misconduct, including Dating Violence, Domestic Violence, Sex- or Gender-Based Discrimination, Sexual Assault (including Sexual Battery), Sexual Exploitation, Sexual Harassment, and Stalking. In addition, an attempt to commit an act of Sexual Misconduct, even if not completed, is also a violation of this Policy; accordingly, an attempted act of Sexual Misconduct will be resolved or adjudicated under this Policy following the same procedure as if the act was completed.

Sexual Misconduct is sex-based discrimination prohibited by federal laws, including Title IX, and may also constitute criminal activity. Sexual Misconduct is prohibited regardless of the biological sex, sexual orientation, gender, gender identity, or gender expression of the persons involved.

In accordance with applicable state and federal laws, the University must take prompt and effective steps to prevent the occurrence of Sexual Misconduct and remedy its discriminatory effects. In addition, the University prohibits Retaliation against anyone who files a good faith complaint of Sexual Misconduct, anyone to whom a complaint of Sexual Misconduct is filed, or anyone who participates in an investigation of Sexual Misconduct. Likewise, the University will not tolerate or condone the deliberate filing of false accusations. An individual found to have made, or encouraged another to make, a bad faith complaint is in violation of University Policy and may be subject to disciplinary action.

IV. DEFINITIONS

For purposes of this Policy, the following definitions apply:

- A. **Advisor** means a support person or other person selected by a participant in an investigation in accordance with the applicable procedure, to attend interviews and investigative meetings with the participant. An Advisor may not be someone who is a participant in the investigation (e.g., a witness to the incident). If the Advisor is present during an investigative meeting, the Advisor is an observer, and may not speak on behalf of the participant.
- B. **Complainant** refers to an individual who files a complaint of sexual misconduct alleging a violation of this Policy.
- C. **Consent** means an intelligent, knowing, and voluntary agreement to engage in specific activity, and shall not be construed to include submission obtained by force, intimidation, threat, blackmail, extortion, or any other method of coercion or duress.

For purposes of this definition:

- Intelligent means verbally or otherwise communicated;
- Knowing means the person must have specific knowledge of each activity they are agreeing to engage in; and
- Voluntary means done, given, or acting of one's own free will, and not through force, intimidation, threat, blackmail, extortion, or any other method of coercion or duress; "giving in" is not the same as providing consent.

Consent **cannot** be given:

1. By someone who Respondent knew or should have known was under 18 years of age; or
2. By someone who Respondent knew or should have known had a temporary or permanent disability making them unable to consent; or

3. By someone who Respondent knew or should have known was intoxicated (by alcohol or another substance). While this is not an exhaustive list of indicators for intoxication, the following factors should be considered in determining whether a person was intoxicated:
 - a. Respondent knew the person had been drinking or using drugs, and/or knew how much the person had consumed;
 - b. The person was visibly stumbling or otherwise was at a loss of equilibrium;
 - c. The person had noticeably bloodshot, glassy or unfocused eyes;
 - d. The person exhibited any of the signs of alcohol poisoning;
 - e. The person was known to have vomited as a result of consumption of an intoxicating substance;
 - f. The person was known to be disoriented or confused as to their whereabouts, or the time and date; or
 - g. The person has exhibited the loss of consciousness at any point between the consumption of the intoxicating substance and the alleged sexual activity.
- D. **Interim Protective Measures** means reasonably available steps the University may take to protect the parties while a review or investigation of a Sexual Misconduct complaint is pending. Interim measures may include, but are not limited to, possible absences employment or the academic program and arrangements for alternate academic, living or employment accommodations. Interim Protective Measures will be withdrawn at the conclusion of the formal disciplinary process if the disciplinary process is activated. The University may also withdraw Interim Protective Measures at the conclusion of a review or an investigation, or at any point thereafter, if the University concludes that the Interim Protective Measure is no longer necessary or appropriate.
- E. **Relationship Violence** includes any act of sexual, physical, or psychological violence, abuse, or aggression, or threats thereof, which is committed by one person against another person with whom they are (or were) in a dating/intimate or domestic relationship. Dating Violence and Domestic Violence, each defined below) are forms of Relationship Violence. Dating Violence and Domestic Violence are prohibited regardless of the sexuality of the persons involved, or the presence of multiple parties in the relationship.
 1. **Dating Violence** means violence committed by a person who has been in a romantic or intimate relationship with the victim. Whether there was such a relationship will be gauged by the length, type, and frequency of interaction between the parties involved. Dating Violence can take on the same forms as Domestic Violence (defined below).
 2. **Domestic Violence** means abusive behavior that is used by an intimate partner to gain or maintain power and control over the other party. Domestic Violence can take the form of assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member. Examples of domestic relationships include: current or former spouses, individuals who have a child in common or with whom a child in common has been conceived; individuals who have lived together in a domestic partnership; and a child or other protected individual of the person.
- F. **Respondent** refers to an individual who is alleged to have engaged in Sexual Misconduct.
- G. **Responsible Employee** means a University employee who has the authority to redress Sexual Misconduct; who has a duty to report incidents of Sexual Misconduct or other incidents; or who an individual could reasonably believe has such authority or duty. A "Responsible Employee" includes, without limitation, all University faculty, non-confidential staff in their supervisory roles, teaching assistants, institutional law enforcement, and personnel in Athletics, Residential Life and Student Affairs. A Responsible Employee who receives an oral or written complaint of Sexual Misconduct involving University faculty, staff, students, or affiliates has an affirmative responsibility to promptly report the complaint to the Title IX Coordinator under Sections VI and X of this Policy. Duties of Responsible Employees are further described in Sections VI.B.3, VI.E, and X of this Policy.

- H. **Retaliation** means any adverse action taken against an individual for making a good faith report of Sexual Misconduct or participating in any investigation or proceeding under this Policy. Retaliation includes threatening, intimidating, harassing or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy.
- I. **Sex- or Gender-Based Discrimination** means unlawful discrimination against an individual because of the individual's actual or perceived sex or gender in regard to hiring, termination, promotion, compensation, training, admission, dismissal, advancement, graduation or any other term, condition or privilege of employment or student status. Prohibited sex discrimination under Title IX includes, but is not limited to: (1) harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature; (2) applying any rule concerning parental, family, or marital status that treats persons differently on the basis of sex; and (3) discriminating against or excluding any student from its education program or activity, including any class or extracurricular activity on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.
- J. **Sexual Assault** means any act, of a sexual nature, directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. For purposes of this Policy, Sexual Assault includes the following acts:
1. **Rape** is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
 2. **Fondling** is defined as the touching of the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/ her age or because of his/her temporary or permanent mental incapacity.
 3. **Incest** is defined as non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 4. **Statutory Rape** is defined as non-forcible sexual intercourse with a person who is under the statutory age of consent.

For purposes of this Policy, Sexual Assault also includes sexual intercourse by any person who has chancroid, gonorrhea, granuloma inguinale, lymphogranuloma venereum, genital herpes simplex, chlamydia, nongonococcal urethritis (NGU), pelvic inflammatory disease (PID)/acute salpingitis, syphilis, or human immunodeficiency virus infection, when such person knows they are infected with one or more of these diseases and when such person has been informed that they may communicate this disease to another person through sexual intercourse, to have sexual intercourse with any other person, unless such other person has been informed of the presence of the sexually transmissible disease and has consented to the sexual intercourse.

- K. **Sexual Battery** is a form of Sexual Assault. Sexual Battery means non-consensual oral, anal, or vaginal penetration by or union with the sexual organ of another or by any other object, and includes non-consensual sexual touching (fondling) or intentional contact with the breasts, buttocks, groin, or genitals.
- L. **Sexual Exploitation** means taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit, or for the advantage or benefit of anyone other than the person being exploited.

For purposes of this Policy, Sexual Exploitation also includes: (1) Knowingly compiling, entering into, or transmitting by use of computer, computer online service, Internet service, local bulletin board service, cellular phone, or any other device capable of electronic data storage or transmission; (2) Making, printing, publishing, or reproducing by any means; (3) Knowingly causing

or allowing to be entered into or transmitted; or (4) Buying, selling, receiving, exchanging, or disseminating, any of the following:

- (a) Any notice, statement, or advertisement of a person's name, telephone number, place of residence, physical characteristics, or other descriptive or identifying information, for purposes of facilitating, encouraging, offering, or soliciting sexual conduct of or with that individual; or
- (b) Any audio recording and/or visual depiction of sexual conduct with an individual.

M. **Sexual Harassment** means any unwelcome sexual advance, unwelcome request for sexual favors, or unwelcome verbal or physical conduct of a sexual nature, generally characterized by non-consensual, unwelcome sexual behavior whether between people of the same gender or different genders or sexual orientation when:

1. Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, evaluation of academic work, or participation in any aspect of a University program or activity;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic, employment, or activity or program participation-related decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, i.e., it is sufficiently severe or pervasive to create an intimidating, hostile, humiliating, demeaning or sexually offensive working, academic, residential or social environment, (a) of a specific individual or those around them; (b) even if someone else is the target of the behavior; or (c) even if the individual is initially unaware of the behavior.

Sexual Harassment, including sexual violence, can include any or all of the following behaviors, as well as others which are not listed:

- a. Harassment through public or private insult, sexually suggestive comments concerning a person's body or behavior, and sexual demands;
- b. Subtle or overt pressure to comply with demands of sexual activity;
- c. Remarks about another person's clothing, body, sexual activities, sexual preferences, gender identity or sexual orientation, as well as teasing, jokes, remarks, or gestures which are sexual in nature;
- d. Unnecessary touching, pinching, patting, or exposure of another person's body;
- e. Unwarranted staring at another person's body;
- f. Unwanted communications of a sexual nature in any form, over any medium, and in any media;
- g. Requests or demands for sexual favors accompanied by implied or overt threats or promised rewards, e.g., grades, class or clinical assignments, recommendations, student employment (for students) or assignments, promotions, discipline, references (for employees);
- h. Repetition of unwanted invitations for dates; or
- i. Physical assault of a sexual nature, up to an including attempted or actual rape.

N. **Stalking** means a course of conduct directed at a specific person that would cause a reasonable person to fear for her/his safety or the safety of others, or to suffer substantial emotional distress. Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used.

V. TITLE IX COORDINATOR AND COMPLIANCE OVERSIGHT

- A. The **Title IX Coordinator** is the University's representative responsible for monitoring compliance with this Policy, as well as related federal statutes and regulations concerning the prohibition of Sexual Misconduct in higher education. The Title IX Coordinator is also responsible for providing education, training, and notifications; overseeing complaints; and coordinating the University's investigation, response, and resolution of all reports under this Policy. The Title IX Coordinator is available to assist all members of the University community, on all University campuses, with any questions about this Policy:

University's Title IX Coordinator
Bonnie M. Muschett, JD, MBA, CCEP
Director of Compliance
Office of Title IX Compliance
1320 South Dixie Highway, Suite 100
Coral Gables, FL 33146
Telephone: 305-284-8624
Email: titleixcoordinator@miami.edu
Website: www.miami.edu/titleix

- B. The Title IX Coordinator works in cooperation with Deputy Title IX Coordinators (defined below), and Title IX Liaisons (defined below), across the University campuses in the performance of the Title IX compliance functions.
1. "**Deputy Title IX Coordinators**" have been designated by the University to perform the duties of the Title IX Coordinator in this Policy when the Title IX Coordinator is absent or cannot perform such duties due to a conflict of interest in a particular case. A Deputy Title IX Coordinator is available at all times to assist specific members of the University community within their role or campus location. A current list of Deputy Title IX Coordinators is posted at www.miami.edu/titleix under *Title IX Coordinators*.
 2. "**Title IX Liaisons**" are individuals throughout the UM community who help provide sexual misconduct resources to the UM community, and help develop and implement sexual misconduct prevention and awareness programs. Title IX Liaisons, while acting in that capacity, are Responsible Employees, and must report any sexual misconduct incident to the Title IX Coordinator. The list of Title IX Liaisons is posted at www.miami.edu/titleix under *Title IX Liaisons*.

VI. COMPLAINTS AND DUE PROCESS

- A. Once the University knows or reasonably should know of alleged Sexual Misconduct, it will take prompt and appropriate action to investigate or inquire to determine what occurred. This applies to Sexual Misconduct covered by this Policy whether or not a parallel law enforcement action is pending or if a formal complaint is filed.

Individuals seeking confidential guidance related to a Sexual Misconduct matter should speak with those who have a professional or legal obligation to keep communications confidential as identified in Section IX of this Policy as a "Confidential Resource."

B. Filing a Complaint

1. Incidents of Sexual Misconduct may be reported to the University, to an external agency, to local law enforcement, or to any combination of the three.

If a Sexual Misconduct complaint is reported to the University and also to an external agency or law enforcement, the University will take appropriate steps to ensure its compliance with applicable processes, once the University is made aware of the external

report. In some instances, the University may need to delay temporarily any fact-finding while police are initially gathering evidence.

2. Incidents of Sexual Misconduct may be reported to the University by anyone:
 - a. Online (through [It's On Us UMiami](#) or [CaneWatch](#)),
 - b. By contacting [the Title IX Coordinator or a Deputy Title IX Coordinator](#) directly;
 - c. With the assistance of a [Title IX Liaison](#), or
 - d. By informing a Responsible Employee.

Complaints of Sexual Misconduct related to employment may also be filed directly with the Office of Workplace Equity and Performance (WEP) in University Human Resources Department either (i) by submitting the complaint form available at www.miami.edu/wep, or (ii) by contacting WEP directly at (305) 284-3064 or at wep@miami.edu.

3. If a Covered Person informs a Responsible Employee of an incident of Sexual Misconduct:
 - a. The Responsible Employee shall inform the Covered Person of the Responsible Employee's obligation to report the incident, and that the Title IX Coordinator (or designee) will contact the Covered Person directly to provide them with options and resources. Responsible Employees will honor and support a Covered Person's wishes with regard to the handling of the Sexual Misconduct complaint, including whether to proceed with the formal disciplinary process or to report the incident to law enforcement.
 - b. If the Covered Person wants to maintain confidentiality and/or requests that no investigative or disciplinary measures be taken, the Responsible Employee shall advise the Covered Person that the University will consider the request but cannot guarantee that the University will be able to honor the request. Responsible Employees shall not pressure a Covered Person to request confidentiality.
 - c. The Responsible Employee shall report the incident, as well any confidentiality or handling request by the Covered Person, to the Title IX Coordinator. The Title IX Coordinator will evaluate any confidentiality or handling requests in accordance with Section VIII.D of this Policy.

C. After receiving a complaint with an allegation of Sexual Misconduct, the Title IX Coordinator will determine if the allegations are Sexual Misconduct subject to this Policy. Complaints of Sexual Misconduct will be investigated and resolved in accordance with the applicable University procedure:

1. Complaints Against UM Students, Employees or Faculty. Generally, the applicable University procedure for investigating and resolving complaints of Sexual Misconduct is determined by the status of Respondent, as set forth below:

Respondent:	Applicable Procedure:	University Department Responsible for Investigation:	Department Contact Information:
UM Student	Disciplinary Procedures for Reported Sexual Misconduct or Sex- or Gender-Based Discrimination in the Student Rights and	Dean of Students Office	Deputy Title IX Coordinator (students) 305-284-5353

Respondent:	Applicable Procedure:	University Department Responsible for Investigation:	Department Contact Information:
	Responsibilities Handbook		
Employee (including UM Residents and other non-Faculty)	Administrative Review pursuant to University's Equal Employment Opportunity Policy	Office of Workplace Equity and Performance	Deputy Title IX Coordinator (staff) 305-284-3064
Faculty	Procedures of the Committee on Professionalism Conduct in the Faculty Manual	Office of Vice Provost for Faculty Affairs	Deputy Title IX Coordinator (faculty) 305-284-2002

2. Complaints Against a Respondent Who Has Multiple Roles Within the University.

Where Respondent has multiple roles within the University, the University's Title IX Coordinator will determine which of the procedures will apply based on the facts and circumstances of a particular incident, such as which role predominates and/or the role most applicable in the incident. For example, if Respondent is a full-time employee and a part-time student at the University, Respondent's predominant role as employee may require that the incident be reviewed under the procedures applicable to employees.

3. Complaints Involving Affiliates.

- a. The University's Affiliates will be informed of the University's commitment to provide UM Students, Employees and Faculty with a workplace and learning environment free of Sexual Misconduct.
- b. Affiliates and Affiliates' employees are encouraged to report complaints of Sexual Misconduct involving UM Students, Employees and Faculty to the Title IX Coordinator.
- c. UM Students, Employees and Faculty are subject to discipline for Sexual Misconduct directed toward employees and others in the Affiliate's location.
- d. Affiliates will be asked to work with the University in confidence (i) to investigate complaints involving an Affiliate's employee, or where the incident occurred at the Affiliate's location; and (ii) to eliminate Sexual Misconduct through education and, if need be, employee sanctions.
- e. The University cannot discipline employees of its Affiliates, but the University will cooperate with its Affiliate to resolve such complaints, and take reasonable steps to prevent Sexual Misconduct that may be directed toward the Covered Person and others. The University will attempt to resolve the issue, as soon as practicable, and may reassign Complainant to another area or supervisor, if a resolution is not feasible. If necessary and practicable, the University may also work with the Affiliate to co-investigate the complaint under the Affiliate's process.

4. Complaints Involving Guests. Complaints of Sexual Misconduct by Guests should be reported to the Title IX Coordinator. After discussion with the Covered Person and a review of the

circumstances, the University will take reasonable steps to prevent Sexual Misconduct that may be directed toward Complainant and others.

- D. The University Department Responsible for Investigation will conduct the investigation through or with the Title IX Coordinator, the Deputy Title IX Coordinator, or another designee trained to conduct Sexual Misconduct investigations ("**Investigator**"). In general:
1. In the event of a conflict of interest between the parties and an Investigator, the Title IX Coordinator will work with the appropriate offices within the University to have an alternate Investigator assigned within five (5) business days to conduct the investigation.
 2. The University may not attempt to resolve a complaint of Sexual Assault (including Sexual Battery), or Relationship Violence informally, such as through a conference with the parties or mediation. If requested, and agreed to in writing by both parties, the University may allow informal resolution of other Sexual Misconduct matters.
 3. The Investigator will notify persons with administrative disciplinary authority over Respondent that an investigation is pending.
 4. The Investigator will notify and interview Complainant, Respondent and any other persons with factual knowledge of the circumstances surrounding the complaint.
 5. Any participant in the investigative process may attend interviews with an Advisor, upon advance written notice to the Investigator. If the person selected to be an Advisor has a conflict of interest, the Investigator will reschedule the meeting to allow the participant time to arrange another Advisor.
 6. The Investigator is authorized to require University offices to produce documentary evidence (e.g., emails, work records, prior grievances) relevant to the allegation, subject to any standard document request procedures set forth by the University from time to time.
 7. If a hearing is an available recourse under the applicable procedures, and if an investigation of a Sexual Misconduct matter progresses to a hearing, then the Investigator will arrange, if requested, simultaneous virtual conferencing so that Complainant(s) and Respondent(s) may appear before the University hearing panel from separate locations during the hearing.
 8. The Investigator will provide written notice of the final outcome of the investigation to Complainant(s) and Respondent(s). Discipline or sanctions may be imposed if the final outcome notice reflects a violation of the Policy. Additional administrative or remedial measures, including environmental changes and educational programming, may be required where the University dean, vice president, unit head, or designee, in consultation with the Title IX Coordinator, determines that these measures will improve compliance with and understanding of the Policy.
- E. In addition to their reporting obligations as a Responsible Employee, any Employee or Faculty who is aware of an incident of Sexual Misconduct is expected to comply with this Policy before, during and after the investigative process. All Employees and Faculty are expected to:
1. Recognize that there is a presumption of innocence of the parties;
 2. Advise the Title IX Coordinator of any Interim Protective Measures taken, and consult in advance where practical;
 3. Support the prohibition against Retaliation, and report any potential Retaliation to the Investigator; and
 4. Treat the matter in strict confidence for the protection of Complainant(s) and Respondent(s).

Employees and Faculty may be subject to discipline for interfering with an investigation, or for failing to cooperate with the Investigator's request for information, and such discipline may include, if circumstances warrant, separation from the University.

For further information or if you have any questions or concerns, please review the University's Title IX webpage at www.miami.edu/titleix or call the Title IX Coordinator at 305-284-8624.

VII. PROTECTIVE MEASURES AND ACCOMMODATIONS

- A. Upon receipt of a complaint of Sexual Misconduct, the University may take and/or make available reasonable and appropriate measures to protect Complainant, and/or Complainant's continued participation in their University employment or educational programs and activities. Such protective measures and accommodations, which may be temporary or permanent, may include, but are not limited to, separation orders, residence modifications, academic accommodations, work schedule modifications, and other reasonable and appropriate measures.
- B. The University also may take and/or make available such measures and accommodations for Respondents where reasonable and appropriate under the circumstances.
- C. Reasonable and appropriate protective measures are available for Complainants or Respondents regardless of whether a formal disciplinary proceeding under the applicable procedures is pursued.
- D. All Employees and Faculty are expected to comply with an Investigator's request for, or implementation of, protective measures and accommodations under this Policy, and may be subject to discipline for failing to do so. Such discipline may include, if circumstances warrant, separation from the University.
- E. Interim Protective Measures, as defined in Section IV.D above, will be withdrawn at the conclusion of the formal disciplinary process if the disciplinary process is activated. The University may also withdraw Interim Protective Measures at the conclusion of a review or an investigation, or at any point thereafter, if the University concludes that the Interim Protective Measure is no longer necessary or appropriate.

VIII. PRIVACY AND CONFIDENTIALITY

- A. The University is committed to protecting the privacy of Covered Persons involved in a report under this Policy. Privacy generally means that information related to a report of Sexual Misconduct will be shared with a limited circle of individuals who "need to know" in order to assist in the active review, investigation, resolution of the report, and related issues, and in compliance with applicable law. The University also is committed to providing assistance to help Covered Persons make informed choices. With any report under this Policy, the University will make reasonable efforts to protect the privacy interests of Covered Persons involved in a manner consistent with the need for a careful investigation and adjudication of the allegations. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA). The privacy of an individual's medical and related records is generally protected by the Health Insurance Portability and Accountability Act (HIPAA).
- B. The University recognizes that Sexual Misconduct and allegations thereof are a sensitive subject matter for all parties involved. However, persons should be aware that the University may need to disclose information in order to conduct an investigation, resolve a complaint, and comply with applicable law. The University shall share details about investigations with those who have a need to know.
- C. The Title IX Coordinator will work collaboratively with a reporting individual and the parties involved to establish the appropriate parameters of confidentiality in each case, always making every effort

to operate with discretion and maintain the privacy of the individuals involved. Investigations of complaints of Sexual Misconduct often require that Complainant's identity to be known by the party or parties whose conduct is being reviewed.

A request for confidentiality may limit the University's ability to respond to the complaint. Where there is a need to preserve the health and safety of the victim and/or members of the University community, information may be shared on a need-to-know basis.

- D. If a Covered Person requests that the University keep the matter confidential, or not pursue action against Respondent(s), the Title IX Coordinator will carefully evaluate that request by balancing Complainant's wish for privacy against the safety and welfare of the UM community. The University will weigh such requests against the University's obligation to provide a safe, non-discriminatory environment. There will be times when the University may not be able to honor a Covered Person's request in order to comply with this obligation.
1. In determining whether the University can honor a Covered Person's request for confidentiality, the Title IX Coordinator will consider the following factors:
 - a. The increased risk that the alleged perpetrator will commit additional acts of Sexual Misconduct, such as:
 - i. Whether there have been other Sexual Misconduct complaints about the same Respondent;
 - ii. Whether Respondent has a history of arrests or records from a prior school indicating a history of violence;
 - iii. Whether Respondent threatened future sexual violence or other violence against the Covered Person or others; or
 - iv. Whether the Sexual Misconduct was committed by multiple perpetrators.
 - b. Whether the Sexual Misconduct was perpetrated with a weapon;
 - c. Whether the Covered Person is a minor;
 - d. Whether the University possesses other means by which to obtain relevant evidence of the Sexual Misconduct; and/or
 - e. Whether the Covered Person's report reveals a pattern of Sexual Misconduct at a given location or by a particular group.
 2. The presence of one or more of these factors could lead the University to investigate and, if appropriate, pursue disciplinary action, despite a Covered Person's request to the contrary.
- E. The Title IX Coordinator will make the ultimate decision as to whether the request will be honored. If the Title IX Coordinator determines that confidentiality cannot be maintained, that an investigation must occur, or that disciplinary measures must be taken, the Title IX Coordinator will inform the Covered Person prior to starting an investigation and will, to the extent possible, only share information with those individuals responsible for the investigative and disciplinary processes.

IX. RESOURCES

In addition to the individuals and offices mentioned above, the University offers other on-campus resources to provide support and guidance throughout the investigation and resolution of a complaint of Sexual Misconduct.

For additional information regarding emergency assistance, hospitals, as well as other support on-campus, in the surrounding community, and concerning academics, housing, and work, you may also contact the Sexual Assault Resource Team (SART) Hotline at 305-798-6666.

- SART is available to assist all members of the University community who want to know about resources for those who have experienced sexual violence.
- Any SART volunteer can facilitate contacting appropriate medical personnel as soon as possible following the incident to obtain attention and guidance in the preservation of evidence needed for proof of criminal assault, and the apprehension and prosecution of assailants.

A. CONTACT UNIVERSITY PROTECTIVE SERVICES AND REPORT A CRIME

To report a crime or emergency, call or go to the nearest UM police or security officer.

Campus	Department	To Report Emergencies, Call:	For Non-Emergency, Security or Safety Related Matters, Call:
Coral Gables	University of Miami Police Department	911 or 305-284-6666 (8-6666 from a campus phone)	305-284-6666 (8-6666 from a campus phone)
Miller School of Medicine Campus	Department of Public Safety	911	305-243-6000 or 305-243-SAFE (6-6000 or 6-7233 from a campus phone)
Rosensteil Marine Campus (RSMAS)	Campus Safety Department	911	305-710-7991 or 305-421-4766 (5-4766 from a campus phone)

Any person may contact the UM Police or Safety Department directly at any time. Some forms of discrimination on the basis of sex or gender, e.g., all forms of sexual violence, may constitute a crime. The University will assist any individual who wishes to report alleged criminal conduct under this Policy to appropriate enforcement authorities. Contact information for local law enforcement agencies is given below:

Coral Gables Police Department	2801 Salzedo Street Floor 1 Coral Gables, FL 33134	305-442-1600	http://www.coralgables.com/index.aspx?page=1015
City of Miami Police Department	400 NW 2nd Avenue Miami, Florida 33128	305-579-6111	http://www.miami-police.org/index.asp

South Miami Police Department	6130 Sunset Drive South Miami, FL 33143	305-663-6301	http://southmiamifl.gov/184/Police-Department
Miami-Dade Police Department	9105 NW 25 St. Doral, FL 33172	305-476-5423 Rape Hotline – 305-585-RAPE (7273)	http://www.miamidade.gov/Police/
Palm Beach County Sheriff Office	3228 Gun Club Rd West Palm Beach, FL 33406	(561) 688-3000 Sexual Assault Hotline (24 hours) – 561-833-7273 Domestic Violence Unit - 561-688-3975 561-688-4195 561-688-3972	http://www.pbso.org/

B. SEEK MEDICAL ATTENTION

In case of emergency, contact 911 for fastest access to services, or go to the nearest emergency room:

Going to a rape treatment center within 72 hours of the incident can be key, especially if you are interested in having genetic material collected. If possible, do not take a shower before going and bring the clothes that you were wearing when the assault occurred.

1. The Roxcy Bolton Rape Treatment Center

at Jackson Memorial Hospital
 1611 NW 12th Avenue
 Miami, FL 33136
 Telephone: (305) 585-5186

Provides 24/7 specialized sexual violence treatment including forensic examinations to collect evidence, preemptive treatment for sexually transmitted diseases, and preemptive pregnancy treatment. In addition, they have information about community resources and options for individuals who have experienced sexual assault. All their services are free of charge and completely confidential.

You can bring a friend or a University of Miami SART advocate can go with you. You can contact SART at 305-798-6666.

2. The Butterfly House

at Wellington Regional Medical Center
 10101 Forest Hill Boulevard
 Wellington, FL 33414
 24/7 Helpline: (866) 891-7273

The Butterfly House is a freestanding forensic exam facility in Palm Beach County maintained by Palm Beach County Victim Services. Opened in 2011, it has been the go-to facility for many of the forensic exams in Palm Beach County. The site features an exam room, an interview room, and supplies to make the evidence collection process more comfortable. Exams are performed by our SANE (Sexual Assault Nurse Examiner) nurses with a victim advocate present for support.

3. **Emergency Rooms** at any hospital can provide emergency treatment related to sexual violence; however ER training is not as specialized as a rape treatment center, and the ER may not be able to provide forensic examinations.

Doctors Hospital

Baptist Health South Florida
5000 University Drive
Coral Gables, FL 33146
Telephone: (786) 308-3000

Website: <https://baptisthealth.net/en/facilities/doctors-hospital/pages/default.aspx>

Baptist Hospital

Baptist Health South Florida
8900 North Kendall Drive
Miami, FL 33176
Telephone: (786) 596-1960

Website: <https://baptisthealth.net/en/facilities/baptist-hospital-miami/pages/default.aspx>

University of Miami Hospital

1400 NW 12th Avenue
Miami, FL 33136
Telephone: (305) 325-5511

Website: <http://uhealthsystem.com/>

JFK Medical Center – Main Campus

Emergency Room
5301 South Congress Avenue
Atlantis, FL 33462
Telephone: (561) 548-3836

Website: <https://jfkmc.com/locations/>

Wellington Regional Medical Center

10101 Forest Hill Boulevard
Wellington, FL 33414
Telephone: (561) 798-8500

Website: <https://www.wellingtonregional.com/>

In non-emergency cases, you can seek medical treatment from one of the following providers:

4. **Student Health Service** (Confidential Resource)

Lennar Medical Foundation
Coral Gables Campus
5555 Ponce De Leon Blvd.
Coral Gables, FL 33146
Telephone: (305) 284-9100

Provides general support and referral for counseling and medical care for students who have been sexually assaulted.

The Student Health Service cannot perform a rape examination to collect evidence. If your initial intention is to forego rape examination at a rape treatment center, an examination at Student Health Service will undermine evidence collected at a future date. Even if your initial intention is not to pursue action against you assailant, it is best to go to the **Rape Treatment Center** where proper examination and treatment can be initiated and evidence collected for possible use in the future.

The Student Health Service has the obligation to report sexual assault of minors (under 18) to the Department of Children and Family Services.

5. **Urgent Care** (Confidential Resource)
UHealth Primary Care Family Medicine
Sylvester Comprehensive Cancer Center
Miller School of Medicine
1475 NW 12th Avenue, 3rd Floor
Miami, Florida 33136
Telephone: (305) 243-1000 or (800)545-2292
Website: <http://biomed.miami.edu/current-students/student-health>

Medical School Graduate Students may receive urgent care, without additional cost, at this location. Urgent care is available for issues that cannot wait to be addressed at the Student Health Service or by appointment at a physician's office. For example, influenza, upper respiratory infections and urinary tract infections could be treated through urgent care.

6. **Employee Health Services** (Confidential Resource)
Coral Gables Campus
McKnight Building
5807 Ponce de Leon Boulevard, Suite 109
Coral Gables, FL 33146
Monday – Friday, 7:30 a.m. – 3:30 p.m.
Telephone: (305) 284-WELL

Miller School of Medicine Campus
Professional Arts Center
1150 N.W. 14th Street, Suite 708
Miami, FL 33136
Monday – Friday, 7:30 a.m. – 3:30 p.m.
Telephone: (305) 243-WELL

C. TALK TO SOMEONE CONFIDENTIALLY

The individuals or departments identified in this Section as a "Confidential Resource" are prohibited from breaching confidentiality unless:

- a. given permission to do so by the person who disclosed the information;
- b. there is an imminent threat of harm to self or others;
- c. the conduct involves suspected abuse of a person under the age of 18; or
- d. as required or permitted by law, court order, or this Policy.

Confidential Resources for **Students** include the Student Health Center, the Counseling Center, the licensed clinical social worker in the Dean of Students Office, and members of the clergy in the different religious houses on campus.

Confidential Resources for **Employees and Faculty** include the Faculty Staff Assistance Program, and medical providers or licensed counselors at a University of Miami medical facility.

Sexual Assault Resource Team (SART) volunteers are considered Confidential Resources, and are available to assist **Students, Employees or Faculty**.

Confidential Resources are not required to report any personally identifiable information relating to reported instances of Sexual Misconduct to the Title IX Coordinator. However, under the Clery Act, all reported incidents of Sexual Misconduct must be included in the University's annual security report. Confidential

Resources must report the incident to the Title IX Coordinator, but such report shall not contain the names of Complainant(s) or Respondent(s).

Additional Confidential Resources

1. **Counseling Center** (Confidential Resource)

5513 Merrick Drive
Coral Gables, FL 33146
Telephone: (305)284-5511
Website: <http://counseling.studentaffairs.miami.edu/>

Regular appointments are available Monday through Friday from 9 am to 5 pm. Students can call the center directly at 305 284 5511 to request appointments.

The Counseling Center also provides emergency services during normal business hours. To be seen for an emergency appointment, call the office at 305-284-5511 or simply walk into the center. Be sure to inform the receptionist that you are requesting an emergency appointment and we will make every effort to respond to your situation as quickly as possible.

If a crisis occurs when the Center is closed, counselors can be reached by calling the University of Miami Police department at 305 284 6666.

Dr. Addys Karunaratne is available to meet with students on the medical campus in the Clinical Research Building.

2. **Department of Psychiatry and Behavioral Sciences** (Confidential Resource)

Clinical Research Building (CRB)
Miller School of Medicine
1120 NW 14th Street
Suite 1463
Miami, FL 33136
Telephone: (305) 243-2774

In addition to Counseling Center services above, DPBS offers medical students in need up to five free visits with a qualified psychiatrist.

3. **Henderson Student Counseling Services** (Confidential Resource)

3199A Lake Worth Road
Lake Worth, FL 33461
Telephone: (954) 424-6868
Website: <http://www.hendersonbh.org/services/student-counseling/university-of-miami/>

Counseling services for students at the University of Miami Miller School of Medicine Regional Medical Campus

4. **Licensed Clinical Social Worker in the Dean of Students Office** (Confidential Resource)

Nikki Abramson
Associate Dean of Students & Social Worker
Dean of Students Office
1306 Stanford Drive
Whitten University Center #2250
Coral Gables, FL 33146-6922
Telephone: (305) 284-5117
Email: nabramson@miami.edu

5. **Faculty and Staff Assistance Program** (Confidential Resource)

Telephone: (305)284-6604

Website: <http://fsap.miami.edu/>

FSAP office hours are Monday through Friday, 8:30 AM to 5:00 PM.
 One-to-one consultations and other supportive services are available by appointment in one of two locations:

<p>Coral Gables Campus Plumer Building, LC 2429 5915 Ponce de Leon Boulevard, Suite 48 Coral Gables, FL 33146</p>	<p>Miller School of Medicine Dominion Tower, LC: M831 1400 NW 10th Avenue, Suite 816 Miami, FL 33136</p>
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6. **'CaneWatch** (Anonymous Reporting Option)

'CaneWatch is open to any individual who wishes to report a concern regarding irregularities at the University of Miami.

Individuals may make an anonymous report – via the web or by telephone – of concerns related to violations of policies and procedures, rules and regulations, or other irregularities or improprieties. 'CaneWatch is hosted by EthicsPoint, a third party hotline provider.

Website: https://compliance.miami.edu/report_a_concern/canewatch

D. GET ADDITIONAL HELP

1. **University Office of Student Financial Assistance and Employment**

1306 Stanford Drive
 Whitten University Center, Second Floor
 Coral Gables, FL 33146
 Telephone: (305) 284-6000
 Website: <https://finaid.miami.edu>

Walk-in Advising Hours: (effective September 1, 2016)
 Monday, Tuesday, Thursday, and Friday 9:00 a.m. to 5:00 p.m.
 Wednesday 10:30 a.m. to 5:00 p.m.

Phone Advising Hours: (effective September 1, 2016)
 Monday and Friday 9:00 a.m. to 5:00 p.m.
 Tuesday, Wednesday, and Thursday 9:00 a.m. to 6:00 p.m.

Email:

- Undergraduate students may e-mail the advising staff at ofas@miami.edu.
- Graduate and Professional students may e-mail the advising staff at gradprof.finaid@miami.edu.

2. **University Human Resource Services**

Coral Gables/RSMAS	(305) 284-3798
Miller School of Medicine	(305) 243-6482

Current employees may contact their HR Partner for assistance, or visit the employee website for additional information: <http://www.hr.miami.edu>.

3. **Off-Campus Organizations and Hotlines** offering victim assistance and advocacy services, including legal assistance, emergency shelter and transitional housing:

- a. **Coordinated Victims Assistance Center (CVAC) of Miami-Dade County**
 2400 S. Dixie Highway

Miami, Florida 33133
Telephone: (305) 285-5900

Contacts: Ivon Mesa, Director of CVAC: (305) 285-5906
Violet Felipe-Diaz (CAHSD): (305) 285-5907

Hours: Mon – Fri 8:00 a.m. - 5:00 p.m.
Website: <http://www.miamidade.gov/socialservices/care-violence-victims.asp>

Counties Served: Miami-Dade
Services Provided: Address confidentiality program; community education; criminal justice support/advocacy; crisis counseling; domestic violence relocation assistance; emergency financial assistance; follow up contact; information and referral; outreach services; personal advocacy; professional training; telephone contacts; and victims compensation claims.

b. **Jewish Community Services (JCS) Helpline Services**

735 NE 125th Street
North Miami, Florida 33161
JCS Access Helpline: (305) 576-6550
Website: <https://jcsfl.org/services/switchboard-211/>

Services provided include veterans support; family counseling services; crisis center services; suicide prevention; trauma/violence prevention and intervention; and youth wellness programs.

c. **M.U.J.E.R., Inc.**

27112 South Dixie Highway
Naranja, FL 33032
Helpline/Hotline: (305) 763-2459

Contact: Maria Eslait
Telephone: (305) 247-1388
Website: www.mujeerfla.org

Counties Served: Miami-Dade**
Services Provided: 24-hour hotline, information and referral, crisis intervention, advocacy and accompaniment: general, medical, court legal, civil legal, therapy: individual, group and secondary victims, prevention education and training, medical referrals and follow-up to primary and secondary victim/survivor follow-up of sexual assault and domestic violence; case management prevention education; and immigration legal services.

** For other counties, visit the **Florida Council Against Sexual Violence** website: <https://fcasv.org/find-your-local-center>

d. **Victim Response, Inc. – The Lodge**

Crisis Line: (305) 693-0232
Administrative Line: (305) 693-1170
E-mail: info@thelodgemiami.org
Website: <http://www.thelodgemiami.org/home.html>

Services include: 24-hour hotline; emergency shelter, information and referral; counseling; child assessments; advocacy and case management; outreach services including individual counseling, legal resources, injunction assistance, victim's compensation via office of attorney general's office, community resource and referrals, and support groups; children's program; community education; and Financial Relief Economic Empowerment(F.R.E.E.) classes.

e. **Palm Beach County Victim Services & Certified Rape Crisis Center**

Five locations throughout Palm Beach County including:

4210 N. Australian Avenue

West Palm Beach, FL 33407

Telephone: (561) 833-7273

24/7 Helpline: (866) 891-7273

Website: <http://www.pbcgov.com/publicsafety/victimservices/>

Advocates provide emergency services 24 hours a day/7 days a week, every day of the year. Advocates respond to the Butterfly House, hospitals and to law enforcement offices to assist victims of sexual assault.

f. **Aid to Victims of Domestic Abuse (AVDA)**

24-Hour Crisis Hotline: 1 (800) 355-8547

AVDA provide adults and children 24-hour, 7 days a week emergency shelter, crisis counseling, food, clothing, individual and group counseling services. AVDA offers non-residential services to adult victims of domestic violence, including access to relocation assistance through the Victims of Crime Act, legal advocacy, and group domestic violence education for participants. Specific advocacy is offered to victims of stalking and domestic violence sexual assault.

X. MANDATORY REPORTING REQUIREMENTS

- A. Any Responsible Employee who receives a complaint of Sexual Misconduct shall promptly report the complaint to the Title IX Coordinator. No University personnel is authorized to investigate or resolve complaints of Sexual Misconduct without the involvement of the Title IX Coordinator.
- B. Because Sexual Misconduct may constitute both a violation of University Policy and a crime, the University encourages Covered Persons to report incidents of Sexual Misconduct to the UM campus police or appropriate law enforcement agencies. The University will comply with its legal and policy obligations to report Sexual Misconduct that may constitute child abuse, abandonment, and neglect. (See [University Policy on Protection of Youth and Mandatory Reporting of Child Abuse, Neglect or Abandonment](#))
- C. The University will continue to report instances of Sexual Misconduct in accordance with the Clery Act. Pursuant to the Clery Act, the University includes statistics about certain offenses in the University's annual security report, and provides those statistics to the United States Department of Education, but does so in a manner that does not include any identifying information about persons involved in an incident.

XI. EXTERNAL REPORTING OPTIONS

- A. For Students. For assistance related to civil rights in education, you may contact the **United States Department of Education Office for Civil Rights** (OCR) Enforcement Office serving your state or territory or the OCR headquarters office in Washington D.C.

The OCR Enforcement Office for Florida institutions is:	The OCR National Headquarters is located at:
Atlanta Office United States Department of Education Office for Civil Rights 61 Forsyth St. S.W., Suite 19T10 Atlanta, GA 30303-8927	U.S. Department of Education Office for Civil Rights LBJ Department of Education Bldg. 400 Maryland Avenue, SW Washington, DC 20202-1100

<p>Telephone: (404) 974-9406 Fax: (404) 974-9471 TDD: (800) 877-8339 Email: OCR.Atlanta@ed.gov</p> <p>Contact the OCR Enforcement Office if you wish to file a complaint, or if you need technical assistance on a problem or assistance to prevent civil rights problems.</p> <p>You can also file a complaint online: http://www.ed.gov/about/offices/list/ocr/complaintintro.html</p>	<p>Telephone: (800) 421-3481 Fax: (202) 453-6012 TDD: (800) 877-8339 Email: OCR@ed.gov</p> <p>Contact the OCR headquarters office if you have a question on national policy, to make a Freedom of Information request for information that is national in scope, or to request publications or other assistance that is not available online.</p>
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B. For Employees

1. US Equal Employment Opportunity Commission (EEOC)

Miami District Office, Miami Tower
100 SE 2nd Street, Suite 1500
Miami, FL 33131
Phone: (800) 669-4000
Fax: (305) 808-1855
Website: <https://www.eeoc.gov/field/miami/index.cfm>

2. Florida Commission on Human Relations (FCHR)

4075 Esplanade Way, Room No. 110
Tallahassee, FL 32399-7020
Phone: (850) 488-7082
Toll-Free: 1-800-342-8170
Fax: (850) 487-1007
Website: <http://fchr.state.fl.us>
Email: fchrinfo@fchr.myflorida.com

For Those with Communication Impairments:
The Florida Relay Service Voice (statewide) 711
TDD ASCII (800) 955-1339
TDD Baudot (800) 955 - 8771

3. Miami-Dade County Office of Human Rights and Fair Employment

Stephen P. Clark Center
111 NW 1st Street, 22nd Floor
Miami, FL 33128
Phone: (305) 375-2784
Fax: (305) 375-2114
Email: OFEP@miamidade.gov

XII. REQUIRED EDUCATION AND PREVENTION PROGRAMS

Educational courses addressing Title IX and Sexual Misconduct are required for all Faculty and Employees, including student-employees and volunteers. Title IX education is required for all UM Students. Specialized training by the Office of Title IX Compliance, or its designee, is required for any individual assigned to investigate, resolve, or adjudicate, a Sexual Misconduct complaint. Detailed information regarding required educational programs can be found at the Title IX website at www.miami.edu/titleix under *Training*.

Comments on Sexual Misconduct Policy

From the ad hoc committee to review proposed sexual misconduct policy changes for Faculty Manual

October 28, 2018

1. Page 2, "The University reserves the right to take action against a Covered Person who commits an act of Sexual Misconduct outside the scope of this Policy."

We are concerned by the breadth of this statement. It explicitly allows the university to disregard this policy and to not afford the due process rights guaranteed to complainants and accused students.

2. Page 4, 3. "By someone who Respondent knew or should have known was intoxicated (by alcohol or another substance). While this is not an exhaustive list of indicators of intoxication, the following factors should be considered in determining whether a person was intoxicated:
 - a. Respondent knew the person had been drinking or using drugs, and /or knew how much the person had consumed;

We are concerned by this definition of intoxication. By stating "knowledge that a person had been drinking or using drugs is a factor to be considered," a person might erroneously think that use of alcohol or drugs is enough on its own to constitute intoxication.

We would suggest the following alternative:

- Page 4, 3. "By someone who Respondent knew or should have known was intoxicated (by alcohol or another substance). Intoxication means being incapable of employing the physical and mental abilities which a person is expected to possess in order to make a conscious decision about engaging in the sexual relations that are alleged to have occurred. While this is not an exhaustive list of indicators of intoxication, the following factors should be considered in determining whether a person was intoxicated:
- a. Respondent knew the person had been drinking or using drugs, and /or knew how much the person had consumed;

3. Pg 4, "Interim Protective Measures means reasonably available steps the University may take to protect the parties while a review or investigation of a Sexual Misconduct complaint is pending. Interim measures may include, but are not limited to, possible

absences employment or the academic program and arrangements for alternate academic, living or employment accommodations. Interim Protective Measures will be withdrawn at the conclusion of the formal disciplinary process if the disciplinary process is activated. The University may also withdraw Interim Protective Measures at the conclusion of a review or an investigation, or at any point thereafter, if the University conclude that the Interim Protective Measure is no longer necessary or appropriate."

We have some substantive comments and a few editing suggestions:

Substantive:

We are confused by the third sentence. We take it to mean that once the adjudicatory process is done and a person is found responsible that the interim protective measures will be withdrawn and give way to disciplinary measures. We believe this is problematic because it allows the university to keep interim protective measures in place even if a person has been found not responsible.

We recommend the phrase "adjudicatory process" instead of "disciplinary process."

We believe "will" should replace "may also" in the last sentence.

Editing:

(Add a comma after program)

Insert "from" after "absences" in the second paragraph.

This is how we think the paragraph should read:

Pg 4, "Interim Protective Measures means reasonably available steps the University may take to protect the parties while a review or investigation of a Sexual Misconduct complaint is pending. Interim measures may include, but are not limited to, possible absences from employment or the academic program, and arrangements for alternate academic, living or employment accommodations. Interim Protective Measures will be withdrawn at the conclusion of the formal adjudicatory process. The University will also withdraw Interim Protective Measures at the conclusion of a review or an investigation, or at any point thereafter, if the University concludes that the Interim Protective Measure is no longer necessary or appropriate."

4. Bonnie Muschett is listed as the University's Title IX Coordinator, but she has left the university. This needs to be corrected.

Comments on Committee Policies and Procedures

From the ad hoc committee to review proposed sexual misconduct policy changes for Faculty Manual

October 28, 2018

1. Pg 35, iii: The investigators shall report their findings in detail to the hearing panel as quickly as a careful investigation will allow, but in any even within 30 days.

We are concerned that the committee policies and procedures do not explicitly require the investigator to turn the investigation report over to both parties prior to the hearing panel.

Our suggested change:

Pg 35, iii: The investigators shall report their findings in detail to the hearing panel, **the complainant, and the accused** as quickly as a careful investigation will allow, but in any even within 30 days.

Item B3



Academic Integrity Proposal

FOR UNDERGRADUATE STUDENTS

Respectfully Submitted by:

Academic Standards Committee

(Ricardo Bascuas, Mary Beth Calhoon, Anthony Joseph Hynes, Uzma Khan (Chair), Latoya Janelle Lewis-Pierre, Dennis Smith, Joseph B. Treaster, Jamie Walls, Xiangyang Zhou)

In collaboration with:

Undergraduate Academic Deans (Maria Stampino, Arts & Sciences; Ram Narasimhan, Engineering; William Drennan, RSMAS; Sean Kilpatrick, Nursing; Gina Astorini, Education; Steven Moore, Music; Paul Driscoll, Communication; Denis Hector, Architecture; Ann Olazábal, Business; Michelle Maldonado, Assistant Provost), **and students** (Ali Shaikh, President of the Undergraduate Honor Council; Adrian Nuñez, President of the Undergraduate Student Government, Jhn Ghannam, Vice President of the Undergraduate Honor Council, Evan de Joya, Director of Academic Affairs for the Undergraduate Student Government).

8 November 2018

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1. Background

The University of Miami community recognizes integrity as a core institutional value. The responsibility to uphold University Honor Code and high academic standards is a shared value between faculty, students, and administrators. Faculty in particular have a vital role in reporting violations.

Recognizing that learning objectives vary across courses, the University strongly encourages faculty to establish course-specific academic integrity expectations and sanctions. It is the responsibility of faculty to communicate, and of students to know, the academic integrity policies that are specific to their courses. In addition, the University has the responsibility and authority to address suspected violations that are not specified by the syllabus and that may threaten the academic integrity of the University.

The Faculty Senate's Academic Standards Committee reviewed the Undergraduate Honor Code and the academic integrity at the University, and met with representatives of Student Government, Undergraduate Honor Council, and the Office of Student Affairs to gather their views and recommendations. The committee also consulted recommendations of the undergraduate academic deans, and considered the academic integrity practices and policies at peer institutions. This report presents the Academic Standard Committee's findings and recommendations.

2. Key Findings

1. The Honor Code at the University places responsibility for upholding the Code on undergraduate students. The Honor Council, which adjudicates cases of Honor Code violations, is a student body managed by the Office of the Dean of Students. Students investigate, prosecute, adjudicate, and penalize other students. Faculty are not involved, other than to serve as witnesses. The Honor Council also engages in student development activities and holds educational initiatives related to academic integrity.
2. The students on the Honor Council are principled leaders of the community and are of high integrity. The Honor Council as well as the Student Government representatives feel strongly about their role in enforcing high standards of academic integrity through adjudication and education.
3. Under Title I.E.1 of the Honor Code, instructors retain complete discretion over the grade penalty irrespective of the outcome of the hearing processes. This can potentially result in a lack of due process for students and possible inconsistent outcomes if an Honor Council panel and/or Appeals Board exonerates a student while the faculty member does not abide by the verdict.
4. While the Honor Council diligently pursues and completes all cases referred to it within 2-3 weeks, the resolution can take a long time from allegation to adjudication (to possible appeal) for violations that occur at the end of a semester or over the summer due to limited availability of students during those periods.
5. Complete records about violations and sanctions are generally unavailable because faculty may not report Honor Code violations (only 74 cases were reported during 2016-2018).
6. Faculty, department, and school/college policies and/or practices are different regarding whether a student should be permitted (or alternatively, encouraged) to drop a course in which an academic integrity violation has been alleged.
7. Many peer institutions include both faculty and students in the academic integrity adjudication process and set clear guidelines for sanctions.

3. Goals

Based on the findings and substantial consideration, the Academic Standard Committee set out to achieve the following objectives with the proposed recommendations:

1. Increase reporting of academic integrity violations for better record-keeping and for future development of data-driven policies and educational initiatives.
2. Bring greater consistency across schools and faculty in the sanctions imposed for the same violations.
3. Increase faculty involvement in the adjudication process.
4. Increase the role of schools and colleges in the adjudication process.
5. Provide more expedient and efficient due process to students.

4. Recommendations

Academic Standards Committee proposes several changes to the current structure of the academic integrity adjudication process:

1. Students should be required during orientation to read, and acknowledge reading, the Honor Code and what constitutes violations of academic integrity along with expected corresponding sanctions. It is further recommend that the Dean of Students considers creating a short online training module that may be incorporated in UMX 100.
2. Faculty should immediately report all suspected cases of academic integrity violations to the Department Chair or to the relevant administrator (in non-departmentalized schools). The Department Chair should inform the Academic Dean for Undergraduate studies at their school/college (DoUG).
3. All academic integrity violations should be finally reported to the Dean of Students for centralized record-keeping.
4. When a report of an alleged violation of academic integrity is received, a hold should be placed immediately on the student's account to prevent the student from dropping or withdrawing from the course until the matter is resolved.
5. In the event that a student drops or withdraws from a course before the hold is placed, the case should still be adjudicated and disciplinary sanctions imposed if the student is found in violation of the Honor Code.
6. The Dean of Students should be responsible for university-wide academic integrity matters, including advising the Honor Council, scheduling hearing panels, managing the academic integrity website and database, and promoting academic integrity through educational activities.
7. The Honor Council membership should be changed as follows:
 - i. Two (2) faculty members from each school and college (18 in total).
 - ii. Up to thirty-one (31) students.
 - iii. Two (2) faculty and three (3) students serve on any given hearing panel with voting rights for determining both responsibility and the sanction.
 - iv. For Class II and III violations, an appeal can be made to the Appeals Board if the Honor Council determination is not acceptable to the parties.
8. The Honor Council should meet once a semester to discuss the academic integrity trends, issues, and initiatives.

9. Each school/college should establish an Academic Integrity Committee (AIC) comprising of the following:
 - i. DoUG or designee (non-voting member).
 - ii. Six (6) faculty members.
 - iii. Two (2) hearing panels comprised of 3 faculty members each.
 - iv. The hearing panels will meet every 2 weeks on rotating basis (except when there are no cases).
 - v. AIC will hear first time alleged Class I and Class II violations.
10. A website dedicated to Academic Integrity should be maintained by the Dean of Students. This site should host information on the Honor Code, Honor Council, types of violations (Class I, II, III violations), guidelines for potential sanctions, adjudication process, educational materials (e.g., information on plagiarism and writing best practices), and information on relevant activities around campus.
11. The Dean of Students should submit an annual report to the Faculty Senate's Academic Standards Committee about academic integrity trends at the University including the numbers and types of violations, the sanctions given during the past year, and a summary of activities undertaken to promote the culture and understanding of academic integrity at the University.

These proposed recommendations acknowledge that the norms and the responsibility of academic integrity are to be jointly upheld by the faculty and student members of the University community. The model also vests substantial responsibility in the several schools and colleges to manage first-time offenses and to coordinate their faculty's efforts.

5. Membership and Hearing Panel Structures

School/College Academic Integrity Committee	
Adjudicates	Alleged Class I and Class II violations
Hearing Panel Structure	3 Faculty
Membership	6 Faculty*, DoUG (non-voting) *At the school's discretion, committee membership may be altered to compose more than two hearing panels, or decreased to constitute one panel as long as the cases are adjudicated in a timely manner
Selection	Faculty appointed by the school council of the school/college for 2-year term

Honor Council	
Adjudicates	Alleged Class III violations and appeals for Class I and II violations
Membership	18 Faculty, up to 31 Students, Dean of Students (non-voting)
Hearing Panel Structure	2 Faculty, 3 Students In exceptional cases when the Dean of Students is unable to find 3 students to serve on a hearing panel within 7 days, the parties may agree to one of the following options for an expedited hearing: 1) A panel deviating from the regular number and structure of members 2) An administrative hearing with the Dean of Students (or designee)
Selection	Faculty: Appointed by the school council of each school/college for 2-year term Students: Multi-layered interview process

Appeals Board	
Adjudicates	Appeals for Class II and Class III violations
Hearing Panel Structure	VP for Student Affairs DoUG of the school where the violation occurred U/G Student Government President Speaker of the Honor Council hearing panel (non-voting)

6. Examples of Violation by Class and Sanction Guidelines

1. The University distinguishes between 1) first-time violations that are of low severity, 2) first-time violations that are more severe, and 3) repeat violations of any type and highly egregious offenses.
2. For greater consistency of sanctions for the same violation across the University, faculty are encouraged to consult the examples of violation classes and guidelines for potential sanctions suggested by the University. These guidelines may be used to set course specific policies and/or for recommending sanctions when course specific expectations are not clearly outlined in the syllabus.
3. When faculty have clearly outlined expectations and sanctions in their syllabus, those penalties will supersede the sanctions recommended by the University.
4. The suggested violation classes and corresponding recommended sanctions are only examples and do not provide an exhaustive list. The determination of the severity of a violation and the corresponding sanction will often fall on the faculty and the hearing boards.

6.1. Examples of Class I Violations and Sanctions Guidelines

First-time violations that need to be addressed, but offer an expedited process at the school level due to the low severity of the offence.

Alleged Violation*	Recommended Sanction(s)
<ul style="list-style-type: none"> • Studying from someone else’s notes, when prohibited by the instructor. • Utilizing tutor or writing center in violation of the rules and guidelines set by the instructor. • Providing false or misleading information to be excused from class or delay taking a quiz, exam, or extending a deadline. • Plagiarism: Submitting an assignment where up to 25% of the assignment is not the work of the student and/or properly cited. • Copying homework. • Signing in for another student for attendance purposes. • Working with a group (collusion) on an assignment, exam, or paper that should be done individually. • Submitting the same work for more than one course. 	<ul style="list-style-type: none"> • Minimum “F” on the assignment. • Maximum “F” in the course. • Educational sanction related to academic integrity. • Not a reportable disciplinary concern to graduate or professional schools, etc. <p>For an expedited process, student can accept faculty recommended sanction or the minimum sanction (“F” on the assignment) when faculty recommendation is not available.</p> <p>If a student wishes a hearing with the AIC, and is found responsible, the committee may recommend increasing or decreasing the sanction suggested by the faculty.</p> <p>The parties can appeal to the Honor Council as the final adjudicator.</p>

*** This is not an exhaustive or strict list. These examples are provided only as a guideline to determine severity of the violations and commensurate sanction(s).**

6.2. Examples of Class II Violations and Sanction Guidelines

First-time violations that are more egregious than Class I violations with higher penalties, but allow for an expedited process at the school level.

Alleged Violation*	Recommended Sanction(s)
<ul style="list-style-type: none">• Possession of or use of any materials prohibited by instructor.• Unauthorized use of term paper or exam (e.g., past exams or other source).• Giving exam to students in a later section.• Plagiarism: Submitting an assignment where 25% to 50% of the assignment is not the work of the student and/or properly cited.• Bringing a cheat sheet or unauthorized notes or formulas into the exam.• Facilitating the academic dishonesty of another student (for example, writing a paper for someone else).	<ul style="list-style-type: none">• At minimum, “F” in the course.• At maximum, dismissal from the University.• Educational sanction related to academic integrity. <p>The parties can appeal to the Appeals Board as the final adjudicator.</p>

*** This is not an exhaustive or strict list. These examples are provided only as a guideline to determine severity of the violations and commensurate sanction(s).**

6.3. Examples of Class III Violations and Sanction Guidelines

Repeated violations of any kind, or a violation so egregious it requires an Honor Council Hearing, with more severe sanction guidelines than Class II.

Alleged Violation*	Recommended Sanction(s)
<ul style="list-style-type: none">• Any repeat alleged violation that the student has been found responsible for previously.• Falsifying or forging academic credentials or University documents including internship documentation and letters of recommendation.• Submission or use of falsified data.• Sabotage of someone else's work.• Taking a test or writing a paper for someone else.• Plagiarism: Submitting an assignment where 50% or more of the assignment is not the work of the student and/or properly cited.• Obtaining/purchasing exam answers or term papers from someone else.• Unauthorized distribution of a quiz or exam.• Any other type of fraud.	<ul style="list-style-type: none">• At minimum, "XF" in the course.• At maximum, expulsion from the University.• Educational sanction related to academic integrity. <p>The parties can appeal to the Appeals Board as the final adjudicator.</p>

*** This is not an exhaustive or strict list. These examples are provided only as a guideline to determine severity of the violations and commensurate sanction(s).**

7. Reporting and Adjudication Process

1. Any member of the University can confidentially report academic dishonesty to the faculty teaching the course or directly to the Dean of Students when there is strong evidence that an academic integrity violation has occurred.
2. Faculty should immediately report all cases of academic integrity violation as below:
 - I. If no evidence is present or when suspicion is not strong, faculty may give the student a warning and close the matter.
 - II. When faculty have a strong suspicion, or when evidence is present, faculty should report the violation immediately and should have the authority to recommend a sanction.
3. In the event that a student drops or withdraws from a course where an alleged violation is reported before a hold can be put on the student's account, the case will still be adjudicated according to the process below. If the student is found responsible, commensurate sanction(s) will be determined by the appropriate hearing board.

7.1 Process for Class I Violations

Recommended Sanction	Minimum "F" on the Assignment - Maximum "F" on the Course
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1. Faculty should immediately report the suspected violation by completing the Academic Integrity Reporting Form. The faculty can fill out the form online or submit it to the department chair (or relevant administrator in the non-departmentalized schools) who will inform the DoUG of the school.
2. The faculty may or may not recommend a sanction.
3. The DoUG or designee will immediately put a hold on the student's account to prevent the student from withdrawing from the course until the matter is resolved.
4. The DoUG will determine the violation class and meet with the student within 5 academic days of receiving a report to present the charges (and potential sanctions) and go over the student's options as follows:
 - i. Admit responsibility and take faculty suggested sanction (Expedited Process).
 - ii. Admit responsibility and take the minimum sanction when faculty recommendation is not available (Expedited Process).

- iii. Request a hearing with the AIC.
5. The student will get 3 academic days to make a decision. If the student does not respond within the allowed time, faculty sanction (or the minimum sanction in case where faculty does not recommend a sanction) will hold and the student will waive the right to any further hearing.
6. If the student accepts responsibility and agrees with the faculty sanction (or the minimum sanction in cases where faculty does not recommend a sanction), the DoUG will administer the Academic Integrity Resolution Form. No further action will be needed. The DoUG will report the case to the Dean of Students for record-keeping within 3 academic days of the resolution.
7. If the student does not admit responsibility or does not agree with the sanction recommended by the faculty, the DoUG will refer the case to the AIC within 3 academic days of the student's decision. The AIC will meet within 2 weeks of receiving the DoUG's notice. AIC will listen to both parties and make a recommendation within 3 academic days of the hearing. AIC's recommendation may be more or less stringent than the faculty's recommended sanction.
8. The parties will have 3 academic days to consider AIC's recommendation and make a decision. If the student fails to respond within the allotted time, the faculty sanction will hold and the student will waive the right to appeal. If the parties agree with AIC's recommended action, the DoUG will administer the Academic Integrity Resolution Form and will report the matter to the Dean of Students within 3 academic days for record-keeping.
9. If either party does not agree with the AIC, an appeal can be made to the Honor Council. Such requests must be made in writing to the Office of Dean of Students within 3 academic days of communication of AIC's determination.
10. The Dean of Students within 7 academic days of receiving the report of the alleged violation will establish the Honor Council hearing panel and will inform the parties.
11. The Honor Council's decision will be binding for both parties.
12. When there is a prior record of violations that student has been found responsible for, the DoUG will forward the case to the Dean of Students to be adjudicated by the Honor Council and will inform the parties.
13. A student who wants to contest a grade affected due to academic integrity violation may request a hearing with AIC by reporting to the DoUG within 3 days of receiving the grade. DoUG will report the violation to the Dean of Students and will refer the case to AIC.

7.2 Process for Class II Violations

Recommended Sanction	Minimum "F" on the Course – Maximum Dismissal from the University
-----------------------------	--

These are first time violations that are deemed more severe than the Class I violations.

The reporting and hearing process for Class II violations will be the same as Class I violations **except:**

1. The minimum recommended sanction for Class II violations is "F" on the course.
2. Parties will have the right to appeal to the Appeals Board after Honor Council's determination in accordance with the grounds for appeal outlined in Section 8.2 for Class II violations.
3. The Appeals Board's decision will be binding for both parties.

7.3 Process for Class III Violations

Recommended Sanction	Minimum "XF" on the Course – Maximum Expulsion from the University
-----------------------------	---

The Honor Council will hear repeated violations of any kind, or a violation so egregious, it requires the Honor Council hearing with more severe sanctions.

1. Faculty reporting process would be the same as for Class I and II violations.
2. The DoUG (or designee) will immediately put a hold on the student's account upon receiving the report of alleged violation.
3. The DoUG will determine the violation class and meet with the student within 5 academic days of receiving a report to present the charges (and potential sanctions) and to inform the student about next steps. DoUG will forward the case to the Dean of Students for adjudication by the Honor Council.
4. The Dean of Students within 7 academic days of receiving the report of the alleged violation will establish the Honor Council hearing panel and will inform the parties.
5. Parties will have the right to appeal to the Appeals Board after Honor Council's determination in accordance with the grounds for appeal outlined in Section 8.2 for Class III violations.
6. The Appeals Board's decision will be binding for both parties.

8. Process of Appealing to the Appeals Board

8.1. Class I Violations

1. After AIC's determination either party can appeal to the Honor Council within 3 academic days of communication of AIC's recommendation. The request should be made in writing and to the Office of the Dean of Students.
2. The Honor Council's decision will be binding for both parties and no further appeal will be allowed.

8.2. Class II and III Violations

1. After the Honor Council's determination, parties have the right to appeal to the Appeals board.
2. The decision of the Appeals Board will be binding for other parties.
3. The only grounds for appeal **to the Appeals Board are:**
 - a. that the failure to follow the procedures established for adjudication of an academic integrity violation constituted an error;
 - b. that the sanction(s) imposed was (were) not commensurate with the offense.
4. Allowable appeals must be made in writing and submitted to the Office of the Dean of Students within 3 academic days from the date the determination of the Honor Council is communicated to the student, stating with specificity the grounds for the appeal and facts upon which it is based.
5. The Dean of Students within 7 academic days from the date of receipt of an appeal, will establish the hearing panel.
6. A determination will be made as to whether the appeal is timely and made on proper grounds.
7. The Vice President of Student Affairs (or designee) will communicate the decision of the appeal to the student within 7 academic days after the date the appeal is determined to be valid and that fact communicated to the student.

9. Academic Integrity Reporting Form (example)

A form that would route to the appropriate Academic Dean for Undergraduate Studies and the Dean of Students.

Background Information

Reporter's Name:

Reporter's Title/Role: (student, Professor of Biology, etc.)

Reporter's phone number:

Reporter's email:

Reporter's campus address:

Date of incident:

Course Name and Number:

Course School/College:

Student(s) Involved

Student's Name:

Student's C#:

Student's Email Address:

Incident Details

Alleged violation (check all that apply) Descriptions of all violations available at Miami.edu/academicintegrity.

- | | |
|---|---|
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Academic Sabotage |
| <input type="checkbox"/> Fabrication | <input type="checkbox"/> Violation of Research or Professional Ethics |
| <input type="checkbox"/> Facilitating Academic Dishonesty | <input type="checkbox"/> Other |
| <input type="checkbox"/> Plagiarism | |

Description of Incident

Percentage of the final grade this assignment is worth:

How would you like to be contacted for follow up information about this report?

- Email
- Phone

Supporting Documentation

Attach photos, videos, emails, and any other supporting documents.

Recommended sanction (if the reporter is the faculty teaching the class)

Action Taken

- Discussed the matter with the student.
- Informed the student about the recommended sanction.
- The student accepts guilt and the recommended sanction.
- The student does not accept responsibility and/or the sanction.
- No action taken.

10. Academic Integrity Resolution Form (example)

This form is for Class I and Class II violations wherein the student chooses between a hearing with the AIC or the expedited process with the sanction imposed by the faculty (or the minimum sanction when faculty recommendation is not provided). This form can be executed by the Academic Dean for Undergraduate Studies or their designee.

Charge presented on (date and time): _____

Sanction

- Faculty Recommendation: _____
- Minimum sanction: _____

Student's Decision

- I accept the charge and the sanction(s) indicated by the faculty.
- I accept the charge but request a hearing to challenge the sanction(s) indicated by the faculty.
- I accept the charge and the minimum sanction.
- I plead not responsible for the charge and request a hearing with Academic Integrity Committee.

Student's Signature: _____ Date: _____

Sanction

Please note that Academic Integrity Committee may recommend a higher or lower sanction than what is recommend by the faculty. As a result, the faculty may increase or lower the current sanction after AIC recommendation.

You have the right to request a hearing with the Honor Council if you do not accept the sanction imposed at this stage.

Please note that you are not able to drop the course.

Item B4



**UNIVERSITY
OF MIAMI**

Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Noel

Last Name

Ziebarth

Proponent's Title

Associate Professor and Graduate
Program Director

Department, if applicable

Biomedical Engineering

School/College

College of Engineering

E-mail

nziebarth@miami.edu

Phone

(305) 284-4520

Title of Proposal

Proposal to Change the Format of the PhD Qualifying Examination in Biomedical Engineering

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

The College of Engineering faculty annually votes to delegate voting right authority to the College Council. College Council approved the proposal (see #4 and associated memo).

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

We contacted Patty Murphy via email regarding our proposal, and she replied that the proposed change does not require SACSCOC approval. Her email is attached.

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

No interdisciplinary issues.

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

None

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.

COLLEGE OF ENGINEERING
Department of Biomedical Engineering

Proposal to Change the Format of the PhD Qualifying Examination

BACKGROUND AND RATIONALE:

In response to recommendations received from our external graduate program review committee, a special committee was formed in the Department of Biomedical Engineering to develop a proposal for a new format of the PhD qualifying examination. The current qualifying examination includes two steps: a written examination covering basic physiology, mathematics, and engineering concepts (qualifying screening examination) and an oral presentation of the dissertation proposal. Following successful completion of both the written examination and the oral defense of the dissertation proposal, the student is admitted to candidacy.

The special committee performed a benchmark analysis of the PhD qualifying examination format at several aspirational peers and top-ranked graduate programs, including Berkeley, Duke, Georgia Tech, Boston University, Case Western, University of Rochester, Vanderbilt, and Northwestern (see Appendix 1). Of the 15 Universities included in the benchmark analysis, nine had some form of an oral qualifying examination and an additional three had no qualifying examination at all. Therefore, the committee proposed to replace the current format written examination with an oral qualifying examination. The dissertation proposal will be completely separate from the qualifying examination. The proposed new format has been approved by the Department of Biomedical Engineering faculty, the College of Engineering Council, and the Graduate School Council.

PROPOSED IMPLEMENTATION:

Qualifying examination committee

The qualifying examination committee will consist of at least 3 tenured or tenure-track primary faculty in the Department of Biomedical Engineering. For each student, the committee members will be selected based on their research area, for example:

- Biomechanics: Huang, Jackson, Ziebarth
- Neural engineering: Bohorquez, Dumont, Ozdamar, Prasad, Rajguru
- Optics and imaging: Manns, Zhao, Ziebarth, Rajguru
- Tissue engineering/Biomaterials: Agarwal, Andreopoulos, Cheung, Dumont, Tomei

The research mentor will NOT be a member of the qualifying examination committee for his/her students to avoid bias. At least one additional tenured, primary BME faculty member who is not part of the committee will serve as neutral observer. The observer will ensure that the examination follows the required standards and will help resolve any conflicts that may arise.

Required areas of knowledge

The examination will be administered at the beginning of the third semester that a student is enrolled in the PhD committee. Prior to this, the qualifying examination committee members will develop a list of required areas of knowledge for each student. This list will include engineering, physiology, and experimental design topics relevant to the broad research area of each student. The list of topics will be reviewed by the Graduate Program Director and then given to the student at least 3 months before the oral examination. International students will be informed that

this oral qualifying examination is not an English fluency examination; rather, it is a test of their knowledge in their selected area of research.

Day of the examination

The oral qualifying examination will start with a short presentation by the student describing the background and significance and general goals of the proposed research. After the presentation, the committee will assess the student's grasp of the scientific principles underlying the proposed research area and the significance of the project. The qualifying examination committee will pose questions related to the topic areas that were given to the student prior to the examination. The oral qualifying examination will be closed to the public. The entire examination, including the deliberation period of the qualifying examination committee, will be recorded and the recording will be stored in a secured database for a period of 5 years or until the student graduates from the program, whichever comes first.

Criteria for passing

After the oral examination, the student's qualifying examination committee will deliberate and determine one of the following outcomes of the examination:

1. Unconditional pass
2. Conditional pass: the exact terms of the conditions will be included in a letter to the student from the Graduate Program Director – i.e., what additional course(s) need be taken; in what time frame the condition(s) should be met; and any other pertinent information that will point out clearly to both the student and faculty how to satisfy the condition(s). As soon as all conditions have been met, the qualifying examination committee will prepare a letter to the Graduate Program Director informing him/her that the condition has been removed.
3. Fail: re-examine the candidate by the same committee within 3 months. The candidate must receive a Pass or Conditional Pass on the second attempt. A second failure will lead to dismissal from the program.

Students must demonstrate proficiency in the following areas to receive either an unconditional or conditional pass:

- Breadth and depth of advanced biological knowledge
 - o Explains the biological system at the structural level
 - o Provides details with minimal prompting
- Breadth and depth of advanced engineering skills
 - o Provides general details of relevant engineering principles
 - o Understands appropriate engineering approach to solve a problem
- Integration of biological and engineering concepts in solving complex biomedical problems
 - o Explains biological phenomena using engineering terminology
 - o Develops and explains an experimental design
- Ability to read, analyze, and synthesize relevant literature
 - o Recognizes errors and limitations of previous studies
 - o Makes objective interpretations of data
 - o Is familiar with the key prior studies and current work in chosen field of study

Appendix 1: Review of Qualifying/Screening Examination at Other Universities

University	Policy
Boston University*	Oral exam covering a core area and breadth area
Case Western Reserve*	Oral exam based on the core BME curriculum, asked in the context of the students' research.
Duke University*	Oral exam covering basic knowledge and understanding of research.
Georgia Tech	Oral exam where each exam committee member has the opportunity to ask fundamental bioscience and engineering questions related to the students' research; oral exam part of dissertation proposal
Johns Hopkins University	Oral exam covering course work that the student has completed
Massachusetts Institute of Technology	Written exam with questions focusing on material from each of the core subjects.
North Carolina State University	Four independent written exams given over a period of 18 months.
Northwestern University*	Written exam only required if grade of A- received in any courses
Rice University*	No written or oral exam separate from dissertation proposal
University of California at Berkeley	Oral presentation of research project, but in-depth questions probing the student's grasp of the basic challenges and principles underlying the project are included; oral exam part of dissertation proposal
University of Florida	Critical analysis of 3 peer-reviewed research articles including oral presentation with questions on the articles and a written critical review.
University of Pennsylvania*	Orally defend 6 page NIH style proposal separate from thesis in front of committee
University of Rochester*	No written or oral exam separate from dissertation proposal
Stanford University	Oral exam testing four core areas.
Vanderbilt University*	No written or oral exam separate from dissertation proposal

* indicates aspirational peer university

UNIVERSITY OF MIAMI
COLLEGE of ENGINEERING



MEMORANDUM

DATE: October 24, 2018

TO: Faculty Senate

FROM: Dr. GeCheng Zha
Council Speaker
College of Engineering Council

SUBJECT: Biomedical Engineering (BME) Department Request to change PhD Qualifying Exam

On Monday, October 1, 2018, the College Council of Engineering voted to approve the proposal to replace the written qualifying examination with an oral examination for the Biomedical Engineering PhD program.

UNIVERSITY OF MIAMI
COLLEGE of ENGINEERING

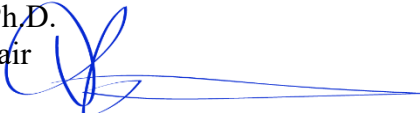


Biomedical Engineering Department
P.O. Box 248294
Coral Gables, FL 33124-0621

Ph: 305-284-2445
Fax: 305-284-6494
www.miami.edu/bme

Date: October 24, 2018

To: Tomas Salerno, M.D.
Chair, Faculty Senate

From: Fabrice Manns, Ph.D.
Professor and Chair 

Subject: Proposal – Change to qualifying exam – Biomedical Engineering

On August 24, 2018, the biomedical engineering faculty voted and approved to adopt an oral format for the biomedical engineering qualifying examination.

If you have any questions, please feel free to contact me.

Ziebarth, Noel Marysa

From: Murphy, Patty
Sent: Monday, September 17, 2018 2:37 PM
To: Ziebarth, Noel Marysa
Subject: Re: PhD qualifying exam, biomedical engineering

Hi Noel. Sorry for the delay in responding. This change would not require SACSCOC approval.

Patty

From: "Ziebarth, Noel Marysa" <nziebarth@miami.edu>
Date: Tuesday, September 11, 2018 at 2:34 PM
To: "Murphy, Patty" <pattymurphy@miami.edu>
Subject: PhD qualifying exam, biomedical engineering

Dear Patty,

I am the Graduate Program Director in the Department of Biomedical Engineering. I have been in contact with Tiffany Plantan at the Graduate School about some changes we would like to implement in our PhD qualifying exam procedure. Tiffany suggested that I reach out to you to see if anything is needed by your office.

The current Graduate School policy for the qualifying exam states the following: "A written qualifying examination is to be taken by each doctoral degree candidate in all doctoral programs, with the exception of Physical Therapy, at the time that the student and the supervisory committee deem appropriate. The major program may specify that its students must take an oral examination as well. In those cases, normally, the student shall pass the written examination before the oral examination is conducted."

In Biomedical Engineering, we currently administer a 3 part written qualifying exam that tests basic knowledge in math, physiology, and engineering. We performed a benchmark analysis of the qualifying exam procedure at our aspirational peer universities, and most universities actually administer an oral exam instead of a written exam. Because of this, our department faculty recently voted to replace our written exam with an oral exam.

Since an oral exam would differ from the official Graduate School policy, this change needs to be approved by the Engineering Council and the Graduate Council. I already scheduled these meetings. However, I'm not sure if there are any accreditation issues that we also need to address.

I appreciate your guidance.

Best,
Noel

Noël Ziebarth, Ph.D.
Associate Professor
Graduate Program Director
Department of Biomedical Engineering

McArthur Engineering Building Annex
1251 Memorial Drive, Room 219
Coral Gables, FL 33146-0620
Phone: 305-284-4520
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UNIVERSITY OF MIAMI
COLLEGE of ENGINEERING



UNIVERSITY OF MIAMI
GRADUATE SCHOOL



1252 Memorial Drive
P.O. Box 248125
Coral Gables, FL 33124-4629

Phone: 305-284-4154
Fax: 305-284-5441
graduateschool@miami.edu

MEMORANDUM

DATE: October 23, 2018

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School

SUBJECT: Proposal – Change to qualifying exam – Biomedical Engineering

The Department of Biomedical Engineering submitted a proposal to change the qualifying exam from a written format to an oral format. The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and was conditionally approved pending the integration of the following recommendations into the standard operating procedures for the administration of the oral exam:

- Audio record the oral exam
- Include criteria of what is considered passing
- Conflict resolution – a neutral person should be present during the oral exam
- Language barrier concern – international students should be informed that the oral exam is not an English fluency exam

cc: Jean-Pierre Bardet, Dean, College of Engineering
Noel Ziebarth, Graduate Program Director, Dept. of Biomedical Engineering
Office of Assessment and Accreditation

Item B5



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Yongtao

Last Name

Guan

Proponent's Title

Professor and Chair

Department, if applicable

Management Science

School/College

Business

E-mail

yguan@miami.edu

Phone

305-284-2189

Title of Proposal

Establishment of a new BBA Major in Business Analytics

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

This proposal is concerning only the undergraduate program.

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

This proposal does not have any interdisciplinary component involved.

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

Proposal with appendices

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.



MEMORANDUM

TO: Tomás Salerno
Chair, Faculty Senate

FROM: Yongtao Guan, Chair
Management Science Department

A handwritten signature in dark ink, appearing to read 'Yongtao Guan', is written over the 'FROM' line.

SUBJECT: BBA Major in *Business Analytics*

DATE: October 24, 2018

The Management Science (MAS) department propose a new Bachelor of Business Administration in Business Analytics major. The proposal was approved by MAS faculty on October 19th. See the included proposal for details.

Letter of Explanation

The Management Science faculty propose adding a BBA in Business Analytics to the Miami Business School undergraduate degree offerings. The proposed major if approved would help address a long-standing problem that BBA students cannot pick Business Analytics as their major, despite the growing importance of analytics in virtually all industry sectors and the fact that the vast majority of our undergraduate students are BBA students. At this time, the Management Science Department is the only department in the Miami Business School not offering a BBA degree. The faculty believes that there would be significant student demand for this program, due in large part to the growing interest in the area of analytics. Moreover, it will provide our most talented BBA students a boost for their future career developments. We intend to admit only the most talented students into the major. Specifically, a BBA student can declare Business Analytics as his/her major only if he/she has achieved at least *a minimum A- average* for MTH161, MAS 201 and MAS 202, which are foundation courses for analytics.

We have designed our curriculum based on our first-hand knowledge gained from working closely with our industry partners involving our MS in Business Analytics program. In addition, we have carefully studied the curricula of four similar programs offered by business schools at aspirational peer institutions, namely, Arizona State University, Indiana University, Rutgers and University of Iowa (see Appendix A for their curricula). We believe that our proposed curriculum is up-to-date, rigorous and appropriate for qualified BBA students.

Besides the differences in the BBA and BSBA degrees, the following table highlights the key differences between the proposed major from the existing major BSBA in Business Analytics.

Course	BSBA in Business Analytics	BBA in Business Analytics
MTH 162	Required by degree	N/A
BTE 320	Required by degree	One of 5 major choice courses
MAS 332 Data Acquisition, Preparation and Visualization	Required	Required
MAS 342 Introduction to Optimization and Decision Making	Required	Required
MAS 432 Data Analysis	Required	Required
MAS 442 Stochastic Models in Operations Research	Required	N/A
MAS 547 Computer Simulation Systems	Select at least one of MAS 547 and MAS 548	N/A
MAS 548 Data Mining and Knowledge Acquisition	Select at least one of MAS 547 and MAS 548	One of 5 major choice courses
MAS 5xx Business Analytics Capstone	Required	N/A

Because we attract only the most talented BBA students by imposing the minimum grade requirement as explained previously and by reserving three courses (i.e., MAS 442, MAS 547 and the capstone course) only for the BSBA major, *we are not watering down the rigor in our BSBA major*. The data analytics courses shared by the two majors (i.e., MAS 332 and 432) focus more on coding, model building and interpretation of results and do not require more advanced quantitative skills than as required by the BBA degree. A course similar to MAS 342 which is also shared by the two majors has been successfully taught at the graduate level to both former BBA and BSBA students.

The proposed major and the existing major BSBA in Business Analytics are *two different brands* just like the BBA degree and the BSBA degree are two different brands. As such we do not believe that the proposed will dilute our existing brand. Because of the differences in the curricula as illustrated previously, the BBA and BSBA students in Business Analytics are clearly expected to master different levels of skills in business analytics.

Students completing the Bachelor of Business Administration in Business Analytics will:

1. Use statistical software to acquire, manipulate, visualize, and analyze data.
2. Develop and use predictive models.
3. Develop and use decision models.
4. Effectively communicate complex analytical findings to stakeholders.

Assessment of these learning outcomes will be based on questions embedded in tests and projects taken in courses in the major. Additional assessment will be based on the student's projects and presentations, according to uniform scoring rubrics. These may be supplemented by measures incorporated into the Senior Exit Exam and from questions on the University-administered Graduating Senior Survey. Further details are provided in the Appendix D.

Curriculum Requirements

Major Area of Specialization in Business Analytics (STEM)

The Department of Management Science offers a major area of specialization in Business Analytics for students pursuing the Bachelor of Business Administration degree (BBA).

In addition to satisfying the University General Education Requirements and Electives, students pursuing the BBA in Business Analytics must complete the BBA Business Core and the specific coursework for Business Analytics major area of specialization as follows:

University General Education Requirements 24 credits

(NOTE: An additional 9 credits within the major will also count toward the STEM Area of Knowledge general education requirement for a total of 33 credits of general education.)

Electives 23 credits

BBA Business Core Requirements 52 credits

See Appendix B

Quantitative course choice outside Management Science 3 credits

ECO 430	Applied Econometrics
ECO 444	Game Theory in Economic Applications
FIN 303	Intermediate Financial Management
FIN 320	Investment and Security Markets
MGT 445	Supply Chain Modeling and Analytics
MGT 446	Supply Chain Strategy
MKT 302	Marketing Research and Market Analysis
MKT 387	Digital Marketing
MKT 389	Fundamentals of Digital Marketing Analytics

Major Area of Specialization 9 credits

MAS 332	Data Acquisition, Preparation and Visualization
---------	---

MAS 342 Introduction to Optimization and Decision Making

MAS 432 Data Analysis

Major choice courses

9 credits

BTE 320 Introduction to Programming

BTE 423 Database Management Systems

MAS 352 Sports Analytics

MAS 548 Data Mining and Knowledge Acquisition

MAS 549 Big Data Analytics

TOTAL CREDITS

120 credits

Appendix A

Curriculum for Business Data Analytics at Arizona State University

Critical Courses
WPC 101: Student Success in Business (1)
CIS 235: Introduction to Information Systems (3)
Required Courses for Business Data Analytics
CIS 315: Introduction to Business Data Analytics (3)
ACC 241: Uses of Accounting Information II (3)
CIS 355: Business Data Warehouses and Dimensional Modeling (3)
CIS 375: Business Data Mining (3)
CIS 415: Big Data Analytics in Business (3)
CIS 450: Enterprise Analytics (3)

Curriculum for Business Analytics Co-Major at Indiana University

Required Courses (12 Credit Hours)
K327 Deterministic Models in Operations Research
G350 Business Econometrics
K353 Business Analytics and Modeling
G492 Predictive Analytics for Business Strategy
Elective Courses (3 Credit Hours)
F335 Security Trading and Market Making
F408 Real Options and Strategic Capital Investment
F420 Equity and Fixed Income
F421 Derivative Securities and Corporate Risk Management
M346 Analysis and Display of Marketing Data
M455 Topic: CRM and Digital Analytics
A437 Advanced Management Accounting
G303 Game Theory for Business Strategy
P481 Supply Chain Planning and Analytics
S326 Web and Social Media Analytics

Curriculum for Business Analytics and Information Technology at Rutgers University

Required Courses (12 credits)
Foundations of Business Programming (3)
Time Series Modeling for Business (3)
Business Data Management (3)
Business Decision Analytics under Uncertainty (3)
Electives (9 Credits)
Group 1
Data Mining for Business Intelligence (3)
Enterprise Architecture (3)
Information System Security (3)
Large-Scale Business Data Analysis (3)
Optimization Modeling (3)
Risk Modeling (3)
Introduction to ERP (3)
Group 2
Group 2 contains a long list of courses, at most 2 courses may be selected

Curriculum for Business Analytics and Information Systems at University of Iowa

Major Common Required Courses
MSCI:3030 Business Process Analysis (3)
MSCI:3050 Business Analytics and Information Systems Professional Preparation (1)
MSCI:3200 Database Management (3)
Required Track Courses for Business Analytics
MSCI:3250 Analyzing Data for Business Intelligence (3)
MSCI:3500 Data Mining (3)
MSCI:3800 Optimization and Simulation Modeling (3)
MSCI:4150 Business Analytics Capstone (3)
Required Electives (choose 3)
MSCI:3025 VBA Spreadsheet Programming (3)
MSCI:3100 Accounting Information Systems (3)
MSCI:3920 Supply Chain Management (3)
MSCI:4220 Advanced Database Management and Big Data (3)
MSCI:4280 Data Security (3)
CS:1210 Computer Science I: Fundamentals (4)
ECON:3355 Economic and Business Forecasting (3)
MKTG:3102 Marketing Analytics (3)
Any computer science course for which CS:1210 is a prerequisite
Any course required for the non-selected track

Appendix B

BBA Business Core Requirements ¹

<u>ACC 211</u>	Principles of Financial Accounting	3
<u>ACC 212</u>	Managerial Accounting	3
<u>BSL 212</u>	Introduction to Business Law	3
<u>BTE 210</u>	Fundamentals of Business Technology and Innovation	3
<u>BUS 101</u>	First Step: Freshman Integrity, Responsibility, and Success through Teamwork	3
<u>BUS 150</u>	Business Analytics	3
<u>BUS 300</u>	Critical Thinking and Persuasion for Business ³	3
<u>ECO 211</u>	Principles of Microeconomics (Microeconomics)	3
<u>ECO 212</u>	Principles of Macroeconomics (Macroeconomics)	3
<u>FIN 302</u>	Fundamentals of Finance	3
<u>MTH 161</u>	Calculus I	4
<hr/>		
<u>MAS 201</u>	Introduction to Business Statistics (minimum grade of C- required)	3
<u>MAS 202</u>	Intermediate Business Statistics	3
<u>MGT 303</u>	Operations Management	3
<u>MGT 304</u>	Organizational Behavior	3
<u>MGT 401</u>	Strategic Management (must be taken in the final semester)	3
<u>MKT 201</u>	Foundations of Marketing	3
or <u>MKT 301</u>	Marketing Foundations	

Appendix C

Quantitative Choice Courses – select one course from below

3 credits

ECO 430. Applied Econometrics. 3 Credit Hours.

This course introduces basic econometric techniques for analyzing economic data. The goal is to make students sophisticated consumers and skilled producers of empirical analysis, which will be attained by extensive work on a variety of real-world data like students' test scores, CEO wages, mortgage applications, cigarette demand, stock market capitalization, inflation, GDP and interest rates. Learning how to use econometric analysis software is an integral part of the course.

Prerequisite: ECO 211 and MAS 110, or MTH 130 or MTH 141 or higher.

ECO 444. Game Theory in Economic Applications. 3 Credit Hours.

This course is an introduction to the techniques and questions of modern microeconomics. The course will expose you to the techniques of game theory, the workhorse of modern microeconomics, and will apply those techniques to the analysis of a variety of economics situations and institutions.

Prerequisite: MAS110 or MTH 130 or MTH 141 or higher.

FIN 303. Intermediate Financial Management. 3 Credit Hours.

This course provides an overview of financial decision-making by corporations. Building on topics covered in the introductory finance classes, this course develops the foundations of optimal financial policy and applies these principles to corporate financial decision-making including capital structure, capital budgeting, dividend policy, leasing, securities issuance and the role of investment banks, and mergers and acquisitions. Note: a student must have obtained a B or higher grade in FIN302 to major in Finance. Earning an A in this class or

any other class or classes does not eliminate that requirement.

Prerequisite: FIN 302.

FIN 320. Investment and Security Markets. 3 Credit Hours.

This course introduces students to both practical and theoretical aspects of investment with an emphasis on financial markets. Topics include valuation of financial securities such as stocks, bonds and options; modern portfolio theory; the process and institutional characteristics of investing. Note that this course does not address the details of individual security valuation and selection, i.e., this course is not about stock picking or about how to get rich by investing in the markets. Instead, this course attempts to help you develop a lasting conceptual framework in which to view the investment process and to analyze future ideas and changes in investment environment. This class is essential to any student considering a finance concentration. Note: A student must have obtained a B or higher in FIN302 to major in Finance. Earning an A in this class or any other class or classes does not eliminate this requirement.

Prerequisite: FIN 302.

MGT 445. Supply Chain Modeling and Analysis. 3 Credit Hours.

This course will introduce students to managerial decision problems in modern supply chains, and will develop structured mathematical tools to model and solve these problems. Students will also learn to apply these tools through problem-solving exercises, experiential games, and spreadsheet-based case studies.

Prerequisite: MGT 303.

MGT 446. Supply Chain Strategy. 3 Credit Hours.

This course will deal with issues such as inventory management, supply chain design/coordination, revenue management, and sourcing. Each module discusses how a real company practices some aspect of supply chain strategy, and then reviews the concepts

behind that practice. Tools are provided to analyze the concepts, distill their principles, and suggest guidelines for implementation and improvement.

Prerequisite: MGT 303.

MKT 302. Marketing Research and Market Analysis. 3 Credit Hours.

Examination of the process, role, and function of marketing research, including research problem formation, research methods and procedures, data acquisition, sampling theory and practice, data analysis, presentation of results, ethical issues, and application for each of the above.

Prerequisite: MKT 201 or MKT 301 and MAS 202 or MAS 312 and Requisite: Business School.

MKT 387. Digital Marketing. 3 Credit Hours.

This course will introduce students to the principles of digital marketing from both perspectives of theory and practice. On the theory side, students will learn foundations and recent research and development of digital marketing. Main contemporary digital marketing issues will be extensively discussed in class, including search engine optimization, search engine marketing, online advertising, web analytics, email marketing, social media marketing, and reputation management. Students will also learn how to form an appropriate strategy for a digital marketing campaign and use quantitative skills to analyze the effectiveness of such a campaign. On the practice side, students will collaborate in teams and participate in applied learning exercises. Students will grasp critical concepts of search engine optimization by working with a local business client, laying out a suitable pre-campaign strategy, implementing and modifying the campaign in real time, and summarizing the campaign results in a meaningful and concise manner when it is over.

Prerequisite: MKT 201 or MKT 301.

MKT 389. Fundamentals of Digital Marketing Analytics. 3 Credit Hours.

This course introduces the student to the basics of evolving new media business metrics and corresponding forms of audience and competitive marketplace analysis. Students will research and evaluate business models for multiplatform new media products that use any combination of print, radio, television, internet, or mobile technologies. Product evaluations will be set within the context of comparative media economics, new media market dynamics, and advertising revenue projections. The goal will be to evaluate whether an existing or a current media product has the critical mass required for profitable advertiser metrics. Students will be exposed to developing new media usage patterns, cross platform media support strategies, new models of entertainment and news gathering, and corporate media acquisitions and mergers. Local media executives, and entrepreneurs will be invited to class to review current trends and discuss strategies for success.

Prerequisite: MKT 201 or MKT 301.

Major Area of Specialization in Business Analytics

9 credits

MAS 332. Data Acquisition, Preparation and Visualization. 3 Credit Hours.

This course provides an in depth view of working with data to extract and present valuable information. Students will learn to collect, clean, manipulate, analyze, and visualize data from various sources correctly and efficiently. Through hands-on application, students will gain an understanding of what problems can occur when dealing with a variety of data and what solutions exist. Computing is a major component of this course, and students will learn a number of in-demand technical skills.

Prerequisite: MAS 202 or MAS 312

MAS 342. Introduction to Optimization and Decision Making. 3 Credit Hours.

Introduction to deterministic mathematical models with applications to business problems. Topics include the methodology of operations research, linear, integer, and dynamic

programming, project management, networks, multi-objective optimization and heuristics.

Software packages are used for programming applications. Lecture, 3 hours.

Prerequisite: MAS 201 or MAS 311 or permission of instructor

MAS 432. Data Analysis. 3 Credit Hours.

This course introduces students to the analysis of various data types, with an emphasis on interpreting and communicating result. The course begins with linear regression modeling of normally distributed outcomes, and extends the concepts to other important data types frequently encountered in practice. Students will gain a firm understanding of a wide range of statistical models, when each is appropriate, and how to implement, interpret, and communicate results.

Prerequisite: MAS 202 or MAS 312 or permission of instructor

Major Choice Courses - Select three courses from below **9 credits**

BTE 320. Introduction to Programming. 3 Credit Hours.

This course covers the fundamentals of programming logic and structured programming principles—including problem solving, algorithm design, and program development—using a high level programming language. Topics covered include fundamentals of algorithms, flowcharts, problem solving, programming concepts, classes and methods, control structures, arrays, and strings, pointers, and data structures.

Requisite: Miami Business School or BTE Minor or CSC Major or Minor.

BTE 423. Database Management Systems. 3 Credit Hours.

This course covers the foundations of database management systems (DBMS). Topics include: database systems design, SQL, the relational model, entity-relationship modeling, distributed DBMS, object DBMS, web technology and DBMS, semi-structured data, XML, business intelligence, data warehousing, data warehousing design, introduction to OLAP, and

a brief overview of data mining. Students will engage in hands-on exercises for the design and implementation of database business applications.

Prerequisite: BTE 320.

MAS 352. Sports Analytics

In this course students investigate questions that sports organizations face in business operations (ticketing, pricing, sales, and finance), and in team operations (scouting, coaching, and player personnel). Students will learn statistical and machine learning techniques such as mixed-effects regression models, random forests, neural networks, clustering, and support vector machines. Focus of the course will be on data management, data visualization, predictive modeling, forecasting, as well as written and verbal communication of the results of analysis. The programming language R will be used extensively in this course.

Prerequisite: MAS 332

MAS 548. Data Mining and Knowledge Acquisition. 3 Credit Hours.

This course provides an introduction to the principles and techniques of data mining. Topics covered include the data mining process, data preprocessing, data mining techniques and data mining evaluation. The course will involve a combination of lectures, labs, projects and case studies.

Prerequisite: MAS 432

MAS 549. Big Data Analytics

As firms have the ability to access and store large amounts of customer and business data, they are faced with the complexities associated with Big Data. This class will discuss the challenges and potential solutions in working with Big Data through use cases and applications. Hands-on tools and methodologies that are needed when handling, visualizing, and/or analyzing Big Data to solve business critical questions will be presented.

Prerequisite: MAS 332 and MAS 432

Appendix D

Assessment of Student Learning Outcomes

Student Learning Outcome 1: Use statistical software to acquire, manipulate, visualize, and analyze data.

- Assessment Method 1: Embedded questions in projects and exams in MAS 332.
- Assessment Method 2: Project and oral presentation, assessed with a common rubric.

Student Learning Outcome 2: Develop and use predictive models.

- Assessment Method 1: Embedded questions in projects and exams in MAS 432.
- Assessment Method 2: Project and oral presentation, assessed with a common rubric.
- Assessment Method 3: Targeted questions on the Senior Exit Exam.

Student Learning Outcome 3: Develop and use decision models.

- Assessment Method 1: Embedded questions in project and exams in MAS 342.
- Assessment Method 2: Project and oral presentation, assessed with a common rubric.
- Assessment Method 3: Targeted questions on the Senior Exit Exam.

Student Learning Outcome 4: Effectively communicate complex analytics findings to stakeholders.

- Assessment Method 1: Projects undertaken in courses taken throughout the program.
- Assessment Method 2: Project and oral presentation, assessed with a rubric.



MEMORANDUM

TO: Tomás Salerno
Chair, Faculty Senate

FROM: John Quelch 
Dean

SUBJECT: BBA Major in *Business Analytics*

DATE: October 24, 2018

This memorandum is intended to memorialize my support for the establishment of a Bachelor of Business Administration in Business Analytics major to compliment the extant undergraduate majors in the Miami Business School (MBS). This proposal has broad support from the faculty of the School, and it sits squarely in the School's strategy for business education.

The new major program was unanimously approved by the School of Business's School Council on behalf of the MBS faculty October 19, 2018.

I enthusiastically support the approval of this major and look forward to continuing to work with the Faculty Senate regarding this and other initiatives.



TO: University of Miami Faculty Senate

FROM: School Council of the Miami Business School
Blanca I. Ripoll, Secretary 

SUBJECT: Proposal for a new BBA in Business Analytics Major

DATE: October 29, 2018

This memo affirms that the proposal for a new BBA in Business Analytics major was unanimously approved by the School Council of the Miami Business School on Friday, October 19, 2018.

BIR:

UNIVERSITY OF MIAMI



Assessment and Accreditation
Gables One Tower 1320 S. Dixie Hwy.
Coral Gables, Florida 33146

Phone: 305-284-5120
Fax: 305-284-4929
oaa@miami.edu

MEMORANDUM

DATE: 10/25/2018

TO: Yongtao Guan, Chair of Management Science Department
Miami School of Business

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: New Undergraduate Business Analytics Major in BBA Program

On October 24, 2018, the Miami School of Business notified my office of its intent to an undergraduate major in Business Analytics in the existing Bachelor of Business Administration (BBA) degree program effective Fall 2019. The School already offers an undergraduate major in Business Analytics in its Bachelor of Science in Business Administration (BSBA) degree program [Academic Plan Code: BUAN_BSBA) but are expanding it to the BBA program with a slightly different focus.

The proposed BBA in Business Analytics program will require completion of 120 credit hours including the University's general education requirements. The curriculum for the new major will consist predominantly of existing courses but one new course will be developed as an elective in the major, MAS 352 Sports Analytics, and one course already offered at the graduate level will be developed into an undergraduate elective option, MAS 549 Big Data Analytics. The new major will require 21 credits of course work as follows:

- Three required courses in Management Science (9 credits):
 - MAS 332 Data Acquisition, Preparation and Visualization (existing course)
 - MAS 342 Introduction to Optimization and Decision Making (existing course)
 - MAS 432 Data Analysis (existing course)
- Three electives within the major from the following courses (9 credits):
 - BTE 320 Introduction to Programming (existing course)
 - BTE 423 Database Management Systems (existing course)
 - MAS 352 Sports Analytics (new course)
 - MAS 548 Data Mining and Knowledge Acquisition (existing course)
 - MAS 549 Big Data Analytics (new course)
- One quantitative course outside Management Science from the following courses (3 credits):
 - ECO 430 Applied Econometrics (existing course)
 - ECO 444 Game Theory in Economic Applications (existing course)
 - FIN 303 Intermediate Financial Management (existing course)
 - FIN 320 Investment and Security Markets (existing course)
 - MGT 445 Supply Chain Modeling and Analytics (existing course)
 - MGT 446 Supply Chain Strategy (existing course)
 - MKT 302 Marketing Research and Market Analysis (existing course)

- MKT 387 Digital Marketing (existing course)
- MKT 389 Fundamentals of Digital Marketing Analytics (existing course)

The program will be overseen by Dr. Yongtao Guan. Dr. Guan is a professor of Management Science and chair of the Management Science department. He is also the director of the Deloitte Institute for Research and Practice in Analytics. He has a PhD in Statistics from Texas A&M University. He also oversees the existing undergraduate major in Business Analytics for the BSBA program.

This major will count toward the STEM Area of Knowledge of the University's General Education Requirement. The CIP Code for the new major will be **52.1302 Business Statistics**. This CIP Code qualifies this program for the Department of Homeland Security's STEM designation for the OPT visa extension program.

The new undergraduate major does not "represent a significant departure, either in content or method of delivery" from what we are currently approved by SACSCOC to offer due to the following:

- The proposal involves adding an existing major to another existing degree offered by the University. The University is already approved to offer the major and the degree.
- The program length for the new bachelor's degree program meets the SACSCOC requirement of a minimum of 120 credit hours.
- The proposed degree requirements include 33 credit hours of general education which meets the SACSCOC requirement of a minimum of 30 credit hours.
- The new major will be composed of mostly of existing courses, although two new courses will be added to provide more elective options. The new courses do not represent a significant change in content from already existing courses.
- The new major will be supported by current qualified faculty. No new faculty will be hired to support the program.
- The program will be overseen by a qualified faculty member, Dr. Yongtao Guan.
- The University is currently approved to offer the following programs in the same area:
 - Undergraduate minor in Business Analytics
 - Bachelor of Science in Business Administration in Business Analytics
 - Master of Science in Business Analytics
- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The program will be offered on the University's Coral Gables campus.

SACSCOC only requires notification of new programs that represent a significant departure from our current programs. Therefore, no notification to or approval from SACSCOC is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
John Quelch, Dean, Miami School of Business
Ann Olazabal, Vice Dean, Undergraduate Business Education, Miami School of Business
Karen Beckett, University Registrar
Carrie Glass, Executive Director, Student Financial Assistance and Employment

Item B6



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Patricia

Last Name

Abril

Proponent's Title

Vice Dean, Graduate Business Education

Department, if applicable

Graduate Business Programs

School/College

Miami Business School

E-mail

pabril@miami.edu

Phone

(305) 284-6999

Title of Proposal

Dual Degree: BBA/BSBA and MS in Business Analytics

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

GWC and Faculty Senate approval will be contingent on Graduate Council approval. We expect this item to be discussed at the November 13th Graduate Council meeting.

8. **Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.**

Yes No

If no, explain why:

Not applicable.

9. **Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.**

List additional documents included:

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: Patricia Sánchez Abril, J.D., Vice Dean, Graduate Business Education
Ann Olazabal, J.D., Vice Dean, Undergraduate Business Education
Yongtao Guan, Ph.D., Professor, Management Science

Subject: New Dual Degree: BBA/BSBA and MS in Business Analytics

Date: October 26, 2018

Proposal: To create a dual BBA/BSBA and MS in Business Analytics degree program. (See attached proposal by Dr. Yongtao Guan for details.)

Reasoning:

- See attached proposal for details on specific reasoning.

Procedural History:

- Graduate Business Education Committee – Discussed and approved 10/9/2018
- School Council of the Miami Business School – Discussed and approved 10/19/2018
- Graduate Council - To be discussed at the 10/13/2018 meeting

Dual Degree: BBA/BSBA and Master of Science in Business Analytics Program Proposal, Last edited: October 12th, 2018

Overview

The new dual BBA/BSBA and Master in Business Analytics degree program is designed in such a way that students can expect to complete both their Bachelor's and Master's degrees within 4½ years. This program is designed to assist highly-motivated University of Miami undergraduate business students seeking an efficient path and an expedient start to their professional careers without sacrificing quality of education. The program is open to all business majors.

Program Timeline:

- 1) Up to twelve credits of graduate work in the senior year.*
- 2) At least twenty credits of graduate work in the fall semester after the senior year.

*Only students in the program will be permitted to take graduate classes in their junior/senior year.

Admission

- 1) Students apply by April 15 of their junior year.
- 2) Admission will be primarily based on GPA. Students admitted to the program must have a GPA of 3.0 or higher, but students with such a GPA are not guaranteed admission. It is expected that the students admitted to the program will have a GPA of at least 3.3. The decision will depend on the quality and size of the application pool.
- 3) After admission, the students must maintain an overall GPA of 3.0 or higher to remain eligible for the program.
- 4) Students will need to have completed 102 credit hours by the start of their senior year.

Estimated Tuition:

Tuition for the Dual Degree Program will be roughly \$40,460 based on current tuition rates for twenty credits. Depending on availability of funds, additional scholarships may be available for exceptional students. Undergraduate students enrolled for at least 12 credits of undergraduate coursework in a semester are allowed to take 6 additional graduate credits if those credits are required for their degree. This is true for undergraduate students enrolled in this program when it comes to taking the graduate (600-level) courses.

Sample Course Sequence Planner for Final Year and a Half:

In the Appendices, we present a sample planner for the final year and a half (senior year and subsequent fall semester), showing when each course can be taken to reach the 32 credits required for the graduate degree. This planner was constructed under the following assumptions:

- Undergraduate students must take at least 12 credits of undergraduate coursework at all times for the sake of staying in full-time status (important for scholarships, for instance).
- Students who complete MAS 311 with a grade of A- or better will have MAS 631 waived.

- Students who complete MAS 332 with a grade of A- or better will have MAS 627 waived.
- Students who complete MAS 342 with a grade of A- or better will have MAS 632 waived.

Appendix A: Dual Degree BBA/BSBA and MS in Business Analytics, Final Year and a Half Planner

For students who pass MAS 311, 332, and 342 with an A- or better

Fall of Senior Year, Term 1 (in addition to any undergraduate coursework)

- MAS 637 and MAS 639

Fall of Senior Year, Term 2 (in addition to any undergraduate coursework)

- MAS 648

Spring of Senior Year, Term 1 (in addition to any undergraduate coursework)

- MAS 651

Spring of Senior Year, Term 2 (in addition to any undergraduate coursework)

- MAS 649 and MAS 640

Fall after Senior Year, Term 1

- Five MSBA electives

Fall after Senior Year, Term 2

- MAS 646, BUS 610, BUS 641 or MAS 650 plus two MSBA electives

Appendix B: Dual Degree BBA/BSBA MS in Business Analytics, Final Year and a Half Planner

For students not taking MAS 311, 332, and 342, or not passing them with an A- or better

Summer after Junior Year, Term 1 (in addition to any undergraduate coursework)

- MAS 631

Fall of Senior Year, Term 1 (in addition to any undergraduate coursework)

- MAS 637

Fall of Senior Year, Term 2 (in addition to any undergraduate coursework)

- MAS 648

Spring of Senior Year, Term 1 (in addition to any undergraduate coursework)

- MAS 651

Spring of Senior Year, Term 2 (in addition to any undergraduate coursework)

- MAS 640 and MAS 649

Fall after Senior Year, Term 1

- MAS 627, 639, plus three MSBA electives

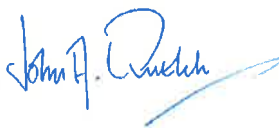
Fall after Senior Year, Term 2

- BUS 610, MAS 632, MAS 646, BUS 641 or MAS 650 plus one MSBA elective



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: John Quelch, Dean, Miami Business School 

Subject: Support for the Dual BBA/BSBA and MSBA Degree Program

Date: October 26, 2018


This memo is to document my support for the proposed Dual BBA/BSBA and MSBA Degree Program.

Thank you.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: W. Brian Barrett, Speaker of the School Council 
Anita Cava, Professor, Business Law, Second Vice Chair, School Council
Shirley Dennis-Escoffier, Associate Professor, Accounting,
First Vice Chair, School Council
Howard Gitlow, Professor, Management Science
Karoline Mortensen, Associate Professor, Health Management and Policy
A. Parasuraman, James W. McLamore Chair and Professor, Marketing
Philip Robins, Professor, Economics
Sara Rushinek, Professor, Business Technology
Chester A. Schriesheim, Professor, Management

Subject: Dual Degree: BBA/BSBA and MSBA

Date: October 26, 2018

The School Council, at its October 19 meeting, voted unanimously to approve the BBA/BSBA and MSBA Dual Degree Program.

Please note that the voting members of the Miami Business School (MBS), the regular faculty per the MBS bylaws, voted to delegate all decisions on curriculum issues to their elected representatives on the School Council for the fall 2018-spring 2019 academic year.

Memorandum

To: Graduate Business Education Committee
CC: Vice Dean Patricia Abril
From: Yongtao Guan
Date: September 27th, 2018
Re: Accelerated MSBA Program

The MAS department requests the approval of a 4.5 year Accelerated MS in Business Analytics program available to highly motivated UM undergraduate students. Detailed information for the proposed program can be found in the included document.

The proposal has been discussed with and approved by the MAS faculty.



MEMORANDUM

DATE: October 26, 2018

TO: Patricia Abril, Vice Dean
School of Business

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation *PBM*

RE: New Dual Degree Programs in Business Analytics

On October 25, 2018, the Miami Business School notified my office of its intent to offer new dual degree programs in Business Analytics effective Fall 2019. The dual degree programs will combine the Bachelor of Science in Business Administration (BSBA) in Business Analytics (Academic Plan Code: BUAN_BSBA) or the Bachelor of Business Administration in Business Analytics (currently being proposed in a separate proposal) and the Master of Science in Business Analytics (MSBA) (Academic Plan Code: BUAN_MSBA). Students will be able to complete each dual degree program in 4.5 years.

The current BSBA in Business Analytics and the proposed BBA in Business Analytics each require successful completion of 120 credit hours. This will remain the same for the proposed dual degree programs. The current MSBA program requires successful completion of 32 credit hours. This will remain the same for the proposed dual degree programs. However, students will be able to take some of the graduate courses for the MSBA program during their senior year which will reduce the time it would take for a student to earn both degrees.

No change is being proposed in the degree requirements for the BSBA or the proposed BBA in Business Analytics programs for the dual degree programs. The degree requirements for the MSBA for the dual degree program will also remain the same. However, students who earn a grade of A- or better in MAS 311 Applied Probability and Statistics; MAS 332 Data Acquisition, Preparation and Visualization; and MAS 342 Introduction to Optimization and Decision Making will not be required to take MAS 627 Programming for Data Analytics; MAS 631 Statistics for Managerial Decision Making; and MAS 632 Management Science Models for Decision Making but will instead take 3 additional MSBA electives.

The proposed dual degree programs in Business Analytics will be overseen by Dr. Yongtao Guan. Dr. Guan is a professor of Management Science and chair of the Management Science department. He is also the director of the Deloitte Institute for Research and Practice in Analytics. He has a PhD in Statistics from Texas A&M University.

The CIP code for the new dual degree programs will be **52.1302 Business Statistics**. This CIP code qualifies the programs for the Department of Homeland Security's STEM designation for the OPT visa extension program.

The proposed new dual degree programs do not "represent significant departures, either in content or method of delivery" from what we are currently approved by SACSCOC to offer due to the following:

- The proposed dual degree programs meet the SACSCOC requirement of a minimum of 120 credit hours for a bachelor's degree program and 30 credit hours for a graduate program.
- The proposed dual degree programs are a repackaging of existing courses. No new courses are being added for the dual degree programs.
- The proposed dual degree programs will be supported by current qualified faculty.
- The proposed dual degree programs will be coordinated by a qualified faculty member, Dr. Yongtao Guan.
- The University is currently approved to offer each of the programs included in the proposed dual degree programs (pending approval of the BBA in Business Analytics program).
- The majority of the proposed dual degree programs will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The proposed dual degree programs will be offered on the University's Coral Gables campus.
- The undergraduate programs include the University's general education requirements which meet SACSCOC requirements.
- The graduate program covers the literature in the field through its required coursework.
- The graduate program ensures ongoing student engagement in research and/or appropriate professional practice and training experiences through either a required capstone project (BUS 641) or internship (MAS 650).

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
John Quelch, Dean of the Miami Business School
Ann Olazabal, Vice Dean, Undergraduate Business Education, Miami School of Business
Yongtao Guan, Chair, Management Science Department, Miami School of Business
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

Item B7



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

FORM INSTRUCTIONS:

1. Save/download the form as a pdf.
2. After completing the information below, print and scan the form.
3. Insert it with the background materials that are specified, in the order listed, and submit to facsen@miami.edu.

Please note: only scanned versions can be accepted.

Include this checklist at the beginning of each proposal.

KEY CONTACT PERSONNEL INFORMATION

First Name

Patricia

Last Name

Abril

Proponent's Title

Vice Dean, Graduate Business Education

Department, if applicable

Graduate Business Programs

School/College

Miami Business School

E-mail

pabril@miami.edu

Phone

(305) 284-6999

Title of Proposal

Degree Creation: Master of Science in Sustainable Business

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

The Graduate Council conditionally approved the proposal pending market and needs analysis and the addition of the criteria for the GRE/GMAT waivers. These requests have been met, accepted, and incorporated.

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

Not applicable.

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

End form.

DEGREE PROPOSAL
Master of Science in Sustainable Business

Academic Coordinator: David L. Kelly
Department of Economics
University of Miami
Box 248126
Coral Gables, FL 33134
dkelly@miami.edu

Proposal: September 12, 2018
Program Start Date: Fall, 2019

Executive Summary

The Master of Science in Sustainable Business at Miami Business School (MBS) will provide students interdisciplinary training in the application of sustainability concepts to management of the firm. In a sustainable business, financial, environmental, and social goals are integrated throughout the management areas in a way which promotes long term firm value and social good. Students will receive training in the scientific basis through interdisciplinary electives from the Rosenstiel School (RSMAS) and/or Civil, Architectural, and Environmental Engineering (CAE).

The MBS is ideally placed to lead the market in sustainable business education. The MBS faculty has expertise in all three pillars of corporate sustainability: environmental (economics), social (business law, economics, management, and marketing), and governance (business law, finance, accounting). The MBS faculty also has related expertise in areas such as supply chain risk and the RSMAS and CAE faculty provide expertise in the scientific basis. Finally, South Florida is at the epicenter of many environmental problems. While a few programs in sustainable business exist, most are focused on public policy or natural science, and none have the rigorous training that MBS can provide and the market is demanding.

Firms large and small are increasingly focused on sustainability. For example, 85% of S&P 500 firms now issue reports on their sustainability efforts versus 20% 2011, a more than fourfold increase in only seven years. The Master of Science in Sustainable Business degree will satisfy this growing demand with students who receive rigorous training in the business principles of sustainability and the science behind the firms efforts.

MASTER OF SCIENCE DEGREE IN SUSTAINABLE BUSINESS

- **Name of the degree:** Master of Science.
- **Name of the field of study:** Sustainable Business.
- **Responsible administrative unit for the program:** Department of Economics, Miami Business School.
- **Academic Coordinator:** Professor David L. Kelly.
- **Proposed date for implementation:** Fall, 2019.

I Rationale

Firms large and small are increasingly prioritizing their sustainability efforts. With respect to large firms, 85% of S&P 500 firms now issue reports on their sustainability efforts versus 20% 2011, a more than fourfold increase in only seven years.¹ In addition, small firms are emphasizing their sustainability efforts to differentiate their products and emphasize benefits they provide to society. The focus on sustainability in the marketplace can be seen by the size of socially responsible investments. The size of the socially responsible investment assets under management reached \$8.72 trillion in 2016, nearly 22% of the total assets under management.²

Within the firm, the importance of sustainability has moved beyond sustainability officers to virtually all management areas. Supply chain managers are now increasingly focused on making supply chains more sustainable. Accounting executives are integrating sustainability reporting with traditional accounting reports. How consumers view sustainable products is important for marketing and financial advisers must integrate socially responsible investments with the rest of their clients' portfolios. The proliferation of sustainability issues across management areas strongly suggests the need for a business-focused master program, which can train managers across business disciplines in the application of sustainability concepts to management, marketing, finance, and other areas.

In the academic literature, sustainability-related research is receiving increasing attention from top journals. For example, the *Review of Financial Studies* recently held a conference

¹See for example, Coppola (2017).

²See for example, US SIF Foundation (2016).

for the purpose of a special issue on climate finance. A research driven master program in sustainable business is ideal for disseminating recent advances in sustainability to the next generation of business leaders.

An important consideration for potential master students is job placement. The demand for graduates with training in the business aspects of sustainability is robust. A 2011 study (Muro, Rothwell, and Saha 2011) found 2.7 million jobs (about 2% of total jobs) directly contribute to the production of goods and services with an environmental benefit. The demand is diverse, coming from 41,185 companies in almost every industry.

The MBS is ideally placed to lead the market in sustainable business education. Corporate sustainability consists of three pillars: environment, social, and governance. With regard to environment, MBS economics department has faculty specializing in environmental economics. The business law, finance, and accounting departments have expertise in governance. Faculty in business law, economics, marketing, and management have expertise in the social benefits of firm activity. Further, many faculty have closely related research expertise. For example, MBS management faculty study supply chain risk, and some of the most important risks are risks of environmental accidents and natural disasters. The world class faculty at MBS can provide more rigorous training for sustainable business practices than many competing second tier programs (see section IX for an analysis of competing programs).

The MBS can also tap into an array of related expertise across the university. The Rosenstiel School (RSMAS) is one of the foremost institutions for the study of many marine and atmospheric environmental problems (climate change, hurricanes, etc.), and can provide the scientific basis for a business sustainability program. The Department of Civil, Architectural, and Environmental Engineering (CAE) has expertise in sustainable construction methods and risk and resilience. The ABESS Center for Ecosystem Science and Policy, the new master in Health and the Environment, and other schools and programs across the campus all have courses and/or faculty expertise that relates to business sustainability. This campus wide expertise will ensure that the sustainability program and MBS will be well grounded in the scientific basis.

Finally, Miami and South Florida are at the epicenter of many environmental problems. South Florida has three national parks and the fourth largest coral reef system in the world and is vulnerable to sea level rise and tropical cyclones. Students pursuing a master in sustainability at MBS can see first hand the need for corporate sustainability programs.

II Resources

Library Resources

The University of Miami Library system maintains all necessary journal subscriptions, which include major journals in business, science, and other topics of interest to sustainability students. For example, the *Journal of Environmental Economics and Management* is covered under the library's ScienceDirect subscription. The *Review of Financial Studies*, which published the special issue noted above, is covered under the library's JSTOR subscription.

The MBS maintains a database of business data sources which include databases with sustainability related content. For example, students have access to company financial data and corporate social responsibility reports via Mergent Online. Many firms are now reporting their progress on sustainability with publicly available data.

Facilities, Equipment, and Space

The courses will be scheduled in a way which optimizes the equipment and space available to the school. In particular, the courses will follow the 2-credit quarterly course format of the other MBS master programs, allowing students in other programs to take sustainability classes as electives. In addition, the program requires 3 electives from RSMAS and/or CAE which are already staffed as part of their master degree programs. The capstone/project course is designed to be conducted outside the classroom at a firm.

Additional Faculty

Existing faculty within MBS have been recruited to teach the new courses. Hence, no new faculty are needed.

III Curriculum

Major divisions in which the graduate work will be offered

The MBS departments of accounting (1 course), business law (1 course), management (2 courses), marketing (1 course), economics (5 courses), and finance (2 course) will teach new courses in the program. The program will require 3 electives from RSMAS/CAE which are already being taught as part of other programs. A capstone/project course is existing under the school of business (BUS) designation.

Adequacy of Existing Curriculum

The MBS offers a course in business ethics (BSL 690) which is part of the governance aspect of sustainability. In addition, the MBS offers a project course (BUS 628), which can be adapted to sustainability. The MBS does not offer any courses in most aspects of sustainable business at the graduate level. Therefore, a total of 11 new 2-credit courses will be created.

Additions and deletions to the curriculum

The following courses will be added:

1. ACC 666: "Accounting for Sustainability."
2. ECO 613: "Microeconomics of Sustainability."
3. MGT 667: "Leadership for Sustainable Organizations."
4. ECO 614: "Valuing Public Goods."
5. MKT 653: "Sustainable Marketing of Goods and Services."
6. MGT 646: "Sustainable Supply Chains"
7. ECO 615: "Managing Regulation Compliance."
8. ECO 616: "Sustainability and Market Dynamics"
9. FIN 672: "Sustainable Finance"
10. FIN 654: "Impact Investing"
11. ECO 617: "Enterprise Risk Management."

Interdisciplinary Components

Students are required to take 3 elective courses from RSMAS and/or CAE, which provide the scientific basis for sustainability programs at the firm. See list of electives below. The program anticipates adding additional electives from related programs across the university over time.

In the capstone/project course (BUS 628), students will do a sustainability project for a firm/organization. In this course, students will integrate interdisciplinary aspects of the program within the project. Students will be required to make both the scientific and business case for their sustainability project.

Detailed Description of the Program

The program will consist of 10 (two credit) courses which rethink core business disciplines to focus on sustainability. One course, BSL 690, Legal and Ethical Implications of Business Decision Making, is already in existence. The program will also add 3 (three credit) courses from RSMAS/CAE, which provide an overview of the current scientific consensus on various environmental problems. Finally, there is a capstone/project course for which students will do a sustainability project for a firm/organization. This course, BUS 628, is already in existence. The course will consist of 1 credit for each of the second, third, and fourth quarter. The total is 32 credits.

Fall Semester		Spring Semester	
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Accounting for Sustainability (2)	Sustainable Marketing of Goods and Services (2)	Managing Regulation Compliance (2)	Sustainable Finance (2)
Microeconomics of Sustainability (2)	Valuing Public Goods (2)	BSL 690: Legal and Ethical Implications of Business Decision Making (2)	Enterprise Risk Management (2)
Leadership for Sustainable Organizations (2)	Sustainable Supply Chains (2)	RSMAS/CAE course (semester course, 3)	
RSMAS/CAE course (semester course, 3)		RSMAS/CAE course (semester course, 3)	
		UMAP-Bus 628 (project course, 3)	
Total Credits			
6 plus half of 3 credit course	7 plus half of 3 credit course	5 plus half of two 3 credit courses	5 plus half of two 3 credit courses

Table 1: Curriculum. Credits are in parenthesis. The total is 32 credits.

Electives (take 3):

- MES 620: Environmental Law and Policy.
- MES 618: Coastal Zone Management.

- MES 610: Environmental Planning and the Environmental Impact Statement.
- MES 714: Population Modeling, Risk Assessment and Management
- MES 720: Coastal Law and Policy.
- MES 533/633: Decision Analysis, Natural Hazards and Catastrophes
- MES 602: Economics of Natural Resources.
- MBE 615: Tropical Marine Ecology.
- ATM 653: Climate Change (math and physics pre-requisites required).
- ATM 614: Weather and Climate.
- RSM 620: Climate and Society.
- RSM 613: Statistical Modeling of Extreme and Rare Events.
- CAE 660: Sustainable Construction.
- CAE 744: Risk and Resilience.
- CAE 681: Energy Efficient Building Design (math and physics pre-requisites required).
- CAE 762: Construction Project Management.
- FIN 654: Impact Investing.
- ECO 616: Sustainability and Market Dynamics.
- CMA 644: Sustainable Design and Construction.

Additional courses are possible subject to approval.

Teaching

The program will primarily be classroom based, with the exception of the 3 credit capstone/project course, BUS 628. This course is a field project at a firm or other organization.

Describe any Seminars and Colloquia

Students will present the results of their capstone/project courses. Additional seminars are expected on an *ad hoc* basis from faculty doing research in sustainability and executives in the sustainability field (e.g. sustainability officers).

Include Learning Outcome Assessment Plan

University of Miami Mission Statement

The University of Miami's mission is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our University family, we strive to develop future leaders of our nation and world.

MBS Mission Statement

Our mission is to develop innovative ideas and principled leaders that transform global business and society.

Program Objectives

The Master of Science in Sustainable Business aims to address the growing demand for a master degree in sustainable business.

- Provide rigorous, business focused graduate education to those pursuing a degree in sustainable business.
- Educate students in the scientific basis of sustainability programs.
- Provide students with experiential training in the development of a business sustainability project.

Definition and Assessment of Intended Outcomes

- Outcome 1: Be able to use rigorous, data-driven methods to measure, report, and analyze sustainability programs.
 - Assessment 1: Questions embedded in homework, exams, quizzes, and assignments.

- Assessment 2: Student exit surveys.
- Outcome 2: Understand the scientific basis behind sustainability programs.
 - Assessment 1: Questions embedded in homework, exams, quizzes, and assignments in science/engineering electives.
 - Assessment 2: Student exit surveys.
- Outcome 3: Develop written and oral communication skills and critical thinking needed to succeed in sustainability-related professions.
 - Assessment 1: Written summary and oral presentation of student experiential projects in BUS 628.
 - Assessment 2: Student exit surveys.

Findings and Discussion

The academic director will compile the findings from the assessments. The faculty teaching in the program will meet regularly to discuss the results and identify areas that need improvement.

IV Faculty

Need for Additional Faculty

The program does not anticipate the need for additional faculty.

Interaction With Other Programs

The program will require 3 RSMAS/CAE courses as electives. Additional electives from related program across the university may be added.

V Students

Number of Students

The goal for the first year is 25 students. This number is expected to grow starting in the second year when there is time for a full recruitment cycle.

Recruiting

The program would be attractive students seeking to become sustainability and risk management officers. Business-focused students interested in supply chain and operations management and marketing would find the program attractive as well. The program would be highly attractive to students with non-traditional backgrounds, such as science and engineering, who want both a rigorous program and a full suite of business skills. The courses would also be attractive to students in other master programs. For example, MBAs may want a concentration in sustainable business, master of science in finance students will find the finance courses useful, and RSMAS and CAE master students might be interested in the business aspects of sustainability.

Admission Requirements

The program will recruit and accept students with strong quantitative skills as the program consists of rigorous business and science courses. A bachelor's degree is required. The program will accept either GMAT or GRE. International students will be required to take the TOEFL. Admissions testing may be waived if either of the following criteria is met:

- the applicant has two or more years experience in a sustainability-related field.
- the applicant has a GPA of 3.5/4.0 or better.

VI Administration

Anticipated need for additional administrative help

None.

Administration and academic direction

Academic administration will be the responsibility of professor David Kelly. Day-to-day administration will be handled by the graduate business programs staff.

VII Budget

Table 3 in Appendix Appendix B gives a breakdown of the budget. The program is projected to incur a small loss in 2019, becoming profitable starting in 2020.

The courses in the program can be taken as electives by other MBS master students (MBA, Master of Finance, etc.) and by students in RSMAS and CAE. Revenue from these students are not included in the budget.

The Miami Business School has obtained revenue sharing agreements with RSMAS and CAE, where each school will keep the revenues for each credit taken at their school. For example, if a student takes 2 RSMAS electives and a CAE elective, RSMAS would receive 2 classes times 3 credits equals 6 credits worth of tuition revenue, and CAE would receive 3 credits worth of tuition revenue.

VIII Transfer of Coursework to Graduate Programs

As noted above, the business courses can serve as electives in other MBS masters programs. Many of the science and engineering courses are requirements or electives for graduate degrees in these programs.

IX Comparison of Existing Sustainability Programs at Other Universities

Differentiating our Program

Our program will have three principles. First, the program will have a business focus: what do managers need to know about sustainability? How are sustainability initiatives integrated with the firm's strategy throughout the organization? This focus will differentiate our program from most other sustainability programs which focus on public policy or natural science, and then add a few business courses.

Second, the program will be data driven and informed by science. Our program will focus on how to achieve the most social benefit at minimum cost to the firm. Science courses and a course in non-market valuation will teach students how to statistically estimate the benefits to society of sustainability programs, which will teach future sustainability officers to focus their efforts on the programs that have the most benefit. The program will be more rigorous/technical than most sustainability programs.

Third, the focus will emphasize environmental issues (sustainability more broadly includes environment, social, and governance). This will differentiate our program from other programs which focus more on other aspects of sustainability. Of course, there is considerable overlap between the three (all require enhanced reporting, for example). Although environmental aspects are emphasized, other aspects of sustainability are certainly not ignored.

Public Policy/Environmental Studies Programs

Many sustainability programs are run out of public policy schools, or have a large public policy component. Such programs focus on training students for careers in government, NGOs, and similar organizations. Sometimes these programs are called master in environmental management. In contrast, our program will focus on training executives such as corporate sustainability officers, risk management officers, and supply chain officers to integrate sustainability throughout the organization.

Examples of public-policy programs:

- Brandeis. Sustainable Development MBA. Although called an MBA, it is in the public policy school with many public policy courses. <http://heller.brandeis.edu/mba/concentrations/sustainable-development.html>
- University of Michigan-Ross. Dual BMBA/MS in environment and sustainability. Joint degree with the public policy school. Environment part is heavy on public policy courses. <https://erb.umich.edu/programs/dual-degree-curriculum/>
- UC-Santa Barbara. Master in environmental management. Separate school, UCSB has no business school. <https://www.bren.ucsb.edu>
- Yale. MBA with School of Forestry and Environmental Studies. Dual degree with business and environmental studies. <https://som.yale.edu/programs/joint-degrees/mba-mem-or-mf-yale-school-forestry-environmental-studies>

Science/Technology/Energy Programs

These programs combine science and engineering courses related to energy and the environment with business courses. The science aspects are emphasized relative to the business aspects. The purpose is to give business credentials to science and engineering graduates.

Examples of programs with a strong engineering/science component:

- Duke, Fuqua. MBA with Energy and Environment Concentration. Emphasizes electric power markets, transportation and primary energy industries, rather than sustainability. https://go.fuqua.duke.edu/data/fuquaworld/Student_Resources/energy_environment_concentration.html

- Stanford GSB. Joint MS Environment and Resources/MBA degree program. Heavily focused on science and engineering aspects.
- UC-Berkeley. Engineering and Business for Sustainability (EBS) Certificate. A combination of engineering and economics with some law. <http://sustainable-engineering.berkeley.edu/>

Business Programs

These programs have more of a business focus, similar to our vision. However, many are not run out of a business school. Others are less rigorous or are only certificate programs.

Examples of business programs with sustainability components:

- University of Vermont. MBA completely redesigned around sustainability with emphasis on entrepreneurship. However, less rigorous than our vision. Many courses are one credit. From the website: "The traditional focus on extensive manual calculations and problem sets has be reduced in favor of knowing where to go to get the latest and best quantitative work done."
https://www.uvm.edu/business/simba_offering_more_less_time.
- Arizona State School of Sustainability. Executive Master of Sustainability Leadership.
<https://schoolofsustainability.asu.edu/degrees-and-programs/graduate-degrees-programs/executive-master-sustainability-leadership/>
- Bard College. MBA in Sustainability. Bard has no regular MBA.
<http://www.bard.edu/mba/>
- University of Oregon. Sustainable Business specialization within the MBA program. Run through the business school and includes courses on how sustainability interacts with other business subjects. A close fit but not a separate master program.
<https://business.uoregon.edu/mba/specializations/sustainable-business-practices>
- UNC-Chapel Hill. Master in Sustainable Business. Run through the business school and includes courses on how sustainability interacts with other business courses. A close fit.
<http://www.cse.unc.edu/index.php/mba/>

- UC-San Diego. Certificate in Sustainable Business Practices. <https://extension.ucsd.edu/courses-and-programs/sustainable-business-practices>. Similar, but not a separate master program.
- University of South Florida. MBA concentration: Building Sustainable Enterprise. Has many similar ideas, but is not a separate master program. <http://www.usf.edu/business/graduate/mba/sustainability.aspx>

The above list is representative, but not exhaustive. It is clear that most programs either focus more on public policy and/or science and not business, are less rigorous, and/or are not a one year master program. Many programs are also at second tier business schools that do not have the world class faculty of MBS.

X Career Prospects

The demand for graduates with training in the business aspects of sustainability is robust. A 2011 study (Muro, Rothwell, and Saha 2011) found 2.7 million jobs (about 2% of total jobs) directly contribute to the production of goods and services with an environmental benefit. The demand is diverse, coming from 41,185 companies in almost every industry. According to a 2015 study published in the Harvard Business Review, “The number of companies with full-time sustainability officers doubled between 1995 and 2003, and doubled again between 2003 and 2008. Other sustainable management occupations can be expected to follow this trend as well.”

The most obvious career placement is as a corporate sustainability officer. Salary statistics vary widely for such a position, because sustainability officers may rank anywhere from starting (e.g. manager), to middle (e.g. Director), to the upper tier (e.g. Vice President) of management, depending on the organization. Table 2 includes salary figures which depend on the rank of the position. The study by Greenbiz is especially helpful because it was a survey of recruiters and they were careful to separate positions by rank.

Although the results in Table 2, it is clear that the starting salary is in the range of \$90-\$100K, with significant opportunity for advancement over time. The salaries are clearly at a level that can support the proposed tuition.

The program will also place students in traditional MBA roles where sustainability has become increasingly important. These fields include accounting, finance, supply chain management, and marketing. Table 2 also includes data on Miami Business School MBA starting salaries, since graduates placed in these roles will likely have similar starting salaries. As

expected, MBS graduate salary data is similar to data for recent graduates/entry level corporate sustainability positions.

Source	Median Salary	Salary range
Chief Sustainability Officer		
Bureau of Labor Statistics	\$194,350	
Indeed.com		\$84,340 - \$129,124
Recruiter.com	\$183,800	\$144,000 - \$216,000
Sustainability Degrees	\$166,910	
Greenbiz.com	\$220,000	
payscale.com	\$92,106	\$56,673 - \$211,853
Average of all sources	\$173,142	\$99,796 - \$182,385
Sustainability Manager/Director		
Ziprecruiter (Manager)	\$75,702	\$56,000 - \$91,000
payscale.com (Manager)	\$71,047	\$46,006 - \$111,617
greenbiz.com (Director)	\$150,000	
greenbiz.com (recent masters grad)		\$80,000 - \$120,000
Average of all sources	\$98,916	\$60,669 - \$107,539
Traditional MBA Position		
MBS median	\$96,985	

Table 2: Salary data.

Appendix A Sustainability and Related Concepts

What is sustainability?

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs.

Many corporate definitions exist. Sustainability in business aims to create long-term shareholder value by embracing opportunities and managing risks deriving from economic, environmental and social developments. The goal is to use sustainability concepts to increase value and reduce risk, providing benefits to shareholders and society at large (social benefits).

One example is creating efficiency gains by minimizing the use of costly resources such as energy and other raw materials which have an adverse environmental impact. Minimizing the use of costly resources reduces costs and promotes the reputation of the firm, directly increasing shareholder value. Resources not used by the firm can then be conserved for use by future generations or for other purposes, providing external benefits to society.

Sustainability versus related concepts

Many schools offer courses in the related concept of corporate social responsibility (CSR). While both sustainability and CSR activities both promote the social good, with sustainability the firm's efforts are more integrated with the firm's business and strategy, especially over time. For example, a luxury hotel may take steps to conserve and maintain a local eco-tourism site, promoting the long run interest of both the firm and the local community. Because sustainability efforts are integrated with the firm's strategy, it becomes important across management areas.

Appendix B Budget

Table 3 details revenues and expenses for the first 3 years. Note that both revenues and expenses include elective courses taught at RSMAS/CAE. That is, revenues are for 32 credits and expenses include teaching for all 32 credits, regardless of which school teaches them.

Appendix C Course descriptions, basic information, and outlines for new courses

ACC 666 Accounting for Sustainability

Course Description

Most large firms now report metrics of progress towards the firm's goals with respect to environmental, social, and governance (ESG) aspects of sustainability, often integrating sustainability reporting with financial reporting. The course examines the value of sustainability reporting in terms of indicating efficiency, risk, and brand capital. The course analyzes emerging metrics for sustainability and emerging reporting systems. The course also examines SEC and other regulations for reporting sustainability, and how such reporting is viewed by the investor community.

Course Information

- Tentative Instructor: DJ Nanda.

Appendix C Course descriptions, basic information, and outlines for new courses

- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: this course will use readings and cases.

Course Outline

1. The business case for sustainability
 - (a) What is sustainability?
 - (b) What is ESG?
 - (c) Why do these issues matter to business?
2. Purpose of measurement and reporting
 - (a) Benefits
 - i. Measurement
 - ii. Internal reporting
 - iii. External reporting
 - (b) Costs

3. Global Reporting Initiative (GRI)
 - (a) Materiality assessments
 - (b) GRI standards
 - (c) Examples of CSR reports
4. Communicating with capital providers
 - (a) Evolution of investor demand
 - (b) Financial materiality
5. Investor focused regulations and reporting frameworks
 - (a) SEC and international regulations
 - (b) Stock exchange rules
 - (c) Reporting standards
 - i. Integrated reporting
 - ii. Climate Disclosure Standards Board
 - iii. Sustainability Accounting Standards Board (SASB)
 - iv. Corporate Reporting Dialogue
6. A closer look at SASB
 - (a) Background
 - (b) Materiality map
 - (c) Approach to climate change
 - (d) Examples of SASB reports
7. Other topic-specific frameworks
 - (a) Task Force on Climate-related Financial Disclosures (TCFD)
 - (b) Climate Disclosure Project (CDP) reports
 - (c) Social/Human Capital Coalition
8. Enhanced FSA/cases

ECO 613 Microeconomics of Sustainability

Course Description

The course examines production and costs from a sustainability perspective, emphasizing the tradeoffs associated with reducing energy and other natural resources in production processes. Conditions under which reducing natural resources while using more of other inputs reduces total costs without sacrificing production are derived. Extensions are studied in which the same conditions are derived under a more general definition of costs which includes the costs of natural resource use to society and to brand reputation. The course then examines consumer demand for energy efficient products, emphasizing financing arrangements which allow the household to avoid the up front fixed costs of energy efficient durable goods. Finally, the course examines externalities: actions by the firm which impose costs or benefits to society in a way which is not accounted for by prices.

Course Information

- Projected Instructor: Dr. Esteban Petruzzello.
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: Allen, W. Bruce, et. al., *Managerial Economics (8th Edition)*. W. W. Norton & Co., New York, 2012. Supplementary textbook (used also in regulation class): Kolstad, C. K., *Environmental Economics*, Oxford University Press, 2011.
- Stem (CIP) code: 45.0603 Econometrics and quantitative economics.

Course Outline

1. Production and Costs.
 - (a) Sustainability as a production input problem.
 - (b) The marginal rate of technical substitution.
 - (c) Conditions for which reducing resources maintains production but reduces costs.

- (d) Conditions for which reducing resources increases production without increasing total costs.
 - (e) Reducing resource usage by increasing scale.
 - (f) Resource decisions accounting for the costs and benefits imposed on external stakeholders.
2. Consumer demand.
- (a) Elasticity.
 - (b) Short versus long run.
 - (c) Demand and product differentiation.
 - (d) Demand for energy efficient durable goods.
 - i. Up front fixed costs.
 - ii. financing.
3. Externalities.
- (a) Pecuniary and non-pecuniary.
 - (b) Solutions within the firm: sustainability.
 - (c) Solutions imposed by government: Pigouvian taxes.
4. Examples and cases:
- (a) The use of speed delimiters by Walmart to reduce fuel use.
 - (b) Commercial airline refueling decisions.

MGT 667 Leadership for Sustainable Organizations

Course Description

This course covers the essentials of front-line leadership in sustainability, from integrating sustainability into an organization, executing organizational strategy, and committing to it for a lifetime. It is an exploration of the most prominent issues in the field of leading for sustainability; for example, leader traits required to promote and support change, how to deal with real world constraints, and ethical considerations. The lectures, along with readings, cases, simulations, and assignments, will further develop students understanding and critical thinking about the leadership tools and strategies that they, themselves, can use in their own organizations.

Course Information

- Projected Instructor: Dr. Marie Dasborough
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: *Leadership: Theory and Practice*, 8th Edition by Peter G. Northouse.

Course Outline

1. Introduction.
 - (a) Introduction.
 - (b) Unilever Philippines (2017 Harvard Case).
2. Leadership traits and skills.
 - (a) Traits.
 - (b) Skills.
 - (c) Self-assessment and self-development plan.
3. Leadership values.
 - (a) Authentic leadership.

- (b) Servant leadership.
4. How to effectively lead change.
- (a) Transformational leadership.
 - (b) Adaptive leadership.
 - (c) Change management simulation.
5. Managing a sustainable workforce.
- (a) Programs for creating a sustainable workforce.
 - (b) Aligning managerial incentives with sustainability goals.
 - (c) Value of sustainability to the workforce.
 - (d) Analysis of "PepsiCo: Performance with a Purpose."
 - (e) Three pillars of sustainability: Human, environmental, and talent.
6. Ethical issues for leaders to consider.
- (a) Ethics.
 - (b) Volkswagen emissions scandal (2018 Harvard Case).

MKT 653 Sustainable Marketing of Goods and Services

Course Description

The course considers the creation, pricing, promotion and consumer targeting for sustainable products. We start with a broader view considering prosocial marketing, hybrid organizations, and CSR (corporate social responsibility). We then go into the specifics around sustainability addressing such topics as motivating sustainable consumer behavior and product selection, using choice architecture to subtly nudge consumers towards sustainable consumption, and identifying and segmenting the sustainably-minded consumer. The course will also discuss sustainability as a signal about the product (e.g. quality), the brand (e.g. credibility), as well as the consumer (e.g. sustainability as cultural capital). We also delve into issues of pricing sustainable products and sustainability as an externality. This course will use published cases as well as analysis of current businesses to identify the optimal manner in which to market sustainable products and brands.

Course Information

- Projected Instructor: Dr. Claudia Townsend
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: TBA

Course Outline

Outline:

1. Social marketing and Creating demand for sustainable products.
 - (a) Creating consumer awareness.
 - (b) Choice architecture and nudging consumers towards sustainable behaviors.
2. Product Certification: Green Guides, UNOPS, and Green Labels.
3. Signaling.

- (a) For The Product: Sustainability as an unobserved product feature.
 - i. Greenwashing.
 - ii. Third party product certification.
 - iii. Partnering with/donating to social organizations.
 - iv. Sustainability as a signal of product quality.
 - (b) For the Firm:
 - i. Hybrid organizations.
 - ii. Building reputation.
 - (c) For the Consumer:
 - i. To self: the psychology of sustainability.
 - ii. To others: Sustainability as cultural capital - "the new luxury."
4. Pricing sustainable products.
- (a) Value of a sustainable product.
 - (b) Segmenting customers using sustainable versions of a product.
5. External value of marketing sustainable products. (value to society).
6. Future Trends and the Future of Sustainability.
7. Examples/Cases.
- (a) Dolphin-safe tuna: difficulty of verifying sustainability of a product.
 - (b) Whole Foods: sustainability and product quality and segmentation.
 - (c) Prius: signal to self.
 - (d) Tesla: Sustainability as cultural capital.
 - (e) Veja: Sneakers with a Conscience, (HBR).
 - (f) Redefining Value Creation in Value Chains: The Social Side of Sustainability (HBS).
 - (g) The Clorox Company Goes Green (HBR)

ECO 614 Valuing Public Goods

Course Description

While the costs of becoming more sustainable are relatively straightforward for the firm to quantify, the benefits to society (social benefits) are more difficult to determine. Nonetheless, assessing how clientele and other external stakeholders value sustainable practices is important if firms are to prioritize their efforts. This course will introduce students to the world of non-market valuation: the valuation of goods and services for which no true market exists with prices to reveal how much consumers are willing to pay. This class will provide a solid foundation for any manager to begin to understand how to appropriately value sustainable practices, enabling the firm to choose projects that provide the most social benefit net of implementation costs.

Course Information

- Projected Instructor: Dr. Christopher Parmeter
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: This course will use readings and cases.
- Stem (CIP) code: 45.0603 Econometrics and quantitative economics.

Course Outline

1. Introduction.
 - (a) Why non-market valuation is essential in business and government.
 - (b) Understanding cost-benefit analysis and its criticisms.
2. Statistics Review.
3. Benefit Transfer.
 - (a) Value Transfer.
 - (b) Function Transfer.

4. The Hedonic Method
5. Survey Methods
6. Meta-analysis
7. Case Studies/Practical Examples

MGT 646 Sustainable Supply Chains

Course Description

This course analyzes problems and solutions associated with building sustainable supply chains. Students will study how to design a supply chain so as to minimize the cost of monitoring suppliers for compliance with sustainability initiatives. The course will develop optimal formal/informal incentive contracts for promoting investment by suppliers in sustainable capital and equipment, including product testing equipment. Supply chain problems such as the hold-up problem, delegation vs. control of suppliers sustainability practices, and supplier auditing are considered in the context of developing sustainable supply chains. Advantages and disadvantages of large suppliers versus local sourcing are considered. Sustainability issues associated with suppliers in developing countries are also considered, including private versus state owned suppliers and the degree of enforcement of local regulations. Differences in the value to external stakeholders and brand reputation between domestic and foreign suppliers are analyzed.

Course Information

- Projected Instructor: Dr. Sammi Tang
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: TBA

Course Outline

1. Course Introduction. What is sustainability?
2. Optimal supply chain monitoring.
3. Delegation versus direct control of sustainability practices in downstream suppliers.
4. Sustainability initiatives in developing countries.
5. External value of a sustainable supply chain.
6. Supplier management.

7. Design for environment.
8. Green sourcing.
9. Sustainable transportation.
10. Closed loop supply chains.

ECO 615 Managing Regulation Compliance

Course Description

Sustainability initiatives must be integrated with a complex set of government regulations. Regulation systems such as standards, tradeable permits, and taxes are analyzed from the firm's point of view. Regulation systems are also studied when compliance costs are uncertain or changing over time. Many modern regulation systems allow firms to earn credits by over-complying, which can be sold or banked for future use. The course will study compliance/credit management, including over the business cycle and when regulation changes over time. The value of compliance/over-compliance to the firm's brand and to society/external stakeholders is integrated into the optimal compliance decision.

Course Information

- Projected Instructor: Dr. David L. Kelly
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: Kolstad, C. K., *Environmental Economics*, Oxford University Press, 2011.
- Stem (CIP) code: 45.0603 Econometrics and quantitative economics.

Course Outline

1. Standards and mandates.
 - (a) Standards: regulation rules.
 - (b) Lack of flexibility and compliance costs.
2. Standards with banking.
 - (a) Credit banking: regulation rules.
 - (b) Conditions for optimal credit banking.
 - (c) Optimal banking when regulation changes over time.
 - (d) Credibility of the regulator.

- (e) Banking over the business cycle.
3. Tradeable permits/credits.
- (a) Tradeable credits: regulation rules.
 - (b) The market price of credits.
 - (c) Conditions for optimal buying/selling of credits.
 - (d) Credit trading over the business cycle.
 - (e) Credit allocation schemes: auctions and grandfathering.
 - (f) Price floors and caps.
4. Taxes.
- (a) Tax regulation: rules.
 - (b) Why firms prefer tax regulation.
5. Value of regulation compliance to external stakeholders.
- (a) Using the permit price or tax rate to determine external value.
 - (b) Other methods of determining external value.
6. Examples/Cases.
- (a) European and California Carbon Trading Systems.
 - (b) CAFE fuel economy standards.
 - (c) Tesla: a credit-selling business model.

ECO 616 Sustainability Initiatives and Market Dynamics

Course Description

The course studies the impact of sustainability initiatives on the organization of firms in the market. The course derives conditions under which sustainability initiatives favor market entrants over incumbent firms and the reverse. The course studies the use of sustainability initiatives by firms to segment the market. The value of sustainability initiatives in oligopolistic versus competitive markets are also studied. Finally, the value of sustainability initiatives to external stakeholders and to the firm's brand is integrated with the benefits and costs of changes in the competitiveness of the market resulting from the sustainability initiatives.

Course Information

- Projected Instructor: Kyungmin (Teddy) Kim.
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: Cabral, Luis. *Introduction to Industrial Organization (2nd Edition)*, The MIT Press, 2017. Readings will be also assigned.
- Stem (CIP) code: 45.0603 Econometrics and quantitative economics.

Course Outline

1. Game theory basics.
 - (a) Nash equilibrium.
 - (b) Sub-game perfect equilibrium.
2. Sustainability and firm entry/exit.
 - (a) Entry with a sustainable product and incumbent reaction.
 - (b) Fixed costs of sustainability and entry deterrence.
 - (c) First mover advantage.

- (d) Credible and non-credible threats.
3. Effectiveness of sustainability and market organization.
- (a) Sustainability initiatives in markets with perfect competition.
 - (b) Sustainability initiatives in markets with monopolistic competition.
 - (c) Market segmentation through sustainability and the effect on competition.
 - (d) Price discrimination and sustainable products.
4. Mergers and acquisitions.
- (a) Mergers and regulation compliance.
 - (b) Mergers, scale economies, and resource use.
5. External value of sustainability initiatives when market dynamics are affected.
- (a) Benefit to society of sustainability.
 - (b) Benefit to society of competition.
6. Examples/Cases:
- (a) DuPont nylon production: methane scrubbers and entry deterrence.
 - (b) Whole Foods.
 - (c) Chrysler-Fiat merger.

ECO 617 Enterprise Risk Management

Course Description

Tools for the measurement and mitigation of risk are developed. Measurement tools include value at risk measures, expert opinion, and the use of market prices. Mitigation tools include catastrophe bonds, derivatives such as weather derivatives, and adaptations (building resilience). Risks that are relevant to sustainability, such as fat tailed risk and environmental catastrophes, are emphasized. The value of environmental risk reduction to the firm and society are derived.

Course Information

- Projected Instructor: Dr. David L. Kelly
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: TBA
- Stem (CIP) code: 45.0603 Econometrics and quantitative economics.

Course Outline

1. Tools for the measurement of risk.
 - (a) Expert opinion.
 - (b) Securities Prices.
 - (c) Prediction Markets.
 - (d) Value at risk (VaR).
2. Risk mitigation tools.
 - (a) Insurance.
 - (b) catastrophe bonds.
 - (c) Derivatives.

- (d) Adaptations.
- 3. Optimal risk mitigation.
- 4. Monte-Carlo Simulation.
 - (a) Long and short run risks.
 - (b) Fat-tailed risk.
- 5. Value to external stakeholders of risk reduction.
- 6. Examples/Cases.
 - (a) Risk Management at a Swiss power company.
 - (b) Chevron Environmental Risk Management.

FIN 672 Sustainable Finance

Course Description

This course couples established and emerging corporate theory to study sustainability challenges. After establishing the benchmarks in understanding core corporate principles, the course will move on to understanding responsible investing from a shareholder perspective and how it affects firm performance. The course will also explore the meaning and importance of sustainable business practices that respect and adhere to ethical social responsibility standards through several case studies and simple econometric analysis.

Course Information

- Projected Instructor: Dr. Vidhi Chhaochharia
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook: case based.

Course Outline

1. Introduction
 - (a) Course overview.
 - (b) Objective of the firm.
 - (c) The valuation principle.
2. Time value of money.
 - (a) Compound interest and present value.
 - (b) Valuation of annuities and perpetuities.
 - (c) The effective annual rate.
 - (d) Net present value - Introduction.
3. Project choice.

- (a) The net present value (NPV) rule.
 - (b) Internal rate of return (IRR).
 - (c) Other rules: payback period and profitability index.
4. Fundamentals of capital budgeting.
- (a) Determining the right cash flows to discount.
 - (b) Applying the NPV rule.
 - (c) Link between firm value maximization and NPV rule for capital budgeting.
5. Introduction to risk and return.
- (a) Defining and measuring risk.
 - (b) Risk and cost of capital.
6. Cost of equity: capital asset pricing model.
7. Cost of capital
- (a) Weighted average cost of capital.
 - (b) Unlevered cost of capital.
 - (c) Project's cost of capital.
8. Responsible investing.
- (a) Concepts, measurement, and topics in sustainable finance.
 - (b) Shareholder engagement.
 - (c) Responsible lending.
9. Corporate social responsibility.
- (a) Shareholders versus stakeholders.
 - (b) ESG measurement.
 - (c) What drives CSR?
 - (d) The effects of CSR on firm performance.
 - (e) Academic research.

10. Sustainable business in market competition.

- (a) Sustainable business practice as a tool for competitive advantage in product market competition.
- (b) Internationalization of sustainable finance and business practice.

FIN 654 Impact Investing

Course Description

This course provides an introduction to the emerging field of impact investing, where traditional investment objectives are modified to include social and environmental considerations. The first part of the course exposes students to portfolio theory, asset pricing, and the analytical tools of portfolio management. Subsequently, using these traditional tools of financial investments, students learn to identify and evaluate the impact of social factors on portfolio decisions, financial risk, asset prices, and performance evaluation. Students also learn about the psychology of impact investing that influences the tradeoffs between financial and social returns.

Course Information

- Projected Instructor: Dr. Alok Kumar
- Credits: 2.
- Course meetings: 2 hour lectures, twice per week, 6 weeks.
- Final exam: during the 7th week.
- Textbook:
 1. Zvi Bodie, Alex Kane, and Alan Marcus (BKM), *Investments*, 10th Edition, McGraw Hill.
 2. Muhammad Yunus, *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*.
 3. HBS Cases:
 - (a) Sustainable Development and Socially Responsible Investing; ABB in 2000.
 - (b) The Promise of Impact Investing.
 - (c) Impact Investing: The Promise of Real Assets.
 - (d) Acumen Fund: Measurement in Impact Investing.
 - (e) Doing Right, Investing Right: Socially Responsible Investing and Shareholder Activism in the Financial Sector.

Course Outline

1. Basic investment concepts and portfolio theory.
 - (a) Introduction to financial markets and investments.
 - (b) Modeling uncertainty and basic statistics.
 - (c) Fat-tailed distributions.
 - (d) Traditional portfolio theory.
 - (e) Portfolio choice with non-wealth utility.
2. Asset Pricing and Performance Evaluation.
 - (a) Asset pricing: CAPM and APT.
 - (b) Multi-factor asset pricing models.
 - (c) Performance evaluation and market timing.
3. Market efficiency and behavioral finance.
 - (a) Valuing stocks and bonds.
 - (b) Efficient markets hypothesis.
 - (c) Psychology and finance.
4. Fundamentals of impact investing.
 - (a) Trends in impact investing.
 - (b) Charity, philanthropy, and psychology of altruism.
 - (c) Preference for impact investing.
 - (d) Activist shareholders.
 - (e) Socially responsible households.
 - (f) Political ideology and SRI preferences.
5. Socially responsible financial investments.
 - (a) Impact investing and portfolio distortions.
 - (b) Quantifying social returns.

(c) Measuring the impact of impact investing.

(d) Tax implications of impact investing.

6. Impact investing and asset prices.

(a) Impact investing and firm risk.

(b) Impact investing and security valuation.

(c) Impact investing and social value.

(d) Impact investing and mispricing.

(e) Impact investing and arbitrage limits.

References

Coppola, L., 2017, "Flash Report: 85% of S&P 500 Index Companies Publish Sustainability Reports in 2017," Discussion paper, Governance and Accounting Institute.

Muro, M., J. Rothwell, and D. Saha, 2011, "Sizing the Clean Economy: A National and Regional Green Jobs Assessment," Discussion paper, Brookings Institute Metropolitan Policy Program.

US SIF Foundation, 2016, "2016 Report on US Sustainable, Responsible and Impact Investing Trends," Discussion paper, US SIF Foundation Report.

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Research Interests

Environmental economics:

- Optimal climate change policy under uncertainty and learning.
- Design of environmental regulation under uncertainty.
- Economic growth and the environment.
- The effect of government policies on the environment.
- Adaptation to climate change.

Macroeconomics and finance: the effects of learning and uncertainty.

Teaching Interests

Environmental economics, managerial economics, macroeconomics, monetary economics.

Experience

May 2012–Present	Professor, Department of Economics, University of Miami.
May 2003–May 2012	Associate Professor, Department of Economics, University of Miami.
August 2005–August 2008	Chair, Department of Economics, University of Miami.
August 1998–December 2002	Assistant Professor, Department of Economics, University of Miami.
July 1996–July 1998	Visiting Assistant Professor, Department of Economics, University of California at Santa Barbara.
May 1995–July 1998	Postdoctoral Researcher, Department of Economics, University of California at Santa Barbara.
July 1996–July 1997	Visiting Assistant Professor, Department of Environmental Science and Management, University of California at Santa Barbara.
August 1994–May 1995	Visiting Assistant Professor of Economics, Graduate School of Industrial Administration, Carnegie Mellon University.

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Degrees

Ph.D., Economics.

Graduate School of Industrial Administration, Carnegie Mellon University, 1995.

M.S., Economics.

Graduate School of Industrial Administration, Carnegie Mellon University, 1991.

B.S., Honors in Mathematical Economics.

Wake Forest University, 1989.

Research

Publications

Fitzpatrick, Luke, and David L. Kelly, "Probabilistic Stabilization Targets," *Journal of the Association of Environmental and Resource Economists*, 4(3):611-657 (June 2017).

Boleslavsky, Raphael, David L. Kelly and Curtis R. Taylor, "Selloffs, Bailouts, and Feedback: Can Asset Markets Inform Policy," *Journal of Economic Theory*, 169:294-343 (May 2017).

Heutel, G. and David L. Kelly, "Incidence and Environmental Effects of Distortionary Subsidies", *Journal of the Association of Environmental and Resource Economists*, 3(2):361-415 (June 2016).

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- Kelly, David L. and Stephen F. LeRoy, "Liquidity and Liquidation," *Economic Theory*, 31(3):553-572 (2007).
- Kelly, David L., "Price and Quantity Regulation in General Equilibrium," *Journal of Economic Theory*, 125(1):36-60 (2005).
- Kelly, David L., Charles D. Kolstad, and Glenn T. Mitchell, "Adjustment Costs from Environmental Change," *Journal of Environmental Economics and Management*, 50(3):468-95 (2005).
- Kelly, David L. and Stephen F. LeRoy, "Liquidity and Fire Sales," in Jon Faust, Athanasios Orphanides and David Reifschneider, eds., *Models and Monetary Policy: Research in Tradition of Dale Henderson, Richard Porter, and Peter Tinsley*, Board of Governors of the Federal Reserve System, 249-70 (2005).
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- Kelly, David L., "On Environmental Kuznets Curves Arising From Stock Externalities," *Journal of Economic Dynamics and Control*, 27(8):1367-90 (2003).
- Kelly, David L. and Charles D. Kolstad, "Solving Infinite Horizon Growth Models With an Environmental Sector," *Computational Economics*, 18:217-23 (2001).
- Kelly, David L. and Charles D. Kolstad, "Malthus and Climate: Betting on a Stable Population," *Journal of Environmental Economics and Management*, 41:135-161 (2001). Lead Article.
- Kelly, David L. and Jamsheed Shorish, "Stability of Functional Rational Expectations Equilibria," *Journal of Economic Theory*, 95(2):215-250 (2000).
- Kelly, David L. and Charles D. Kolstad, "Bayesian Learning, Pollution, and Growth," *Journal of Economic Dynamics and Control*, 23(4):491-518 (1999). Lead Article.
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- Goenka, Aditya, David L. Kelly, and Stephen E. Spear, "Endogenous Strategic Business Cycles," *Journal of Economic Theory*, 81(1):97-125 (1998).
- Kelly, David L. and Charles D. Kolstad, "The Role of Population Growth in Controlling Greenhouse Gas Emissions," in *Energy and Economic Growth: Is Sustainable Growth Possible?*, proceedings of the 20th Annual International Conference, Volume 1, pp. 52-65 (1997).
- Kelly, David L. and Charles D. Kolstad, "The Climate Change Footprint: Will We See it Before it is Upon Us?," in Nakicenovic, N., W.D. Nordhaus, R. Richels, F.L. Toth, eds., *Climate Change: Integrating Science, Economics and Policy*, WP-96-135, International Institute for Applied Systems Analysis (IIASA), Laxenburg, Austria (1996).

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Book Reviews

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Kelly, David L., "Capitalism, Socialism, and the Environment," *Nature and Culture*, 8(2):226-236 (Summer 2013).

Kelly, David L., "Review: Plowshares and Pork Barrels: The Political Economy of Agriculture," *Bulletin of Marine Science*, 79(2):425-7 (September 2006).

Other Publications

McCullough, Michael and David L. Kelly, "Reproducibility: A Trading Scheme to Reduce False Results," *Nature*, 508:319 (April 17, 2014).

Working Papers

Conte, Marc N. and David L. Kelly, 2018, "An Imperfect Storm: Fat-Tailed Hurricane Damages, Insurance, and Climate Policy," *Journal of Environmental Economics and Management*, forthcoming.

Boleslavsky, Raphael, Christopher Hennessy, and David L. Kelly, 2018, "Markets versus Mechanisms," University of Miami Working paper number 2017-11.

David L. Kelly, "Subsidies to Industry and the Environment," National Bureau of Economic Research working paper 14999, May 2009.

David L. Kelly, "Unit Roots in the Climate: Is the Recent Warming Due to Persistent Shocks?," University of Miami Working paper (2000).

Natalia G. Andronova, David L. Kelly, Charles D. Kolstad, and Michael Schlesinger, "Learning About Climate Sensitivity From the Instrumental Temperature Record," University of Miami Working paper (1998).

Funded Research

2011 University of Miami Provost's Research Award: "Dynamic Regulation Without Payments: Timing is Everything."

2010 US Department of Education Center for Competitiveness of US Services for Prosperity and Sustainability: (CIBER) "International Environmental Sustainability and Security Services." "Incidence of Bailouts and Subsidies" and "The Impact of Reduced Trade Barriers on the Environment."

2006 University of Miami School of Business Grant "Hurricane Event Markets." Co-Pi's: David L. Kelly, David Letson, and David Nolan.

2005 Center for Ecosystems Science and Policy Faculty Seed Grant "Hurricane Event Markets." Co-Pi's: David L. Kelly, David Letson, and David Nolan.

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- 2002 James W. McLamore Summer Award "Adjustment Costs, Incomplete Information, and Learning."
- 2001 James W. McLamore Summer Award "Dynamic Differences in Price and Quantity Regulation."
- 1999 James W. McLamore Summer Award "Stochastic Volatility and Asset Prices."
- 1996-7 DOE research grant Uncertainty and learning about damages from climate change (with Charles Kolstad).
- 1996-7 USDA research grant Climate change impacts on US agriculture (with Charles Kolstad and David Schimmelpfennig).

Awards

Excellence in Research Award, University of Miami School of Business, August 19, 2000.

William Larimer Mellon Fellowship, 1989-1992.

Refereed Conferences and Invited Seminars

- 2017 Invited Seminar, UC-Santa Barbara: "Markets versus Mechanisms."
- 2017 23rd Annual Conference, EAERE, "An Imperfect Storm: FEMA, Private Hurricane Insurers, and Climate Change."
- 2017 Association for Environmental and Resource Economists (AERE) Summer Conference: "Distortionary Taxation and Climate Policy in a Regional Model of Climate and the Economy"
- 2016 Invited Seminar, Maastricht University: "An Imperfect Storm: FEMA, Private Hurricane Insurers, and Climate Change"
- 2016 Association for Environmental and Resource Economists (AERE) Summer Conference: "Optimal Experimentation with Geo-engineering"
- 2015 Conference on the Research Frontiers in the Economics of Climate Change, Stanford University: "Learning and Uncertainty in Climate Change Economics: What Have we Learned and What is Uncertain?" October 9, 2015.
- 2015 Association for Environmental and Resource Economists (AERE) Summer Conference: "Learning, Fat-Tailed Uncertainty and Irreversible Green Capital Investment."
- 2015 Association for Environmental and Resource Economists (AERE) Summer Conference: "An Imperfect Storm: FEMA, Insurance, and Climate Change."
- 2015 Invited Seminar: Georgia State University, "An Imperfect Storm: How FEMA, Private Hurricane Insurers, and Climate Change Can Create Inefficient Coastal Housing Markets and Impose a Burden on Inland Taxpayers," February 24, 2015.
- 2015 Annual Meeting of the American Economics Association: "An Imperfect Storm: How FEMA, Private Hurricane Insurers, and Climate Change Can Create Inefficient Coastal Housing Markets and Impose a Burden on Inland Taxpayers," January 3, 2015.
- 2014 Invited Seminar: University of California at Davis, "The Welfare Cost of Stabilization Targets," April 18, 2014.

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- 2014 Invited Seminar: University of California at Berkeley, "The Welfare Cost of Stabilization Targets," April 16, 2014.
- 2013 Invited Seminar: Fordham University, "The Welfare Cost of Stabilization Targets," November 5, 2013.
- 2013 Fourteenth Occasional Workshop on Environmental and Resource Economics "Optimal Probabilistic Stabilization Targets," September 13, 2013.
- 2013 Invited Seminar, University of Arizona: "Dynamic Regulation Design Without Payments: Timing is Everything," February 27, 2013.
- 2012 Association for Environmental and Resource Economists (AERE) Summer Conference: "Learning, Growth, and the Climate: Does the Fat Tail Wag the Dog?," June 4, 2012.
- 2012 Invited Seminar, University of Stavanger: "Learning, Growth, and the Climate: Does the Fat Tail Wag the Dog?," May 16, 2012.
- 2012 Invited Seminar, Notre Dame: "Learning, Growth, and the Climate: Does the Fat Tail Wag the Dog?," April 27, 2012.
- 2012 Thirteenth Occasional Workshop on Environmental and Resource Economics "Learning, Growth, and the Climate: Does the Fat Tail Wag the Dog?," February 24, 2012.
- 2011 Association for Environmental and Resource Economists (AERE) Summer Conference: "Dynamic Regulation Design Without Payments: Timing is Everything," June 9, 2011.
- 2009 Conference on Uncertainty and Learning in the Management of Environmental and Resource Economics, University of California at Santa Barbara, "Evolution of Subjective Hurricane Risk Perceptions: A Bayesian Approach," December 3, 2009.
- 2009 Eleventh Occasional Workshop on Environmental and Resource Economics, University of California at Santa Barbara, "Evolution of Subjective Hurricane Risk Perceptions: A Bayesian Approach," October 10, 2009.
- 2009 Latin American Meetings of the Econometric Society, "Optimal Second Best Taxation of Addictive Goods in Dynamic General Equilibrium," October 2, 2009.
- 2008 Invited Seminar, University of Pennsylvania (Wharton Center for Risk Management): "Evolution of Subjective Hurricane Risk Perceptions: A Bayesian Approach," January 31, 2008.
- 2007 Invited seminar, Concordia University: "Subsidies to Industry and the Environment," October 19, 2007.
- 2007 Invited seminar, Ryerson University: "Subsidies to Industry and the Environment," October 18, 2007.
- 2007 National Bureau of Economic Research Summer Institute, "Subsidies to Industry and the Environment," July 23, 2007.
- 2006 Ninth Occasional California Workshop on Environmental and Natural Resource Economics: "Subsidies to Industry and the Environment," November 3, 2006.
- 2006 Invited Seminar, University of Florida (Tropical Research and Education Center): "Subsidies to Industry and the Environment," October 19, 2006.
- 2006 Invited Seminar, Carnegie Mellon University: "Subsidies to Industry and the Environment," October 6, 2006.

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- 2006 National Bureau of Economic Research Summer Institute Research Sketches: "Free Trade and the Environment With Pre-Existing Subsidies," July 27, 2006.
- 2006 Invited seminar, University of Calgary: "Free Trade and the Environment With Pre-Existing Subsidies," February 17, 2006.
- 2005 Eighth Occasional California Workshop on Environmental and Natural Resource Economics, "Free Trade and the Environment With Pre-Existing Subsidies," October 29, 2005.
- 2004 Invited seminar, McGill University: "Voluntary Over-Compliance With Firms as Quasi-Governmental Institutions," March 26, 2004.
- 2004 Invited seminar, University of Montreal HEC: "Economic Growth and the Environment: Theory and Facts," March 25, 2004.
- 2003 Invited seminar, University of Central Florida: "Economic Growth and the Environment: Theory and Facts," 2003.
- 2001 Sixth Occasional California Workshop on Environmental and Natural Resource Economics: "Price and Quantity Regulation in Dynamic General Equilibrium," October 26, 2001.
- 2001 National Bureau of Economic Research Summer Institute: "Price and Quantity Regulation in Dynamic General Equilibrium," July 31, 2001.
- 1999 Invited seminar, University of Texas: "On Kuznets Curves Arising From Stock Externalities," March 12, 1999.
- 1998 Invited seminar, Florida International University: "On Kuznets Curves Arising From Stock Externalities," October 2, 1998.
- 1998 International Energy Workshop: "On Climate Change and Economic Growth," Stanford University, June 16, 1998.
- 1998 Invited seminar, University of Aarhus: "An Economic Model of Conditional Heteroskedasticity," June, 1998.
- 1998 Energy Modeling Forum Conference: "Integrated Assessment With Endogenous Technical Change and Sustained Growth," June 1998.
- 1998 Invited seminar, University of Miami: "On Kuznets Curves Arising From Stock Externalities," February 1998.
- 1998 Invited seminar, University of Tennessee: "On Kuznets Curves Arising From Stock Externalities," February 1998.
- 1998 Invited seminar, North Carolina State University: "On Kuznets Curves Arising From Stock Externalities," February 1998.
- 1998 Econometric Society meetings: "An Economic Model of Conditional Heteroskedasticity," January 4, 1998.
- 1997 Invited seminar, University of Wyoming: "Bayesian Learning, Growth, and Pollution," spring 1997.
- 1997 Invited seminar, Electric Power Research Institute: "Bayesian Learning, Growth, and Pollution," spring 1997.

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- 1997 Invited seminar, University of California at Santa Barbara: "On Kuznets Curves Arising From Stock Externalities," Fall 1997.
- 1996 Workshop on Environmental and Natural Resource Economics, University of California at Santa Barbara: "Malthus and Climate: Betting on a Stable Population," May 16, 1996.
- 1996 Invited seminar, University of California at Santa Barbara: "Bayesian Learning, Growth, and Pollution," Fall 1996.
- 1995 Invited seminar, Federal Reserve Bank of St. Louis: "Learning to be Rational Using Neural Networks," spring 1995.
- 1995 Invited seminar, Lehman Brothers: "Valuing and Hedging American Put Options Using Neural Networks," spring 1995.
- 1994 Neural Networks in the Capital Markets Conference, Caltech University, "Valuing and Hedging American Put Options Using Neural Networks," November 17, 1994.
- 1994 Invited seminar, Queens University: "Learning to be Rational Using Neural Networks," spring 1994.
- 1994 Invited seminar, Board of Governors of the Federal Reserve: "Learning to be Rational Using Neural Networks," Fall 1994.
- 1994 Invited seminar, George Mason University: "Learning to be Rational Using Neural Networks," spring 1994.
- 1993 Richard Cyert Honorary Conference, Carnegie Mellon University, "Stability of Functional Rational Expectations Equilibria" Sept. 11, 1993.
- 1993 Invited seminar, Carnegie Mellon University: "Learning to be Rational Using Neural Networks," Fall 1993.

Professional Activities

Discussant

- Discussant, 16th Occasional Workshop in Environmental and Resource Economics, UC-Santa Barbara, 2017.
- Discussant, 23rd Annual EAERE Conference, 2017.
- Panel Discussant, "Stochasticity, Uncertainty, Information, and Learning," Conference on the Research Frontiers in the Economics of Climate Change, Stanford University, October 9, 2015.
- Discussant, "Competitive Intergenerational Altruism," Fourteenth Occasional Workshop on Environmental and Resource Economics, September 12, 2013.
- Discussant, "Carbon Prices for the Next Thousand Years," National Bureau of Economic Research Summer Institute, July 24, 2012.
- Discussant, "Bayesian Econometrics: Past, Present, and Future," Conference on Uncertainty and Learning in the Management of Environmental and Resource Economics, University of California at Santa Barbara, December 3, 2009.

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Panel Discussant, *Models and Monetary Policy: Research in the Tradition of Dale Henderson, Richard Porter, and Peter Tinsley*, Board of Governors of the Federal Reserve, March 28, 2004.

Discussant, National Bureau of Economic Research Summer Institute; August 3, 1998.

Editorial Activities

Program committee, Association for Environmental and Resource Economics Summer Conference, May 31-June 2, 2017.

Program committee, Association for Environmental and Resource Economics Summer Conference, June 9-11, 2016.

Program committee, Association for Environmental and Resource Economics Summer Conference, June 3-5, 2015.

Program committee, Association for Environmental and Resource Economics Summer Conference, June 6-8, 2013.

Program committee, Association for Environmental and Resource Economics Summer Conference, June 3-5, 2012.

Program committee, Association for Environmental and Resource Economics Summer Conference, June 9-10, 2011.

Referee for *American Economic Journal: Economic Policy*, *American Economic Journal: Macroeconomics*, *American Economic Review*, *Agricultural Economics*, *BE Journals in Economic Analysis and Policy*, *BE Journals in Macroeconomics*, *BE Journals in Theoretical Economics*, *Canadian Journal of Agricultural Economics*, *Climate Change Economics*, *Climate Change Letters*, *Climate Policy*, *Climatic Change*, *Contemporary Economic Policy*, *Ecological Economics*, *Economics Bulletin*, *Economic Journal*, *Economic Theory*, *Economics Letters*, *Energy Journal*, *Energy Policy*, *Environmental and Ecological Statistics*, *Environmental Research and Public Health*, *Environmental and Resource Economics*, *European Economic Review*, *Geophysical Research Letters*, *Global Environmental Change*, *Human and Ecological Risk Assessment*, *International Economic Review*, *Journal of Agricultural and Resource Economics*, *Journal of the Association of Environmental and Resource Economists*, *Journal of Economic Behavior and Organization*, *Journal of Economic Dynamics and Control*, *Journal of Economic Theory*, *Journal of Environmental Economics and Management*, *Journal of Environmental Management*, *Journal of the European Economics Association*, *Journal of Policy Reform*, *Journal of Population Economics*, *Journal of Public Economics*, *Journal of the Royal Society Interface*, *Macroeconomic Dynamics*, *Natural Hazards Review*, *Nature Climate Change*, *Optimal Control Applications and Methods*, *Resource and Energy Economics*, *Review of Economic Dynamics*, *Review of Economic Studies*, *Southern Economic Journal*, *Weather, Economics, and Society*, and grants for the National Oceanic and Atmospheric Administration and the National Science Foundation.

DAVID L. KELLY

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Dissertation Supervision

Dissertations Supervised:

- Kendall Jackson (current student).
- Christopher Paik (current student).
- Luke Fitzpatrick (2016).
- Zhuo Tan (2013).
- Sherry Bartz (2007).
- Augustine Nelson (2005).

Dissertation committees: Aijun Besio, Jiangze Bian, Lygia Lobo, Ana Maria Vallina, Yue Xue, Ayeisha Brinson, Zhigang Feng, Liang Zhao.

Teaching

Teaching Experience

Managerial Economics (Eco 685) Department of Economics, University of Miami, spring 2005, fall 2012, fall 2013, fall 2014, fall 2015, fall 2016, fall 2017. MBA level course.

Environmental Economics (Eco 345) Department of Economics, University of Miami, fall 2009, fall 2010, fall 2011. Undergraduate elective course.

Graduate Macroeconomic Theory (Eco 521, 621, 603) Department of Economics, University of Miami, fall 1998, spring 1999, fall 1999, fall 2000, spring 2001, fall 2001, fall 2002, spring 2003, fall 2004, spring 2005, fall 2005, fall 2006, spring 2007, fall 2009, spring 2009, spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, spring 2014, fall 2015, fall 2016, fall 2017. Ph. D. level courses.

Monetary Economics (Eco 403) at Department of Economics, University of Miami, fall 1999, fall 2000, fall 2001, fall 2002, fall 2004, fall 2007, spring 2008, spring 2010, spring 2011, spring 2012 and Carnegie Mellon University spring 1995. Undergraduate elective course.

Principles of Macroeconomics (Eco 212) at University of Miami, spring 1999, spring 2000, spring 2001, and spring 2002, spring 2003, spring 2006, summer 2010, summer 2011, summer 2012. Undergraduate course.

Managerial Economics (Eco 691) Department of Economics, University of Miami, spring 2004. MBA level course.

Macroeconomics (Econ 204B) at Department of Economics, University of California Santa Barbara, spring 1997, 1998. Ph. D. level course.

Environmental Cost-Benefit Analysis (ESM 245) at Department of Environmental Science and Management, University of California Santa Barbara, Winter 1996. Masters level elective course.

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Environmental Management and Regulation (ESM 204) at Department of Environmental Science and Management, University of California Santa Barbara, fall 1996. Masters level required course in Environmental Economics.

Graduate Seminar in Environmental Economics (Econ 594ER) at Department of Economics, University of California Santa Barbara, 1996. Seminar Ph. D. level course.

Public Finance at Graduate School of Industrial Administration, Carnegie Mellon University, spring 1995. Undergraduate elective course.

Advanced Economic Analysis IV at Graduate School of Industrial Administration, Carnegie Mellon University, spring 1994. Course in computational macroeconomics. Ph.D. level course taught with other GSIA faculty.

Macroeconomics at Graduate School of Industrial Administration, Carnegie Mellon University, fall 1994, Summer term 1993, Summer term 1992, Summer term 1991. Course in macroeconomics with emphasis on international issues for advanced undergraduates.

Service

Service

Chair, Department of Economics, University of Miami, 2006-8.

Director of Graduate Studies, Department of Economics, University of Miami, 1999-2006, 2008-present.

Member of Graduate Faculty, University of Miami, 1998-present.

Comprehensive Standard 3.2.8 Qualified Administrative/Academic Officers

Name of Institution: University of Miami, School of Business

Name of Academic Program: Master of Science in Sustainable Business

Required Courses

NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGRES & COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS	SUSTAINABILITY AREA
Chhaochharia, Vidhi (F)	Spring Term: FIN 672 Sustainable Finance, 2(G)	PhD (Economics-Business), Cornell University, 2005	Research expertise in corporate governance.	Governance
Dasborough, Marie (F)	Fall Term: MGT 667 Leadership for Sustainable Organizations, 2 (G)	PhD (Management), University of Queensland (AUSTRALIA), 2005	Research expertise in leadership, human resources, and workplace issues.	Social
Kelly, David (F) <i>Program Coordinator</i>	Spring Term: ECO 615 Managing Regulation Compliance, 2 (G) Spring Term: ECO 617 Enterprise Risk Management, 2(G)	PhD (Economics), Carnegie Mellon University, 1998	Research expertise in climate change policy, design of environmental regulation, economic growth and the environment, adaptation to climate change, and the economics of natural disasters.	Environment
Nanda, D.J. (F)	Fall Term: ACC 666 Accounting for Sustainability, 2 (G)	PhD (Business Administration), University of Rochester, 1997 MS (Management Science), University of Rochester, 1993 BSc (Mathematics), University of Bombay (INDIA) 1986	Research expertise in corporate governance.	Governance
Parmeter, Christopher (F)	Fall Term: ECO 614 Valuing Public Goods, 2 (G)	PhD (Economics), SUNY--Binghamton, 2006	Research expertise in non-market valuation, benefit transfer, and econometrics.	Environment
Petruzzello, Esteban (F)	Fall Term: ECO 613 Microeconomics of Sustainability, 2 (G)	PhD (Economics), Northwestern University, 2015	Research expertise in health economics, externalities, and consumer behavior.	Environment
Tang, Sammi Yu (F)	Fall Term: MGT 646 Sustainable Supply Chains, 2 (G)	PhD (Business Administration), Washington University, 2008	Research expertise in supply chain risk management.	Environment
Townsend, Claudia (F)	Fall Term: MKT 653 Sustainable Marketing of Goods and Services, 2 (G)	PhD (Management), UCLA, 2010	Research expertise in consumer behavior, product attributes.	Environment/Social
Mark Shapiro (F)	Spring Term: BSL 690 Legal and Ethical Implications of Business Decision Making, 2(G)	JD, University of Pennsylvania Law School, 1991	Expertise in insurance, business ethics.	Governance
Daniel Hicks (F)	Fall or Spring Term: BUS 628 Capstone Project	Columbia Journalism School.	Founder Florida Sustainability Project, extensive experience in sustainability consulting.	All

NOTE: three sustainability areas are environment, social, and governance (ESG)



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: John Quelch, Dean, Miami Business School

Subject: Support for the Master of Science in Sustainable Business

Date: September 28, 2018

This memo is to document my support for the proposed Master of Science in Sustainable Business.

The Miami Business School is uniquely positioned to lead the market in sustainable business education. Our faculty has expertise in the three pillars of corporate sustainability: environmental (economics), social (business law, economics, management, and marketing), and governance (business law, finance, accounting). Our position is enhanced by our unique location in South Florida, the epicenter of many environmental issues.

As we look towards the University of Miami's centennial in 2025, this degree creation further advances the University's *Relevant* aspiration to translate science and scholarship into solutions for a better tomorrow.

Thank you.

A handwritten signature in blue ink, appearing to read 'John Quelch', with a horizontal line extending from the end of the signature.

UNIVERSITY OF MIAMI
ROSENSTIEL
SCHOOL of MARINE &
ATMOSPHERIC SCIENCE



Office of the Dean
Science and Administrative Building 107
4600 Rickenbacker Causeway
Miami, FL 33149-1031
Phone: 1 305 421-4000
Fax: 1 305 421-4711
Web Site: <http://www.rsmas.miami.edu>

October 8, 2018

Guillermo J. Prado, Ph.D.
Dean, Graduate School
University of Miami

Support for new Master's Degree in Sustainable Business

Dear Dean Prado:

I am writing to express my strong support for the School of Business's new Master's Degree in Sustainable Business.

This School of Business' new initiative uniquely addresses a critical global issue, and coordination between UM Schools is essential to future research efforts. The Rosenstiel School of Marine & Atmospheric Science will accommodate business students in the elective courses as listed in the proposal.

We anticipate that the program will attract high quality students, and complement our existing course participation while enhancing the School of Business offerings.

Please feel free to contact me if you have any questions.

Warm regards,

Roni Avissar, Dean
Rosenstiel School of Marine & Atmospheric Science
University of Miami

UNIVERSITY OF MIAMI
COLLEGE of ENGINEERING




Jean-Pierre Bardet, Ph.D.
Dean and Professor

1251 Memorial Drive
MEB Room 255
Coral Gables, FL 33146

Ph: 305-284-6035
Fax: 305-284-2885
bardet@miami.edu

MEMORANDUM

TO: Guillermo J. Prado, Ph.D.
Dean, Graduate School

FROM: Jean-Pierre Bardet, Dean 

RE: Support for the Master of Science in Sustainable Business

DATE: October 8, 2018

This memo is to document my support for the proposed Master of Science in Sustainable Business.

I concur with Dean Quelch that the Miami Business School is uniquely positioned to lead the market in sustainable business education. (business law, finance, accounting). Their global position is enhanced by their unique location in South Florida, the epicenter of many environmental issues.

As we look towards the University of Miami's centennial in 2025, this degree creation further advances the University's relevant aspiration to translate science and scholarship into solutions for a better tomorrow.


I enthusiastically support the approval of this Master of Science in Sustainable Business.

Thank you,



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: W. Brian Barrett, Speaker of the School Council 
Anita Cava, Professor, Business Law, Second Vice Chair, School Council
Shirley Dennis-Escoffier, Associate Professor, Accounting,
First Vice Chair, School Council
Howard Gitlow, Professor, Management Science
Karoline Mortensen, Associate Professor, Health Management and Policy
A. Parasuraman, James W. McLamore Chair and Professor, Marketing
Philip Robins, Professor, Economics
Sara Rushinek, Professor, Business Technology
Chester A. Schriesheim, Professor, Management

Subject: Degree Creation: Master of Science Sustainable Business

Date: September 28, 2018

The School Council, at its September 28 meeting, voted unanimously to approve the creation of the Master of Science in Sustainable Business.

Please note that the voting members of the Miami Business School (MBS), the regular faculty per the MBS bylaws, voted to delegate all decisions on curriculum issues to their elected representatives on the School Council for the fall 2018-spring 2019 academic year.

UNIVERSITY OF MIAMI

ROSENSTIEL

**SCHOOL of MARINE &
ATMOSPHERIC SCIENCE**

Department of Atmospheric Sciences
Rosenstiel School of Marine and Atmospheric Science
University of Miami
4600 Rickenbacker Causeway
Miami, FL 33149, USA

Phone: 305-421-4128 Email: eatlas@miami.edu



September 24, 2018

Dr. David Kelly
Professor
Department of Economics
University of Miami
Coral Gables, FL 33134

Dear Dr. Kelly,

The RSMAS School Council, on behalf of the RSMAS faculty, has reviewed your plan for a Master's Degree in Sustainable Business. The program incorporates a series of courses at RSMAS that are potential electives for the degree. The Council unanimously and enthusiastically supported the program and was happy to have RSMAS contribute to this university-wide, multidisciplinary program. We look forward to contributing to the success of the new degree program.

Regards,

Elliot L. Atlas

Speaker, RSMAS School Council

Cc: Sharan Majumdar, Associate Dean for Graduate Education, RSMAS

Roni Avissar, Dean, RSMAS

John Quelch, Dean, UM Business School

Patricia Abril, Vice Dean, UM Business School

Robyn Hardeman, Secretary of the Senate

Tomás Salerno, President, Faculty Senate

UNIVERSITY OF MIAMI

COLLEGE of ENGINEERING



Antonio Nanni, PhD, PE, FASCE, FACI, FIIFC
Inaugural Senior Scholar
Professor & Chair
Civil, Architectural & Environmental Engineering

1251 Memorial Drive
MEB Room 325
Coral Gables, FL 33146

Ph: 305-284-3461
Fax: 305-284-3492
nanni@miami.edu

September 6, 2018

Guillermo J. Prado, PhD
Dean, Graduate School
Via e-mail: GPrado@med.miami.edu

Cc: J.P. Bardet, CoE Dean Bardet, bardet@miami.edu
E. Andiroglu, MS-CM Director, e.andiroglu@miami.edu
D. Kelly, Economics, dkelly@bus.miami.edu

Dean Prado:

Greetings from the CAE Department.

The Department of Economics in the Business School has shared with us a proposal for a new interdisciplinary Master in Sustainable Business (MBS), which will be submitted for your consideration shortly.

The proposed new program focuses on interdisciplinary training in the application of sustainability concepts to management. It also includes courses relevant to sustainable and resilient construction methods and technological innovation concepts that are embedded in our current MS with concentration in Construction Management offered by the College of Engineering.

I believe that students enrolled in both programs, the proposed one and our existing one, will have significantly improved learning opportunities resulting from the shared course offerings.

As the CAE Department Chair, I fully support of the proposed MBS program.

Sincerely,



MEMORANDUM

DATE: October 9, 2018

TO: Patricia Abril, Vice Dean
School of Business

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: New MS in Sustainable Business

On October 9, 2018, the Business School notified my office of its intent to offer a new Master of Science (MS) degree program in Sustainable Business effective Fall 2019.

The proposed MS in Sustainable Business program will require successful completion of 32 credit hours that include 20 credit hours in required courses, 3 credit hours for a capstone project, and 9 credit hours in approved electives from RSMAS or the College of Engineering's Civil, Architectural and Environmental Engineering department.

The program will be interdisciplinary in nature. Eleven new courses will be developed for the program:

1. ACC 666 Accounting for Sustainability (2 credit hours)
2. ECO 613 Microeconomics of Sustainability (2 credit hours)
3. MGT 667 Leadership for Sustainable Organizations (2 credit hours)
4. ECO 614 Valuing Public Goods (2 credit hours)
5. MKT 653 Sustainable Marketing of Goods and Services (2 credit hours)
6. MGT 646 Sustainable Supply Chains (2 credit hours)
7. ECO 615 Managing Regulation Compliance (2 credit hours)
8. ECO 616 Sustainability and Market Dynamics (2 credit hours)
9. FIN 672 Sustainable Finance (2 credit hours)
10. FIN 645 Impact Investing (2 credit hours)
11. ECO 617 Enterprise Risk Management (2 credit hours)

The School is proposing offering this program on a quarterly rather than a semester basis. The program will not be offered via distance education.

Although new courses will be developed, the program will be supported by existing faculty. The program will be coordinated by David L. Kelly, a full-time professor in the Department of Economics in the School of Business. Dr. Kelly earned a PhD in Economics from Carnegie Mellon University in 1995. His research focuses on environmental economics including optimal climate change policy under uncertainty and learning, design of environmental regulation under uncertainty, economic growth and the environment,

the effect of government policies on the environment, and adaptation to climate change. He has published extensively on these topics in scholarly journals such as the *Journal of Environmental Economics and Management*.

The CIP code for the new program will be **30.3301 Sustainability Studies**. This CIP code qualifies this program for the Department of Homeland Security's STEM designation for the OPT visa extension program.

Based on my review the program meets the following SACSCOC criteria:

- The proposed new program meets the SACSCOC requirement of a minimum of 30 credit hours for a graduate program.
- The curriculum covers the literature in the field through its required core coursework.
- It also ensures ongoing student engagement in research and/or appropriate professional practice and training experiences through either a required capstone project/field experience.
- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The program will be offered on the University's Coral Gables and RSMAS campuses.
- The new program will be supported by current qualified faculty.
- The program will be coordinated by a qualified faculty member, David L. Kelly.
- The University is already approved by SACSCOC to award a Master of Science degree; this is a proposal for a new major within an existing degree.
- The University is currently approved to offer the following graduate programs in related areas:
 - Master of Business Administration
 - Master of Accounting
 - Master of Finance
 - Master of Professional Accounting
 - Master of Professional Science in Marine Ecosystems and Society
 - Master of Professional Science in Tropical Marine Ecosystem Management
 - Master of Professional Science in Weather, Climate and Society
 - MS in Atmospheric Sciences
 - MS in Construction Management
 - MS in Environmental Health and Safety
 - MS in Management
 - MS in Marine Ecosystems and Society
 - PhD in Atmospheric Sciences
 - PhD in Business (with concentrations in Accounting, Finance, Management, Management Science, and Marketing)
 - PhD in Economics
 - PhD in Environmental Science and Policy
 - PhD in Marine Ecosystems and Society

However, because the new program will require the development of 11 courses and the capstone project (72% of the credit hours required for the degree), it represents "a significant departure...in content" from what we are currently approved by SACSCOC to offer. Consequently, we will have to submit a prospectus to SACSCOC and get approval prior to implementation. In order to be implemented

in Fall 2019, the program must be approved by the Faculty Senate and the prospectus submitted to SACSCOC prior to January 1, 2019.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
John Quelch, Dean of the Business School
David Kelly, Chair, Department of Economics
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



1252 Memorial Drive
P.O. Box 248125
Coral Gables, FL 33124-4629
Phone: 305-284-4154
Fax: 305-284-5441
graduateschool@miami.edu

MEMORANDUM

DATE: October 23, 2018
TO: Tomas Salerno
Chair, Faculty Senate
FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School
SUBJECT: Proposal – MS in Sustainable Business

The Miami Business School submitted a proposal for a new Master of Science in Sustainable Business. The proposal was discussed at the meeting of the Graduate Council on Tuesday, October 16, 2018, and was conditionally approved pending a market and needs analysis and the addition of the criteria for GRE/GMAT waivers in the proposal.

cc: John Quelch, Dean, Miami Business School
Patricia Abril, Vice Dean, Miami Business School
David Kelly, Chair, Department of Economics, Miami Business School
Office of Assessment and Accreditation

Item B8



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Patricia

Last Name

Abril

Proponent's Title

Vice Dean, Graduate Business Education

Department, if applicable

Graduate Business Programs

School/College

Miami Business School

E-mail

pabril@miami.edu

Phone

(305) 284-6999

Title of Proposal

New Track for the Executive MBA Program in Partnership with OneMBA®

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

Not applicable.

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

GWC and Faculty Senate approval will be contingent on Graduate Council approval. We expect this item to be discussed at the November 13th Graduate Council meeting.

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why:

Not applicable.

9. Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included:

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: Patricia Sánchez Abril, Vice Dean, Graduate Business Education

Subject: New Track for the Executive MBA Program in Partnership with OneMBA[®]

Date: October 29, 2018

Proposal: Create an additional track to our Executive MBA program offered with OneMBA[®] through a consortial agreement.

Background: The Miami Business School (MBS) has been offering its Executive MBA since 1973 to cater to the wide executive MBA market. MBS has offered different tracks of the Executive MBA, such as the Executive MBA in Health Sector Management and Policy and the Global Executive MBA. We now propose to add the Executive OneMBA[®] to the program portfolio to enter the market for an executive MBA with immersive global opportunities.

MBS has been selected as the American partner for the OneMBA[®]. The OneMBA[®] is a global executive MBA delivered in partnership with five premier international business schools located in Brazil, China, Mexico, the Netherlands, and the United States.

The international business school partners of the OneMBA[®] Consortium are:

- Brazil: FGV São Paulo School of Business Administration (FGV)
- China: School of Management, Xiamen University (SMXMU)
- Mexico: EGADE Business School of Tecnológico de Monterrey (EGADE Business School)
- The Netherlands: Rotterdam School of Management, Erasmus University (RSM)

The OneMBA[®] experience allows students to explore the most current business issues and best practices from each world region. The students gain real-world credibility that is deeply transformational through immersive residencies, globally coordinated courses, international team assignments, and regional hands-on curriculum. Established in 2002, the OneMBA[®] is ranked #35 by the Financial Times (FT Executive MBA Ranking, 2017).

One of the hallmarks contributing to the program's long-running success is each school's relative independence. Each business school recruits its own cohort and grants its own degree. Each also maintains complete discretion on faculty staffing, local course content and format, and tuition rates. However, the Consortium shares several key aspects that make the program distinctive, global, and experiential in nature:

- *Globally-Coordinated Courses*: Professors teaching in the three globally-coordinated courses work with their counterparts at Consortium schools to coordinate the curriculum of three core courses taught semi-simultaneously across four continents. Students work on assignments and projects in virtual global teams equally comprised of members of each school's cohort.
- *Global Residencies*: Students from OneMBA[®] schools come together four times during the program for week-long academic residencies focusing on the socio-economic and business environment of each visited country.

Residencies include:

- China/India (hosted by Xiamen)
- Mexico/Brazil (hosted by EGADE)
- Netherlands/Poland (hosted by ERASMUS)
- U.S. (hosted by MBS)

The University of North Carolina, Kenan-Flagler Business School (UNC) was the United States partner until September 2018.

After a comprehensive search for a U.S. business school partner, MBS was selected. We are currently negotiating the Memorandum of Understanding, but in the interim submit the following proposal to expedite review.

Benefits of joining the OneMBA[®] Consortium:

- MBS will gain global prestige and exposure by joining a network of leading business schools.
- The OneMBA[®] is the top global executive MBA designed and delivered by five leading international business schools, putting MBS at the forefront of curricular innovation and at a significant strategic advantage vis-à-vis competitors.
- Currently, the Financial Times ranks OneMBA[®] #35 top global executive MBA program.
- Our students will be able to participate in experiential learning in truly global teams in seven countries across four continents.
- MBS gains a network of highly reputable partner schools for further research and educational exchanges and collaborations.

Resource Implications:

- Harihara P. Natarajan, Ph.D., will be appointed the academic director.
- The OneMBA[®] will be comprised of existing courses from the Global Executive MBA.
- The program will be self-sustaining financially.

Curriculum Description:

1. The program begins with a week-long Orientation session on campus.
2. There are four (4) local courses exclusive to the Miami Business School. These courses have a hybrid element aiming at providing the fundamental content between the on-campus residencies. They are:
 - BUS 653: Global Institutions, Infrastructure, and Environment
 - BUS 654: Corporate Financing and Investing

- BUS 658 Business Analytics
 - BUS 661: Enhancing Global Operations
3. MBS professors will work with professors from all Consortium schools to coordinate the curriculum for three (3) globally-coordinated courses. The globally-coordinated courses will have our students working in remote global teams with students from the other Consortium schools. These courses also include a hybrid element aiming at providing content between the on-campus residencies. They are:
- BUS 651: Global Strategic Marketing
 - BUS 652: Global Strategy
 - BUS 660: High Performance Leadership
4. There are four (4) week-long Global Residencies bringing together students from all Consortium schools where our students will work on projects with their global team and discuss the challenges and opportunities of global business in that region. Students will also visit local and multinational business sites. Residencies include:
- China/India (Hosted by Xiamen)
 - Mexico/Brazil (Hosted by EGADE)
 - Netherlands/Poland (Hosted by ERASMUS)
 - US (Hosted by MBS)

OneMBA®

The OneMBA® program consists of eleven modules carried out in the following:

Four (4) Miami Modules, MBS hybrid courses (including on-campus residencies and synchronous online inter-residencies). (4 credits each)

Three (3) Globally Coordinated Courses, in which MBS professors work with professors from all Consortium schools to coordinate the curriculum and students work on assignments in virtual global teams. They are: (4 credits each)

- Leading and Managing Global Organizations
- Global Marketing Management
- Strategy in a Global Arena

Four (4) week-long Global Residencies including students from all Consortium schools. Trips include: (4 credits each)

- China/India (hosted by Xiamen)
- Mexico/Brazil (hosted by EGADE)
- Netherlands/Poland (hosted by ERASMUS)
- US (hosted by MBS)

DATE	COURSE TYPE	COURSE TITLE	# OF CREDITS
Aug 2019	<i>Orientation</i>	BUS 6##: Orientation	1
Sep 2019	<i>Global Residency 1</i>	BUS 625: Global Residency	4
Oct – Nov 2019	<i>Miami Module 1</i>	BUS 653: Global Institutions, Infrastructure, and Environment	4
Dec 2019 – Feb 2020	<i>Globally-Coordinated Course 1</i>	BUS 660: High Performance Leadership	4
Mar 2020	<i>Global Residency 2</i>	BUS 636: Global Residency	4
Mar – May 2020	<i>Miami Module 2</i>	BUS 654: Corporate Financing and Investing	4
May – July 20	<i>Globally-Coordinated Course 2</i>	BUS 651 Global Strategic Marketing	4
Aug– Sep 2020	<i>Miami Module 3</i>	BUS 658 Business Analytics	4
October 2020	<i>Global Residency 3</i>	BUS 624: Global Residency	4
Sep – Dec 2020	<i>Globally-Coordinated Course 3</i>	BUS 652: Global Strategy	4
Jan – Mar 2021	<i>Miami Module 4</i>	BUS 661: Enhancing Global Operations	4
May 2021	<i>Global Residency 4</i>	BUS 6##: Global Residency	4

August, 2019

BUS 6##: Orientation (1 credit)

- Introduction to Blackboard
- Virtual Tour: Business Fundamental Modules
- Business Research Strategies
- Case Learning
- Working in Virtual Teams, team roles, and dynamics

September, 2019

Global Residency 1

BUS 625: Global Residency (4 credits)

October – November, 2019

Miami Module 1

BUS 653: Global Institutions, Infrastructure, and Environment (4 credits)

Inter Residency: 7 weeks

Residency: 3 days on campus

Accounting:

- Focus on financial accounting reports and managerial accounting topics
- Oriented to the user of financial data (rather than the preparer) and provides a basis for general business studies
- Permit students to understand accounting information, use this in making business decisions, and communicate about business performance in accounting terms

Finance:

- Fundamentals tools and concepts in finance in a managerial context
- Topics include the financial environment; the time value of money; security valuation; capital budgeting; risk and return; capital assets pricing model; and cost of capital

Residency

- Consider how a country's legal and economic institutional arrangements influence managerial strategy involving goods, services and financial flows across nations
- Address how economic problems are dealt with by institutional arrangements in different ways around the world
- Discuss the influence that these institutional arrangements have on managerial project strategy when firms operate across borders
- Focus on global legal, economic and financial institutions

December, 2019 – February, 2020

Globally-Coordinated Course 1

BUS 660: High Performance Leadership (4 credits)

Inter Residency: 7 weeks⁶

Residency: 3 days on campus

Inter Residency

- Advanced topics in organizational behavior and utilizes cases, experiential exercises, and lectures to explore topics such as ethical leadership, leadership and country culture, leadership and organizational culture, and transformational and transactional leadership.

Residency

- The objective of this module is to transform high-potential managers and participants into global, principled and multi-cultural higher level leaders
- Innovative experiential learning and leading edge content from rigorous academic enable the participants to develop a global mindset, and superior emotional intelligence

- This module also heightens students' self-awareness of their philosophical inclination and leadership viewpoint
- Participants reflect on and identify their important core values and management styles
- Strengthen and develop new leadership styles, grow self-confidence, and people skills
- Helps the participants lead teams at a higher level, manage complex systems more effectively, increase their cross-cultural management skills, influence behaviors in their teams and organizations, maintain the highest ethical standards and lead effective change within their organization.

March, 2020

Global Residency 2

BUS 636: Global Residency (4 credits)

March - May, 2020

Miami Module 2

BUS 654: Corporate Financing and Investing (4 credits)

Inter Residency: 7 weeks

Residency: 3 days on campus

Inter Residency

Finance:

- Theoretical development and computational aspects of solving the problems.
- Topics include capital budgeting; capital structure; dividend policy; valuation and stock analysis

Accounting:

- Developing an understanding of financial reporting and company valuation
- Topics include ratio analysis; earnings management; valuation and bond accounting

Residency

- This course considers financing and investing within the corporation
- Theoretical structure of the problem, the boundaries that management faces and how these decisions are made by management will be addressed
- Demonstrate the practical implementation as well as integrating these concepts into the overall management picture
- The course will guide through the theory and computational aspects applying the theory and application to situations that will enhance and cement understanding
- Finance theory is universal and therefore does not apply to any given country or system, all applications will be international, multinational, or global in context
- It will build on previous courses to understand how institutions, accounting, legal structures and more, affect these decisions

May – July, 2020

Globally-Coordinated Course 2

BUS 651 Global Strategic Marketing (4 credits)

Inter Residency: 7 weeks

Residency: 3 days on campus

Inter Residency

Marketing:

- Marketing problems experienced by top executives are examined and fundamental problem-solving concepts are developed including problems of consumer needs, product planning, promotion, distribution and pricing

- The discovery and application of marketing management skills are developed through the use of case studies

Residency

- Acquaint with the theories and practice of strategic marketing management in the Americas
- Understand markets, develop strategies to capture value, and develop marketing plans based on the nature of national as well as international markets
- The issues of strategic marketing in the context of firm level strategy will be addressed, as well as issues of value capture and delivery, customer life-time value, pricing, distribution, branding and communication in markets

August – September, 2020

Miami Module 3

BUS 658 Business Analytics (4 credits)

Inter Residency: 7 weeks

Residency: 3 days on campus

Inter Residency

Management Science/Operations

- Broadening students' understanding of issues in operations and supply chain management
- Topics include customer service, efficient management of inventory, performance management by reducing mismatch between demand and supply, and the understanding of a firm's supply chain risk strategies

Residency

This course emphasizes the utilization of quantitative and analytical models in the solution of modern business problems

- Discuss framework that helps model and analyze strategic, tactical and operational problems
- Use case studies from a variety of business areas to understand how to make better decisions
- Decision support systems discussed in this course encompass a suite of optimization and simulation methodologies that provide an objective, quantitative framework for guiding multilevel decision-making, and comparing and evaluating management strategies for modern global business problems

October, 2020

Global Residency 3

BUS 624: Global Residency (4 credits)

September – December, 2020

Globally-Coordinated Course 3

BUS 652: Global Strategy (4 credits)

Inter Residency: 7 weeks

Residency: 3 days on campus

Inter Residency

- Understand organizations as complex systems embedded in a set of evolving cooperative and competitive economic relationships
- Identify the distinct resources and capabilities that form the foundation of an organization's competitive advantage
- Formulate business strategies that anticipate imitation and competitor response
- Evaluate the relationship between firm's competitive advantage and growth opportunities

- Understand the role of the corporate center in supporting and enhancing the competitive success of operating divisions
- See the interplay of organizational structures, systems, networks, and influence centers that form the basis of effective strategy implementation

January – March, 2021

Miami Module 4

BUS 661: Enhancing Global Operations (4 credits)

Inter Residency: 7 weeks

Residency: 3 days on campus

Inter Residency

Accounting:

- Participants will delve into the fundamentals of cost management and product costing

Management Science:

- Optimization, data analysis, decision making, and statistics related to global operations

Residency

- Learn how to successfully manage global operations through the relentless execution and integration of key managerial activities (i.e. planning, organizing, allocating resources, monitoring and leading), which all entail multilevel and cross-departmental decision-making
- Learn to develop a sustainable competitive advantage through not only a product portfolio but also superior service and people
- Organizational effectiveness through lean operations and global supply chain is discussed
- Encourages students to design dashboards and measure whether the organizational activities and output contribute to the stakeholders' objectives and meet employees' satisfaction
- Theories, quantitative and analytical models are discussed for better managerial decisions

May, 2021

Global Residency 4

BUS 6##: Global Residency (4 credits)

**Global OneMBA®
 Proposed Progress Sheet**

Code	Title	Credit Hours
Fall Semester (8 credits)		
BUS 6##	Orientation	1
BUS 625	Global Residency	4
BUS 653	Global Institutions, Infrastructure, and Environment	4
Spring Semester (15 credits)		
BUS 660	High Performance Leadership	4
BUS 654	Corporate Financing and Investing	4
BUS 636	Global Residency	4
BUS 651	Global Strategic Marketing	4
Fall Semester (11 credits)		
BUS 658	Business Analytics	4
BUS 624	Global Residency	4
BUS 652	Global Strategy	4
Spring Semester (10 credits)		
BUS 661	Enhancing Global Operations	4
BUS 6##	Global Residency	4
Total Credit Hours		45

Black: Existing course in the Global Executive MBA

Green: Global residencies – existing MBS courses in Graduate Business Programs

Orange: Globally-coordinated courses – existing MBS courses whose assignments are to be coordinated by MBS professor alongside four other Consortium schools



Harihara P. Natarajan
Associate Professor
Department of Management
Curriculum Vitae

HARIHARA P. NATARAJAN

Department of Management ▪ School of Business Administration ▪ University of Miami
414-K Jenkins Building, 5250 University Drive, Coral Gables, FL 33124-9145
(305) 284 8587 ▪ hari@miami.edu

ACADEMIC POSITIONS

Associate Professor, University of Miami, Coral Gables, FL	2011-current
<i>Sabbatical at Koc University, Istanbul, Turkey</i>	Spring 2012
Assistant Professor, University of Miami, Coral Gables, FL	2004-2011
Instructor, University of Miami, Coral Gables, FL	2003-2004
Visiting Researcher, University of Texas, Austin, TX	2002-2003
Instructor, Pennsylvania State University, State College, PA	1997-2002

EDUCATION

Pennsylvania State University	University Park, PA
<i>Ph.D. in Business Administration (Dual-title in Operations Research)</i>	2004
Primary Field: Management Science and Operations Management;	
Supporting Field: Industrial Engineering	
Dissertation Title: <i>Optimization models to support negotiation and coordination in supply chains</i>	
Pennsylvania State University	University Park, PA
<i>Master of Science in Business Administration</i>	2003
Indian Institute of Technology, Madras	Chennai, India
<i>Bachelor of Technology in Naval Architecture</i>	1996

RESEARCH INTERESTS

- Design and configuration of infrastructure and service networks
- Planning, coordination, pricing, and execution in IT-enabled supply chains
- Mathematical programming and discrete optimization

RESEARCH

A. PUBLICATIONS

- Optimizing Delivery Fees for a Network of Distributors, (with Balakrishnan, A., and M.S. Pangburn). *Manuf. and Service Operations Management* 2(3), 297-316, 2000.
- Connectivity Upgrade Models for Survivable Network Design (with A. Balakrishnan and P. Mirchandani). *Operations Research* 57(1), 170-186, 2009.

- Joint Dynamic Pricing of Multiple Perishable Products under Consumer Choice (with Y. Akcay and S. H. Xu). *Management Science* **56**(8), 1345-1361, 2010.
- Optimal Configuration of a Service Delivery Network: An Application to a Financial Services Provider (with G. A. Meester, A. Mehrotra, and M. J. Seifert). *Production and Operations Management* **19**(6), 725-741, 2010.
 - ♦ Featured in the School of Business *BusinessMiami* magazine
- Optimal Integrated Procurement Planning for Multi-division firms, (with A. Balakrishnan). *Production and Operations Management* **23**(10), 1795-1810, 2014.
- Designing Fee Tables for Retail Delivery Services by Third-party Logistics Providers (with A. Balakrishnan). *IIE Transactions* **46**(12), 1261-1278, 2014.
 - ♦ Findings featured in the *Industrial Engineer* magazine
 - ♦ Best Paper in *IIE Transactions* in Scheduling and Logistics for 2014-15
 - ♦ Featured in the School of Business *BusinessMiami* magazine
- Review of “Operations Planning — Mixed Integer Optimization Models”. *Interfaces*, **46**(1), 109-110, 2016.
- Leadership, Dominance, and Preeminence in a Channel Structure with a Common Retailer (with F. Fang, H. Gurnani), *Decision Sciences*, *forthcoming*.
- Less is More: Harnessing Product Substitution Information to Rationalize SKUs at Intcomex (with P. Bernales, Y. Guan, P. Souza, M. X. A. Tajés), *Interfaces*, *forthcoming*.

B. MANUSCRIPTS UNDER REVIEW AND IN PROGRESS

- Planning Product Availability for a Category of Substitutable Products (with Y. Akcay, H. Awad), *preparing for re- submission*.
- Procurement Coordination and Cost Allocation in Multi-division firms, (with F. Fang), *preparing for submission*.
- Integrating location and inventory decisions in a supply chain, (with F. Fang).
- Optimal transshipment network design and inventory placement in distribution networks, (with F. Fang, H. Awad).

C. RECENT CONFERENCES (2011-)

- Sourcing and procurement coordination in multi-division firms (with F. Fang), Decision Sciences Annual Meeting, Seattle, WA, 2015.
- Sourcing and procurement coordination in multi-division firms (with F. Fang), INFORMS Annual Meeting, Philadelphia, PA, 2015.
- Leadership, dominance, and preeminence in a channel structure with a common retailer (with F. Fang, H. Gurnani), POMS Annual Meeting, Washington, DC, 2015.
- Integrating location and inventory decisions in a supply chain, (with F. Fang), INFORMS Annual Meeting, San Francisco, CA, 2014.
- Planning product availability with service level requirements, (with Y. Akcay, H. Awad), INFORMS Annual Meeting, Minneapolis, MN, 2013.

- Planning product availability with service level requirements, (with Y. Akcay, H. Awad), POMS Annual Meeting, Denver, CO. 2013.
- Optimal inventory policy for an assortment of vertically differentiated products, (with Y. Akcay), INFORMS Annual Meeting, Phoenix, AZ. 2012.
- Optimal integrated procurement planning for multi-division firms (with A. Balakrishnan), Koc University, Istanbul, Turkey. Spring 2012.
- Optimal inventory policy for an assortment of vertically-differentiated products (with Y. Akcay), POMS Annual Conference, Chicago, IL, April 2012.
- Delivery fee design for logistics partnerships (with A. Balakrishnan), IFORS Triennial Conference, Melbourne, Australia, July 2011.

HONORS AND AWARDS

- Best Paper in *IIE Transactions* Scheduling and Logistics for 2014-15 2016
- UM CIBER Intl. Bus. Research Grant 2012
- Faculty Banner Marshal for the Graduate School, Fall Commencement 2011
- James W. McLamore Research Grant in Business and Social Sciences 2006, 2010
- University of Miami School of Business Summer Research Grant 2004-05, 2007-09, 2011-12
- Delta Phi Epsilon Outstanding Professor Nomination 2006, 2007
- University of Miami Excellence in Teaching Nominee 2006
- Penn State Alumni Association Doctoral Dissertation Award 2002
- Center for Supply Chain Research (CSCR) Graduate Research Award 2002
- Finalist, eBusiness Research Center 2nd Annual Doctoral Dissertation Award 2002
- Smeal College Nominee for the INFORMS and DSI Doctoral Colloquia 2001, 2002
- Smeal College Nominee, Graduate Student Outstanding Teaching Award 1999, 2000

TEACHING

- **Executive**
 - » *Principles of Operations for Healthcare Managers* (MGT 653) Spring 2016
Developed Process design, improvement, and execution in healthcare services.
Average student rating: **4.9/5**.
 - » *Enhancing Global Operations* (BUS 661) Fall 2015-16
Academic Directory for a residency module on contemporary operations and supply chain issues and methods. Average student rating over two sections: **4.8/5**.
 - » *Principles of Operations Management* (MGT 653) at UM Spring, Summer 2015
Course that explores models for supply chain design, coordination, and execution. Average student rating for two sections: **4.9/5**
- **Graduate**
 - » *Principles of Supply Chain Management* (MGT 645) at UM Fall 2010, 2013
MBA level case-based course that explores models for supply chain design, coordination, and execution. Average student rating for one section: **4.9/5**
 - » *Principles of Operations Management* (MGT 643) at UM Spring 2008, 2010, 2011, 2014
Core MBA level case-based course that introduces students to basic concepts,

- emphasizing managerial implications. Average student rating for five sections: **4.5/5**
- » *Management Science Consulting* (MAS638) at UM Fall/Spring 2010, Spring 2012
Co-taught modules on call center operations and integrated sales and operations planning.
 - » *Graduate Business Consulting* at UM Spring 2015, 2016
Faculty advisor for a 6-person student team that successfully completed an assessment of trade spend activities at a large multinational alcoholic beverages company, identifying substantial opportunities for improvement in allocation through rigorous analysis of sales and trade spend data in 10 different countries.
- **Doctoral**
 - » *Optimization Models for Operations and Supply Chain Management* (MGT 686) Spring 2014
Developed seminar class that introduces, analyzes, and discusses deterministic optimization applications in the operations and supply chain area. Average student rating for one section: **5.0/5**
 - » *Optimization Models for Ops and Supply Chain Mgt* (OM 392) at UT Austin Spring 2012
Taught a module on call center planning models in this Ph. D. level class.
 - » *Introduction to Mathematical Programming* (MS&IS 540) at PSU Spring '99 & Spring '01-'02
M.S./Ph. D. level class; Conducted tutorial sessions, graded assignments, and covered special topics
 - **Undergraduate**
 - » *Supply Chain Modeling and Analysis* (MGT445) at UM Fall 2011 – 2016
Developed an elective course for senior UG students. Develops models and analytical tools for supply chain design, planning, and operation. Average student rating for five sections: **4.7/5**
 - » *Production and Operations Management* (MGT303) at UM Fall '03 – Fall '12
Junior-level core class for business majors. Introduces concepts in operations and supply chain management. Developed engaging in-class games to clarify concepts and highlight linkages between various topics. Average student rating for 27 sections – **4.5 / 5.0**
 - » *Materials Management* (OISM 418) at PSU Summer '02
Taught production and inventory management emphasizing mathematical models
Student Rating – **6.1 / 7.0**
 - » *Methods and Models for Managerial Decision Making* (MS&IS 450) at PSU Fall '98-99 & Spring '00
Taught modeling and problem solving using Linear Programming and Decision Analysis; Average student rating over 3 sections – **6.3 / 7.0**
 - » *Introduction to Business Statistics* (MS&IS 200) at PSU Fall '97
Conducted tutorial sessions on problem solving exercises
 - **Student advising**
 - » *Doctoral Advisor*, Fang Fang (graduated 2016); Initial placement: **California State University, Los Angeles**
 - » *Doctoral Committee Member*, Fernando Jaramillo, A., ongoing
 - » *Doctoral Committee Member*, Guangrui Guo (graduated 2015); Initial placement: University of Windsor, Ontario, Canada
 - » *Doctoral Committee Member*, Lihui Bai (graduated 2013)
 - » Supervised a special topics class (MGT 699, Fall 2012) focusing on mathematical formulation and computer implementation of facility location models.

» **Undergraduate Honors Projects**

Advised four students (Stephanie Feit, Hannah Ringel, Anand Patel, and Jason Pymonto) on Operations area-related honors work

INDUSTRY EMPLOYMENT

- **Software Engineer, Tata Consultancy Services, Madras, India** 1996-'97
 - » Software design, conversion and maintenance.
 - » Part of the Integrated Standard Baking Systems (ISBS) design and development team.

CONSULTING EXPERIENCE

- **Intcomex, Miami, FL** 2010-
 - » Estimation of product substitution patterns and development of tools for product portfolio rationalization.
- **Watsco, Miami, FL** 2011
 - » Provided guidance on supply chain network design.
- **Dsquare Solutions, Bangalore, India** 2011
 - » Directed the algorithmic development of a hotel revenue management solution.
- **Marketics, Bangalore, India** 2008
 - » Provided guidance on airline fleet planning problems.
- **Corning, Corning, NY** 2001
 - » Developed a model to leverage enterprise-wide sourcing volumes through optimal supplier selection and assignment.
- **Uponor Aldyl Company, Shawnee, OK** 2000
 - » Developed and implemented spreadsheet-based decision support solutions (*SPRINT* and *CAPS*) to support integration of production planning and sales operations.
- **Armstrong World Industries, Lancaster, PA** 1998
 - » Developed *CODES*, an Excel-based LP model that determines compensation for distribution operations.

SERVICE

COMMUNITY ACTIVITIES

- Chair, Organizing Committee, First Miami Conference on Operations (February 2017)
- Organizing Committee Member for the MIP Annual Workshop at UM (May 2016)
- Doctoral Exam External Reviewer, Summer 2015
- External Tenure Review Letter Writer, 2014 (2)
- Judge, Nielsen Case Competition, Spring 2013
- **Associate Editor, *Decision Sciences***, (2012 - present)
- President, INFORMS South Florida Chapter (2014 - present)
- INFORMS Optimization Society Conference, Coral Gables, FL, February 2012
Member, Organizing Committee; Member, Program Committee

- Treasurer, INFORMS South Florida Chapter, till 2014
- Member: INFORMS (since 1999); DSI (2002); and POMS (since 2007).
- President, Penn State-INFORMS Student Chapter, 2001. Vice-President, 2000.
- Reviewed articles for the *European Journal of Operational Research*, *IEEE Transactions on Reliability*, *IIE Transactions*, *INFORMS Journal on Computing, Interfaces*, *International Journal of Production Research*, *Journal of Industrial Management and Optimization*, *Journal of the Operational Research Society*, *Management Science*, *Manufacturing and Service Operations Management*, *Networks*, *Operations Research*, *Optimization Letters*, and *Production and Operations Management*.

UNIVERSITY ACTIVITIES


- Provost Research Award Review Panel (2016)
- Member, University Curriculum Committee (2016 -)
- Member, Undergraduate Business Education Committee (2015 -)
- Faculty Lead, Supply Chain Initiatives at UM SBA via the Tracy and Jeffrey Brown Gift (2015 -)
- Board Member, Anthony Burns Center for Advanced Supply Chain Management (2015 -)
- Faculty coordinator, Lunch-and-learn at Ziff, a series of talks by industry experts intended to introduce graduate students to contemporary business topics
- OM-area recruitment coordinator, 2014, 2015
- Member, Grading Policy Task Force, (2015 - 2016)
- Jointly coordinating AACSB-related activities and instructor recruitment for the UG core Operations class (since Spring 2010)
- OM Area Coordinator, Ph. D. program (2012 - 2015)
- Facilitated creation and execution of programs for CIBER. Participated actively in the proposal to renew the CIBER at the University of Miami (2014)
- Chair, Faculty Senate Committee on University Athletics (2012 - 2013)
- Member of the University Athletics Committee (2010 - 2012)
- Co-prepared a proposal for a Masters program in Supply Chain Management (2013)
- Faculty Advisor, UImprove project on Inventory Management of Surgical Supplies at the Miller School of Medicine; project estimated to save \$0.67M annually (2013).
- Represented UM SBA at community events and met with industry visitors on campus, Fall 2013
- Management Department School Council Representative (stand-in), 2013
- Developed a spreadsheet-based optimization model to help the Office of Undergraduate Research and Community Outreach assign judges for student poster presentations at the UM Research, Creativity, Innovation Forum.
- School of Business Administration Faculty Banner Marshal, Graduate School, Fall 2011 Commencement
- Department representative at SBA Ph. D. orientation (Fall 2011)

- Co-organized the **MSOM seminar** at the University of Miami (2003-2006) – a joint seminar series of the Management and Management Science departments.
- Member of the School of Business's Web 2.0 committee
- Actively engaged in department recruiting efforts for multiple faculty positions.
- Participated in UM Commencement and inauguration ceremonies as part of the Stage Party on several occasions.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: John Quelch, Dean, Miami Business School 

Subject: Support for the New Track of the Executive MBA Program in Partnership
with OneMBA®

Date: October 26, 2018


This memo is to document my support for the proposed additional track to our Executive MBA program offered with OneMBA through a consortial agreement.

Thank you.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: W. Brian Barrett, Speaker of the School Council 
Anita Cava, Professor, Business Law, Second Vice Chair, School Council
Shirley Dennis-Escoffier, Associate Professor, Accounting,
First Vice Chair, School Council
Howard Gitlow, Professor, Management Science
Karoline Mortensen, Associate Professor, Health Management and Policy
A. Parasuraman, James W. McLamore Chair and Professor, Marketing
Philip Robins, Professor, Economics
Sara Rushinek, Professor, Business Technology
Chester A. Schriesheim, Professor, Management

Subject: New Track of the Executive MBA in Partnership with OneMBA[®]

Date: October 26, 2018

The School Council, at its October 19 meeting, voted unanimously to approve the new track of the Executive MBA in partnership with OneMBA[®].


Please note that the voting members of the Miami Business School (MBS), the regular faculty per the MBS bylaws, voted to delegate all decisions on curriculum issues to their elected representatives on the School Council for the fall 2018-spring 2019 academic year.



MEMORANDUM

DATE: October 29, 2018

TO: Patricia Abril, Vice Dean, Graduate Business Education
Miami Business School

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation 

RE: **New Track in Executive MBA in Partnership with OneMBA®**

On October 26, 2018, the Miami Business School notified my office of its intent to offer a new track in the existing Executive MBA program to be offered in partnership with OneMBA® through a consortial agreement effective Fall 2019. The name of the new track will be "OneMBA®" but the academic credential awarded will be a Master of Business Administration. The Executive MBA program is a hybrid program that currently includes the following tracks: Miami Executive MBA for Artists and Athletes (Academic Plan Code: MEAA_MBA); Global Executive MBA (Academic Plan Code: MBAA_MBA); Miami Executive MBA en Espanol (Academic Plan Code: PROF_MBA); and Executive MBA in Health Sector Management (Academic Plan Code: HLTH_MBA).

OneMBA® is a consortium of five institutions from different countries that provides a global executive MBA program which incorporates global residencies in each of the countries as well as globally coordinated courses in which students work in teams with members from each country. The University of Miami was selected to become the new partner institution in the United States. The other partner institutions are Fundacao Getulio Vargas (Brazil), Xiamen University (China), Monterrey Institute of Technology (Mexico), and Erasmus University (The Netherlands).

Although the program will be offered through a consortium, each institution retains a strong measure of control over the curriculum and faculty to ensure its quality. The curriculum is designed to include standard UM courses as well as four "globally coordinated" courses and four global residencies. For the globally coordinated courses, UM faculty will work collaboratively with faculty from the partner institutions on a shared topic but will retain control over the curriculum and requirements for the UM course. For three of the global residencies, UM students will travel with the UM academic director to a partner institution and work in teams with students from those institutions on area-specific case studies and issues. The fourth global residency will be hosted in the United States by UM and taught by a UM faculty member. Students who complete the UM program will receive a degree from UM and all course work will be transcribed as UM credit. No UM credit will be earned by students enrolled at the partner institutions.

The program will require successful completion of 45 credit hours. The proposed curriculum is as follows:

- BUS 624 Global Residency III (existing course, Asian/Pacific Business Environment—International Trip, which will be renamed)
- BUS 625 Global Residency I (existing course, Latin America Business Environment—International Trip, which will be renamed)
- BUS 636 Global Residency II (existing course, United States Business Environment—Domestic Trip, which will be renamed)
- BUS 651 Global Strategic Marketing (existing course)
- BUS 652 Global Strategy (existing course)
- BUS 653 Global Institutions, Infrastructure, and Environment (existing course)
- BUS 654 Corporate Financing and Investing (existing course)
- BUS 658 Business Analytics (existing course)
- BUS 660 High Performance Leadership (existing course)
- BUS 661 Enhancing Global Operations (existing course)
- BUS 6## Global Residency IV (may be created from an existing course)
- BUS 6## Orientation (new course)

The CIP code for the new track will be **52.1101 International Business/Trade/Commerce**.

A full-time academic director will be hired to oversee the program. However, the courses will be taught by current UM faculty, except for the three global residencies at the partner institutions.

The proposed new program does not “represent a significant departure, either in content or method of delivery” from what we are currently approved by SACSCOC to offer due to the following:

- The proposed program meets the SACSCOC requirement of a minimum of 30 credit hours for a graduate program.
- The proposed program is primarily a repackaging of existing courses but some existing courses will be renamed and revised for the program. However, these do not differ significantly in content from existing courses.
- The proposed program will be supported by current qualified faculty.
- The proposed program will be coordinated by qualified faculty who will be hired prior to program implementation.
- Although this program involves a consortial agreement, only 12 credit hours (27%) will be earned through the consortium via the three non-UM global residencies. This meets SACSCOC requirement that at least 33% of the credit hours for a graduate program be earned through instruction by the home institution.
- The University is already approved by SACSCOC to award a Master of Business Administration degree; this is a proposal for a new track within an existing degree.
- The University is currently approved to offer the following graduate programs in related areas:
 - Master of Business Administration
 - Regular (Two-Year) Full-Time MBA Program
 - One-Year Full-Time MBA Program (currently being renamed “Accelerated MBA” in a separate proposal)
 - Professional MBA Program
 - Professional MBA Program (online program)
 - Accelerated MBA in Real Estate
 - Executive MBA Program (hybrid program with four tracks)
 - Miami Executive MBA for Artists and Athletes
 - Global Executive MBA

- Miami Executive MBA en Espanol
- Executive MBA in Health Sector Management
 - Master of International Business
 - Master of Science in Management
 - Doctor of Philosophy in Business
- The program will be offered on the University's Coral Gables campus through hybrid instruction and off-campus study (global residencies).
- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The graduate program covers the literature in the field through its required core coursework.
- The graduate program ensures ongoing student engagement in research and/or appropriate professional practice and training experiences through the four global residencies.

However, because this program involves a collaborative agreement with a consortium, notification to SACSCOC is required prior to implementation. The completed Memorandum of Understanding must be submitted to SACSCOC and additional information may be requested. SACSCOC will require a qualified faculty member be appointed to oversee the program prior to that notification. Please send me the completed information when it is ready so that I can submit it to SACSCOC once this is approved by Faculty Senate.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
John Quelch, Dean of the Miami Business School
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

Item B9



Proposal Submission Checklist

Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the [Procedures for Program Changes](#) document for information on the approvals and notifications needed for program changes and the [Proposal Submissions Specifications](#) document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal.

(Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Patricia

Last Name

Abril

Proponent's Title

Vice Dean, Graduate Business
Education

Department, if applicable

Graduate Business Programs

School/College

Miami Business School

E-mail

pabril@miami.edu

Phone

305-284-6999

Title of Proposal

Proposal to Rename to Accelerated MBA and Revise the Degree Requirement for the One-Year MBA

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why:

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why:

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why:

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why:

Not applicable.

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why:

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why:

GWC and Faculty Senate approval will be contingent on Graduate Council approval. We expect this item to be discussed at the November 13th Graduate Council meeting.

8. **Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.**

Yes No

If no, explain why:

Not applicable.

9. **Additional required documents as listed on the "Proposal Submissions Specifications," i.e. market analysis, budget information, assessment of library collections, etc. as specified.**

List additional documents included:

FORM INSTRUCTIONS:

1. Once you have completed the form, save it to your computer by clicking the "Save" button below.
2. Print and scan it.
3. Submit the scanned version to facsen@miami.edu with your proposal. **Please note:** only scanned versions can be accepted.

Save

End form.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: Patricia Sánchez Abril, J.D., Vice Dean, Graduate Business Education
Tallys Yunes, Ph.D., Associate Professor, Management Science, Faculty
Director, One-Year MBA

Subject: Proposal to Rename to Accelerated MBA and Revise the Degree
Requirement for the One-Year MBA

Date: October 29, 2018

Proposal: The One-Year MBA program has been offered as the accelerated counterpart of the Two-Year MBA. The program will move its class intake from January to May. Students will be expected to graduate in December of the same year, shortening the program length to seven months. To accommodate this new program length, it is proposed to rename the program “Accelerated MBA” and restructure the curriculum as follows:

- Reduce elective credits from 14 (7 courses) to 8 (4 courses).
- Replace BUS 602, BUS 603, and BUS 604 with BUS 610.
- Replace MGT 645 with MGT 622.
- Add MGT 623.
- Add ACC 670.
- Add BUS 628 (Consulting Project) worth 3 credits in total to add experiential learning component in lieu of a summer internship.

Background: The One-Year MBA seeks to update its name and curriculum. Currently the program has 38 students.

Reasoning: Benchmarking with peer institutions reveals that most accelerated MBA programs begin in the summer. The Accelerated MBA at the Miami Business School will have the competitive advantage of a seven-month time-to-completion when similar programs at peer institutions have a twelve-month time-to-completion. For benchmarking research, please refer to page two of this memo. Students currently enrolled in a specialized Master’s program may choose to add-on the Accelerated MBA upon completion of their first Master’s, helping to boost enrollment in the Accelerated MBA.

Resource Implications: Offering of summer sections of the core courses in the Accelerated MBA.

Procedural History:

Graduate Business Education Committee – Discussed and approved 10/9/2018
School Council of the Miami Business School – Discussed and approved 10/19/2018

Benchmarking Research

Cornell University (Johnson)

- Begins and ends in May. A 10-week summer term for orientation, core courses, leadership and professional development work with other One-Year candidates.
- All remaining courses/electives feature a mix of one- and two-year classmates.
- A semester-long management practicum featuring real business projects.
- Performance learning experience for hands-on application of learning.
- Exceptional opportunity to pursue a wide variety of electives.

Northwestern University (Kellogg)

- The program begins in the summer (June) to get students accustomed to the rigorous academic pace of MBA studies and complete three to five courses. In September, students join the second-year Full-Time Program class and complete the electives that match their interests and enhance their career goals.
- Students bypass core courses and focus on the electives that best meet their career goals. Student delve into a select number of disciplines or go as broad as they like.

Emory University (Goizueta)

- The program begins in the summer with core block of courses. Students are provided with career development opportunities during this time.
- Following the summer core, students take electives in the fall and spring semesters.

Proposed Curriculum

Summer 2019 – 16 credits		
BUS 610 Critical Thinking and Persuasion for Business	2 credits	May 20 – June 7
MGT 622 High Performance Teams	2 credits	
ACC 670 Financial Reporting and Analysis	2 credits	June 11 – June 28
BSL 690 Legal and Ethical Implications of Business Decision	2 credits	
FIN 641 Valuation and Financial Decision Making	2 credits	July 1 – July 19
MAS 632 Management Science Models for Decision Making	2 credits	
BTE 610 Foundations of Management Information Systems	2 credits	July 23 – August 9
FIN 642 The Financial Environment	2 credits	
Fall 2019 – Term 1 – 11 credits		
BUS 628 Multidisciplinary Action Projects (Full Semester)	3 credits	August 19 - October 4
MKT 650 Strategic Marketing	2 credits	
Pre-determined Elective	2 credits	
Pre-determined Elective	2 credits	
Pre-determined Elective	2 credits	
Fall 2019 – Term 2 – 8 credits		
MGT 677 Corporate Strategy and Organization	2 credits	October 14 – December 6
MGT 623 Human Resource Systems	2 credits	
MKT 641 Marketing Research	2 credits	
Pre-determined Elective	2 credits	

Total credits: 35


Current Curriculum

Spring 2018 – Term 1			
		Term	Grade
Term 1-1			
BUS 604 MBA Career Development and Enrichment (0 credit)		Spring/Fall 2018	
BSL 690 Legal & Ethical Implications of Business Decision Making*		Spring 2018	
BUS 602 Critical Thinking and Effective Writing (1)		Spring 2018	
FIN 641 Valuation and Financial Decision Making*		Spring 2018	
MAS 632 Management Science Models for Decision Making*		Spring 2018	
Elective			
Spring 2018 – Term 2			
Term 1-2			
BUS 603 Critical Thinking and Effective Speaking (1 credit)		Spring 2018	
BTE 610 Foundations of Management Information Systems*		Spring 2018	
FIN 642 The Financial Environment*		Spring 2018	
MKT 641 Marketing Research		Spring 2018	
Elective			
Fall 2018 – Term 1			
		Term	Grade
Term 1-3			
BUS 604 MBA Career Development and Enrichment (1 credit)		Spring/Fall 2018	
MGT 645 Principles of Supply Chain Management		Fall 2018	
Elective		Fall 2018	
Elective		Fall 2018	
MKT 650 Strategic Marketing*		Fall 2018	
Fall 2018 – Term 2			
Term 1-4			
Elective		Fall 2018	
Elective		Fall 2018	
Elective		Fall 2018	
MGT 677 Corporate Strategy and Organization*		Fall 2018	



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: John Quelch, Dean, Miami Business School 

Subject: Support for the One-Year MBA Curriculum and Name Change

Date: October 26, 2018


This memo is to document my support for the proposed curriculum and name change for the One-Year MBA program.

Thank you.



MEMORANDUM

TO: General Welfare Committee
Faculty Senate

FROM: W. Brian Barrett, Speaker of the School Council 
Anita Cava, Professor, Business Law, Second Vice Chair, School Council
Shirley Dennis-Escoffier, Associate Professor, Accounting,
First Vice Chair, School Council
Howard Gitlow, Professor, Management Science
Karoline Mortensen, Associate Professor, Health Management and Policy
A. Parasuraman, James W. McLamore Chair and Professor, Marketing
Philip Robins, Professor, Economics
Sara Rushinek, Professor, Business Technology
Chester A. Schriesheim, Professor, Management

Subject: Curriculum and Name Change: One-Year MBA

Date: October 26, 2018

The School Council, at its October 19 meeting, voted unanimously to approve the curriculum and name change for the One-Year MBA.

Please note that the voting members of the Miami Business School (MBS), the regular faculty per the MBS bylaws, voted to delegate all decisions on curriculum issues to their elected representatives on the School Council for the fall 2018-spring 2019 academic year.



MEMORANDUM

DATE: October 29, 2018

TO: Patricia Abril, Vice Dean
School of Business

FROM: Patty Murphy, Executive Director
Office of Assessment and Accreditation

RE: Rename and Revise Degree Requirements for One-Year MBA

PBM

On October 29, 2018, the Miami Business School notified my office of its intent to rename and revise the degree requirements for the One-Year Master of Business Administration (MBA) program (Academic Plan Code: BUSAE_MBA). The One-Year MBA program is currently offered as an accelerated version of the Regular Two-Year MBA. The proposed curricular revisions would shorten the program from one-year to seven months, so the program name will be changed from "One-Year MBA" to "Accelerated MBA" to reflect that change.

Currently students in the One-Year MBA program start the program in January and graduate in December of the same calendar year. The proposed changes would have students begin the program in May but still graduate in December of the same calendar year. This will make the program much more intensive in the summer and fall terms. Students will earn 16 credits in the summer and 19 credits in the fall. This revised calendar will require approval from the Graduate School.

The length of the program will remain the same (35 credit hours). The proposed revisions are as follows:

- Reducing the number of electives from 14 credit hours to 8 credit hours;
- Replacing BUS 602 Critical Thinking and Effective Writing (1 credit hour), BUS 603 Critical Thinking and Effective Speaking (1 credit hour), and BUS 604 MBA Career Development (0 credit hours) with BUS 610 Critical Thinking and Persuasion for Business (2 credit hours) which covers similar content;
- Replacing MGT 645 Principles of Supply Chain Management (2 credit hours) with MGT 622 High Performance Teams (2 credits); and
- Adding the following existing courses as required courses:
 - ACC 670 Financial Reporting and Analysis (2 credits)
 - BUS 628 Multidisciplinary Action Projects (2 credits)
 - MGT 623 Human Resource Systems (2 credits).

The proposed changes do not "represent a significant departure, either in content or method of delivery" from what we are currently approved by SACSCOC to offer due to the following:

- The proposed changes meet the SACSCOC requirement of a minimum of 30 credit hours for a graduate program.
- The proposed changes do not require the development of new courses. It is merely a repackaging of existing courses.
- The proposed changes will not require the hiring of new faculty.
- The majority of the program will not be offered via distance education and, in any case, the University is approved to offer 100% distance education programs.
- The program will be offered on the University's Coral Gables campus.
- The graduate program covers the literature in the field through its required core coursework.
- The graduate program ensures ongoing student engagement in research and/or appropriate professional practice and training experiences through a required experiential learning course involving a consulting project, BUS 628.

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

However since this program will be offered in a more intense schedule than standard programs, please be certain that each course meets the minimum requirements for the credit awarded. The federal definition of a credit hour is a minimum of 45 hours of in-class and out-of-class work (including exams, assignments, studying, and instruction time) for each credit hour awarded. The proposed schedule would require a minimum of 720 hours in the summer term and 855 hours in the fall term. Please ensure that the course syllabi reflect sufficient in-class and out-of-class time to meet these minimum requirements.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
John Quelch, Dean of the Miami Business School
Alex Mas, Assistant Director, Miami Business School
Tallys Yunes, Faculty Director, One-Year MBA Program
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment