

September 19, 2014

From: Secretary to the Board of Trustees
Subject: Numbering of Resolutions

Resolutions R2014-11 and R2014-12 have been renumbered to avoid duplication.

Designation of Emerita/Emeritus. Originally stated as R2014-11, is now R2014-62
Department Name Change (GRAMELAC). Originally stated as R2014-12 is now R2014-63



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



**MIAMI UNIVERSITY
 BOARD OF TRUSTEES
 Oxford Campus
 Minutes of the Board of Trustees Meeting
 Marcum Hotel and Conference Center, Room 180
 Friday, December 6, 2013**

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

Originally scheduled to be held on the Middletown Campus, the location was changed to Oxford, Ohio. This change was prompted due to forecasts of a winter storm predicted to occur during the published time of the meeting. With the a quorum of Trustees scheduled to be in Oxford Friday morning, the location was changed to better facilitate their attendance, and the safe travel and attendance of those scheduled to speak before the Board. The decision to change the location was made approximately 40 hours before the scheduled start time. An announcement of the change was made immediately following the decision; personnel normally notified of Board meetings were emailed, the website was updated, electronic announcements were posted and the regular media were informed electronically.

The meeting was called to order at 9:00 a.m. in the Marcum Hotel and Conference Center, Room 180, on the Oxford Campus with the Board Chair, Ms. Sharon Mitchell, presiding. The Secretary of the Board, Mr. Dennis Lieberman called the roll and reported eight voting members present; constituting a quorum for the purpose of transacting business. In addition to the Board members; President Hodge, Vice Presidents Creamer, Gempesaw, Herbert and Natale were present; as were Robin Parker, General Counsel; Deedie Dowdle, Associate Vice President for Communications and Marketing; and Ted Pickerill Secretary to the Board of Trustees. Members of the faculty, staff, student body and community were also in attendance.

Present: John Altman (National Trustee)	Terry Hershey (National Trustee)
C. Michael Armstrong (National Trustee)	Denise A. Lieberman
Jagdish K. Bhati	Sharon J. Mitchell
Graham Bowling (Student Trustee)	Mark E. Ridenour
David H. Budig	Robert W. Shroder
Donald L. Crain	Steve Wilson
Sue J. Henry (National Trustee)	Arianne Wilt (Student Trustee)

Absent: Harry T. Wilks, and C. Michael Gooden (National Trustee)

Note: Due to travel concerns during severe and deteriorating winter weather conditions, the meeting was conducted without any undue delay. Many of the presentations and oral reports were abbreviated; however, any written versions of such reports are included in their entirety. No votes were abbreviated; all were properly and fully conducted.

Public Study Session

Miami 2020

President Hodge introduced the topic and the fellow speakers; Provost Bobby Gempesaw, Dean Phyllis Callahan and Dr. Jim Kiper. The President began by explaining; Why now? First, the current five year strategic plan is expiring, and second, this is the last year of implementation of the recommendation of the Strategic Priorities Task Force. The President also described broader factors to provide context, including the downturn in the economy, tuition costs, reductions in government funding for higher education, changing demographics, competition in higher education and the questioning of the value of a college degree.

The President explained what makes the Miami 2020 plan different is its bottom-up approach, its establishment of metrics for all goals and objectives, and its emphasis on performance and execution at all levels of the University.

The President next announced the Unifying Vision:

“To provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs.”

along with the Unifying Goal and the three Foundational goals. He then introduced Provost Gempesaw, who continued the presentation with Dean Callahan and Dr. Kiper.

The Miami 2020 presentation is included as Attachment A.

Public Business Session

Acceptance of the Miami 2020 Metrics

Mr. Crain moved, Mr. Budig seconded, and by voice vote the Board of Trustees accepted the Metrics of Miami 2020 Plan and movement to the Plan's next stage – refining and implementing action plans to achieve Miami 2020's goals and objectives – with eight Trustees voting in favor and none opposed.

Approval of the Minutes of the September 20, 2013 Meeting

Mr. Ridenour moved, Mr. Budig seconded, and by voice vote the minutes of the prior Board of Trustees meeting were unanimously approved, with eight Trustees voting in favor and none opposed

Consent Calendar

Mr. Bhati moved, Mr. Ridenour seconded, and by voice vote the Resolution presented on the Consent Calendar was unanimously approved, with eight Trustees voting in favor and none opposed.

Designation of Emerita/Emeritus

RESOLUTION R2014-11

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

Karen M. Denzler
College of Education, Health & Society

Bonnie Neiswander-Fannin
University Libraries

Astrid Otey Mast
College of Creative Arts

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

Jeffrey O. Hucke
Intercollegiate Athletics

Jeffrey A. Prater
Physical Facilities Department

Donald L. Reed
Physical Facilities Department

Reports, Ordinances and Resolutions

The Chair next moved to the reports of the Academic and Student Affairs Committee, and the Finance and Audit Committee, followed by reports from the Chair, the President, ASG and the Student Trustees.

Committee Reports

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Sue Henry reported the following regarding the Academic and Student Affairs Committee meeting of December 5, 2013:

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on December 5, 2013. The meeting was called to order by committee chair Sue Henry. The committee went into executive session and, subsequently, opened its public session.

STUDENT TRUSTEES

Student Trustee Graham Bowling presented some key takeaways and insights from his conversations on campus regarding alcohol prevention initiatives. Student Trustee Witt updated us on ASG efforts to identify candidates to be the next student trustee.

ASG UPDATES

Danny Stewart reported on legislation passed by the ASG during fall semester, including a resolution supporting a first year experience course and a bill creating an alumni database that will connect alums with students based on shared activities and Miami experiences.

UNIVERSITY SENATE

Professor Steve Wyatt summarized the business conducted by the University Senate during fall semester most notably including revisions to the process for the consolidation, partition, transfer or elimination of a division, department or program and adoption of the new analytics and energy co-majors.

VICE PRESIDENT OF STUDENT AFFAIRS

Associate Vice President Mike Curme discussed the proposed First Year Experience course and the impact it could have on alcohol use. The course will emphasize the "I Am Miami" initiative, the University's value statement, personal responsibility, bystander behavior, and the Good Samaritan policy. He noted that work was being done on a social hosting party policy and that he had met with the Oxford Community Relations Committee recently.

GOOD SAMARITAN POLICY

Susan Vaughn, Director of the Office of Ethics and Student Conflict Resolution, explained the Good Samaritan policy which had its soft launch this semester and summarized the 28 Good Samaritan incidents reported between the start of school in August and December 4, 2013. She noted that the total number of violations of the University's intoxication policy is approximately 30% fewer than this same time last year. The policy will be evaluated at the end of each school year.

ORIENTATION AND WELCOME WEEK ACTIVITIES

Buffy Stoll Turton, Director of New Student Programs, discussed the activities and programs offered to new incoming students educating them about the Miami cultural and community expectations. This programming provided new students with numerous opportunities for socializing in alcohol-free environments and educated them and their parents about issues concerning alcohol use on campus and the University's policies on it.

STUDENT PROGRAMMING: ARMSTRONG STUDENT CENTER AND CAMPUS-WIDE

Katie Wilson, Director of the Armstrong Student Center, and Laura Whitmire, Assistant Director of Student Activities, highlighted the scheduling of alcohol-free activities at the Armstrong Student Center. They explained that student organization programming has been consolidated into the Miami Activities and Programming (MAP) to save resources and achieve efficiencies. This consolidation has resulted in increased attendance at events and cost savings enabling additional events to be hosted.

PROVOST REPORT

Provost Gempesaw presented, and the committee recommended approval of, a resolution regarding a departmental name change that we will be addressing here today. The Provost also noted that 3,392 students have registered for Miami's first J-term in 2014.

ENROLLMENT MANAGEMENT

Associate Vice President Michael Kabbaz reviewed our 2014 enrollment goals and key recruitment initiatives. He announced that, as of December 4, 2013, our applications are up by 16% from the same time last year. Each division has experienced an increase. International student applications have gone up by 151%. Applications for early action are up by 29% although those for early decision are down by 7%. We had an interesting discussion about our recruitment of lower income students and available need-based scholarships.

COLLEGE OF ENGINEERING AND COMPUTING

Dr. Marek Dollar, Dean of the College of Engineering and Computing, reported on the successes of the 2009 to 2013 strategic plan for his division. He noted that enrollment has increased by 82% in the last 6 years. The current class is not only the largest, but also the most accomplished and most diverse. Dean Dollar also pointed out that his division has been emphasizing experiential learning for the past five years. In 2013, 77% of the graduating seniors completed an internship or co-op, 44% were involved in research, 26% gained service learning, and 29% were involved in professional training. Three division-housed centers including the Lockheed Martin Leadership Institute, the Mobile Learning Center and the Agile Academy provide experiential learning opportunities. The Augmented Reality Center was recently established and there are ongoing plans for the Assistive Technology Center. Dean Dollar also discussed challenges accompanying these successes primarily focusing on the student to faculty ratio and the need for additional space and updated technology.

The committee was given a tour of the College of Engineering and Computing facilities.

That concluded the meeting.

WRITTEN REPORTS

The following written reports also were submitted:

- Student Affairs “Good News” by Associate Vice President Mike Curme and Assistant Vice President Scott Walter
- Service Learning by Monica Ways, Director, Community Engagement and Service
- Career Center/Career Fair by Mike Goldman, Director, Career Center
- Myaamia Center and Miami Tribe by Daryl Baldwin, Director, Myaamia Center and Bobbe Burke, Coordinator, Miami Tribe Relations and Education Special Projects
- SPTF 29: Budget Reductions by Tim Kresse, Director of Budgeting and Technology
- Academic Affairs “Good News” by Bobby Gempesaw, Provost
- Accreditation Updates by Carolyn Haynes, Associate Provost
- Honors Program by Cindy Klestinec, Director, Honors Program
- SPTF 12, 14, 15: Academic Efficiencies by Bobby Gempesaw, Provost
- Construction Project Update by Cody Powell, Associate Vice President, Planning and Operations
- Update on Development by Tom Herbert, Vice President, Advancement

Resolutions

Department Name Change

Provost Gempesaw introduced and spoke in support of the changing name of the Department of German, Russian, and East Asian Languages (GREAL) to the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC), to incorporate recent changes and better reflect the current nature of the Department.

Mr. Shroder moved, Mr. Bhati seconded, and by voice vote the resolution was unanimously adopted, with eight Trustees voting in favor and none opposed.

RESOLUTION R2014-12

BE IT RESOLVED: that the Board of Trustees hereby approves the departmental title change from the Department of German, Russian, and East Asian Languages (GREAL) to the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC), to become effective as determined by the Office of the Provost.

Finance and Audit Committee

Report of the Committee Chair

The Finance and Audit Committee met yesterday at 1:30 p.m. in Roudebush Hall. The meeting commenced with a short Executive Session to consult with General Counsel.

The Committee considered four resolutions at the meeting. Vice President Creamer will explain each of the resolutions as they are introduced later in the meeting. All four resolutions were unanimously endorsed at the meeting and are recommended to the Board of Trustees for approval.

The Committee devoted most of its time yesterday on two reports that were requested by the Committee at the September meeting. The first of these reports addressed the long range capital renewal plan for university housing. The University's residence halls have been an integral part of residence life on the Oxford campus since Miami University was originally founded. The preservation of these residential facilities obviously is essential to the future of the University, but renovating or replacing these buildings is a very expensive undertaking at a time when affordability is paramount for many students and their families. Our decisions about this plan will impact student life and finances at the University for decades so we must make good choices.

At yesterday's meeting the Committee affirmed its commitment to completing the housing plan as scheduled. While an additional debt issuance will be necessary to accomplish about half of the remaining plan, the balance of the funding is to be provided through other options such as from the annual operation of the residence and dining halls and some focused fundraising. While the committee believes another debt issuance is necessary, it also expects that following this tax-exempt issuance, additional debt will not be considered for several years. Additional capital needs will exist at the University but as a result of the improved financial condition of the University, other options are now available and are financially more prudent going forward.

The other major report received by the Committee addressed the long-term budget plans for both the Oxford and the regional campuses. This was the first review by the Finance and Audit Committee of the regional campuses' plan for expanding baccalaureate degree opportunities at these campuses and for improving their financial outlook. While the Committee is pleased that the initial planning has been completed, it did not view the plans as sufficient given the difficult challenges these campuses are facing. The Committee tasked Provost Gempesaw and Vice President Creamer to provide it in February with a near-term plan for addressing the immediate budget challenges faced by these campuses and by April with a more comprehensive look at the options and a more substantive plan for securing the long term viability of these campuses.

Unlike the Regional Campus plan, the Committee has devoted much of the past 18 months to developing a long-term financial plan for the Oxford campus. Unfortunately, recent changes in the state appropriation formula could undermine the current plan. With more information on the impact of the state funding changes expected by the next meeting, the Committee asked Vice President Creamer to come back in February with a revised plan

that fully addresses any negative impact created by changes in the state appropriation assumptions. Vice President Creamer and Provost Gempesaw were also asked to provide a report to the Committee at the February meeting on the new revenue strategies and to share an initial draft of the planning and tracking document that will be used to regularly inform the Committee about critical timelines, responsible persons and progress on the new revenue initiatives.

In addition to the two major reports, the Committee also met with both the University's external and internal auditors, received a very positive campaign update from Tom Herbert, and reviewed the standard reports it receives at each meeting. It was a very full but productive meeting

Ordinances and Resolutions

There were no Ordinances to consider.

Resolutions

Termination of Culinary Support Center Building Leases

Dr. Creamer explained that space issues, created by renovations on campus, require Miami to use the currently leased spaces in the Demske Culinary support building to house various displaced University offices. Dr. Creamer reported that he has met with both groups which are currently leasing, to explain the need to end the leases and to work through the transition while offering to maintain the long standing relationships with both the American Classical League and the Miami Employee Credit Union.

Mr. Ridenour moved, Mr. Budig seconded, and by voice vote the resolution was unanimously adopted, with eight Trustees voting in favor and none opposed.

RESOLUTION R2014-13

WHEREAS, beginning in June 2001, Miami University leased certain property in the Demske Culinary Support Center Building on Wells Mill Drive to the Miami Employees Federal Credit Union and a copy of said lease is attached as Exhibit 1; and

WHEREAS, beginning in March 2002, Miami University leased certain property in the Demske Culinary Support Center Building on Wells Mill Drive to the American Classical League and a copy of said lease is attached as Exhibit 2; and

WHEREAS, as part of the University's residence hall renovation program, the University will convert the Burkhouse Staff Development Center in Symmes Hall to a dining facility displacing critical functions such as staff development offices, a training room and a computer lab used for staff training and testing. As a result, these essential functions must be relocated; and

WHEREAS, the leased premises in the Demske Culinary Support Center Building provide the most economical and suitable space for these functions; and

WHEREAS, the lease with the Miami Employees Federal Credit Union and the lease with the American Classical League may be terminated by a resolution of the University's Board of Trustees given the leased premises are needed to carry out the University's mission as a state-assisted institution of higher education.

NOW, THEREFORE, BE IT RESOLVED: that the Miami University Board of Trustees hereby determines the premises currently leased to the Miami Employees Federal Credit Union Credit and the American Classical League are needed by the University to carry out its mission as a state-assisted institution of higher education; and

BE IT FURTHER RESOLVED: that the Board of Trustees authorizes and directs the Vice President for Finance and Business Services and Treasurer to give notice and take all such actions which he determines to be reasonably appropriate to terminate said leases 12 months from the date of this Resolution.

Indoor Sports Center

Dr. Creamer spoke in support of the resolution stating that the recent fundraising success of Intercollegiate Athletics has created an opportunity to add a facility to campus while at the same time replacing an aging facility (Withrow Court). He added the facility will not only be for Intercollegiate Athletics, but will have time set aside each day for all students.

Several Trustees added their thanks to those involved in raising the donations for the Center and commented that the facility would be built without adding any additional costs to the student fee. Mr. Bhati then moved, Mr. Lieberman seconded, and by voice vote the resolution was unanimously adopted, with eight Trustees voting in favor and none opposed.

RESOLUTION R2014-14

WHEREAS, the Indoor Sports Center involves construction of an indoor facility at the north end of Yager Stadium; and

WHEREAS, Miami University has received pledges and other financial commitments for the project totaling \$12.375 million towards the \$13 million dollar project; and

WHEREAS, additional pledges are anticipated prior to the construction of the facility but absent sufficient gifts, existing capital renewal funds will be used to fund the balance of the project; and

WHEREAS, relocating activities from Withrow Court to the Indoor Sports Center is essential to the closure of Withrow Court and avoiding major repairs estimated at \$5 million and eventually the cost of a facility renewal estimated at an additional \$15 million, and

WHEREAS, an Indoor Sports Center will not only provide enhanced practice alternatives for intercollegiate athletics programs year-round but will be available daily for

intramural and club sports use and at non-peak times for community and youth athletic tournaments; and

WHEREAS, the receipt of proposals is planned for March 2014; and

WHEREAS, the Board of Trustees desires to award a contract to the most responsive and responsible construction manager at risk;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the Vice President for Finance and Business Services and Treasurer, in accordance with all State guidelines, to proceed with the award of contract for the Indoor Sports Center project with a total project budget not to exceed \$13,000,000.

Executive Summary
For the
Indoor Sports Center
December 6, 2013

This project is an indoor facility (roughly 400' x x 200') to be constructed at the north end of Yager Stadium located at the existing offensive team practice field. The facility will utilize a synthetic "field turf" playing surface similar to Yager Stadium permitting use by multiple varsity, club and recreational sports programs. It will also be situated to allow connectivity and infill between the north Yager Stadium stands and a proposed future Athlete Performance Center.

Project Component:	Budget:	Funding Source:
Est. Consulting Services:	\$725,000	Gift Funds/Local Funds
Est. Construction:	\$11,500,000	Gift Funds/Local Funds
Est. Furniture Fixtures, and Equipment:	\$250,000	Gift Funds/Local Funds
Owner's Contingency:	<u>\$525,000</u>	Gift Funds/Local Funds
 Total:	 \$13,000,000	 Gift Funds/Local Funds

Current funding for the project totals \$12.376 million with the pledge payments and local funds scheduled over the next five years as follows:

		<u>Foregone Financing Costs at 3.0%</u>
Current Year	\$3.145 million	N/A
FY 2015	2.020 million	\$235,050
FY 2016	2.645 million	185,700
FY 2017	1.295 million	116,850
FY 2018	2.245 million	49,500
FY 2019	<u>1.025 million</u>	<u>20,250</u>
Total	\$12.375 million	\$607,350

It is recommended that the project be allowed to proceed without the remaining gifts identified and absent the finance costs. This project is important to maintaining competitive intercollegiate athletic programs but also to meeting the needs of club sports and intramural programs that serve all students. Additionally, by proceeding immediately, the project will lead to lower capital spending by an amount much greater than the project shortfall as described below.

In 2002 the university administration developed a facility master plan that called for the removal of Withrow Court. An evaluation of the facility at that time determined that the 1931 facility had reached the end of its useful life and was too expensive to preserve given it largely duplicates other campus facilities, and even a major renovation would not result in a facility that would provide for the needs of today's student athletes. Unfortunately, the University has been unable to relocate some functions in the building requiring it to continue to be operated. A recent evaluation identified that at least \$5 million needs to be invested in the facility in the very near future to continue to operate it. An additional \$15 million needs to be invested to sustain the facility into the future. For this reason, should the remaining fundraising not be accomplished, the unfunded portion will be funded through the annual renewal and replacement budget. The immediate shortfall of \$625,000 is significantly less than the \$5 million that otherwise would need to be invested in Withrow Court with the Indoor Sports Center better meeting the needs of today's student athletes.

For Withrow Court to be closed, it also is necessary for a new baseball locker room and office facility to be completed. Funding for this facility is complete, and it is expected that approval to proceed with this project will be requested at the February meeting. Similarly, this project will require that the cost of financing the remaining pledges be forgone.

While the need to proceed with the Indoor Sports Center is an extraordinary situation, the administration recognizes that the current practice of requiring all pledges to be secured along with any financing costs for a project to proceed will be the practice for future capital projects proposed by Intercollegiate Athletics.

Capital Improvements Request

Dr. Creamer spoke in favor of the resolution and outlined the process for capital funding. Miami's request will go before a group of University Presidents, then the Governor, then the State Assembly. He explained that Miami's proposed projects meet the State criteria quite well. The plan includes projects for Oxford, Middletown and Hamilton, with Shideler Hall being the most immediate, significant request.

Mr. Bhati moved, Mr. Wilson seconded, and by voice vote the resolution was unanimously adopted, with eight Trustees voting in favor and none opposed.

RESOLUTION R2014-15

WHEREAS, each biennium Ohio's public colleges and universities are asked to submit a six-year Capital Improvements Request in accordance with capital funding guidelines provided by the Ohio Office of Budget and Management and the Ohio Board of Regents; and

WHEREAS, the recommended capital improvements align with Ohio's Higher Education Capital Funding Commission's guiding principles, the university's academic priorities and existing facility condition needs;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby ratifies the December 2013 Capital Improvements Request.

BE IT FURTHER RESOLVED: that the Vice President for Finance and Business Services and Treasurer is hereby authorized to amend the 2015-2020 Capital Improvements Request as may be required to conform to changes in the allocation distribution made by the Ohio Office of Budget and Management and the Ohio Board of Regents.

**Six-Year Capital Program Request
FY 2015 - FY 2020**

Oxford Campus	
	<u>Project Amount</u>
<u>FY 2015 - FY 2016</u>	
Shideler Hall Renovation	\$22,750,000
Total	\$22,750,000
<u>FY 2017 - FY 2018</u>	
Pearson Hall Renovation	\$18,232,500
Hughes C Wing Laboratories Renovation	<u>\$7,125,500</u>
Total	\$25,358,000
<u>FY 2019 - FY 2020</u>	
Bachelor Hall Renovation	<u>\$27,950,000</u>
Total	\$27,950,000
Hamilton Campus	
	<u>Project Amount</u>
<u>FY 2015 - FY 2016</u>	
Academic/Administrative Renovation Projects	\$800,000
Mosler Hall Science Laboratory Renovations	
<u>FY 2017 - FY 2018</u>	
Academic/Administrative Renovation Projects	\$1,000,000
Roof Replacements	
<u>FY 2019 - FY 2020</u>	
Academic/Administrative Renovation Projects	\$1,400,000
Electrical System Replacements	
Middletown Campus	
	<u>Project Amount</u>
<u>FY 2015 - FY 2016</u>	
Academic/Administrative Renovation Projects	\$500,000
Gardner-Harvey Space IT & Electrical Upgrades	
<u>FY 2017 - FY 2018</u>	
Academic/Administrative Renovation Projects	\$800,000
Electrical System Replacement Phase 1	
<u>FY 2019 - FY 2020</u>	
Academic/Administrative Renovation Projects	\$700,000
Electrical System Replacement Phase 2	

Endowment Spending Formula

Dr. Creamer explained that each year Miami formally evaluates the spending distribution from the Endowments. He stated that the proposed formula remains unchanged from last year.

Mr. Ridenour then moved, Mr. Budig seconded, and by voice vote the resolution was unanimously adopted, with eight Trustees voting in favor and none opposed.

RESOLUTION R2014-16

WHEREAS, Miami University receives and manages contributions of cash, securities, life insurance, personal property, and real estate in its endowment; and

WHEREAS, the Board of Trustees desires to continue the policy of supporting University operations and scholarships through the distribution of income and realized gains from the endowment; and

WHEREAS, Miami University Resolution 2004-46 established a Spending Policy effective for the fiscal year ended June 30, 2004, and authorized such Policy to remain in effect until formally modified by the Board of Trustees; and

WHEREAS, Miami University Resolution 2010-4 established an amended Spending Policy effective with the fiscal year ending June 30, 2010, and authorized such Policy to remain in effect until formally modified by the Board of Trustees; and

WHEREAS, Miami University Resolution 2010-4 also directed the Vice President for Finance and Business Services annually to evaluate the variables underlying the spending formula and to present recommendations as to the spending formula to be used for the fiscal year; and

WHEREAS, the Vice President for Finance and Business Services has recommended to the Finance Committee of the Board of Trustees that the formula remain unchanged for the fiscal year ended June 30, 2014, and the Finance Committee has accepted that recommendation; and

WHEREAS, the Board of Trustees, has considered the proposed Spending Policy, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances, considering the following factors:

1. The duration and preservation of the endowment fund;
2. The purposes of the institution and the endowment fund;
3. General economic conditions;
4. The possible effect of inflation or deflation;
5. The expected total return from income and the appreciation of investments;
6. Other resources of the institution;
7. The investment policy of the institution;

NOW, THEREFORE, BE IT RESOLVED THAT: The Board of Trustees hereby authorizes that the spending distribution for the fiscal year ended June 30, 2014, be computed according to the following formula:

The weighted average spending formula is to be comprised of two elements: a market element, given a 30% weight in the formula, and an inflation element, given a 70% weight in the formula. The market element is to be computed by multiplying the market value of the investment portfolio on March 31, 2014 by a long-term sustainable spending percentage of 4.5%. The inflation element is to be computed by increasing the prior year's actual spending distribution by the annualized increase in the Consumer Price Index as of March 31, 2014.

Additional information regarding this resolution is provided as Attachment B.

Comments by the Board of Trustees Chair

Good morning. We had looked forward to holding this meeting on our Regional campus in Middletown, but the weather forced this change of location. We're disappointed to miss this opportunity, and hope to have an opportunity to meet on our Regional campus in the future.

There have been several additions to Miami's Board and Leadership team, and I would like to start by welcoming our new members. Steve Wilson joins us as our newest Ohio Trustee. Steve is a Miami Alumnus and Chairman and CEO of Lebanon Citizens National Bank Corp. Steve is very involved in community and professional service. Most recently, he completed his term as the Chairman of the American Bankers Association, and as a Board Member of the Federal Reserve Bank of Cleveland. On behalf of the entire Board of Trustees, I would like to welcome you Steve. We look forward to serving with you.

We also welcome several other administrative leaders: Dr. Jayne Brownell, the new Vice President for Student Affairs, Dr. Matt Myers, Dean of the Farmer School of Business, Dr. Beth Rubin, Assistant Provost for e-learning, and Chuck Martin, Miami's new Head Football Coach.

Welcome to you all!

There have been several very impressive student initiatives I would like to recognize. First is the "Charge the World Change the World campaign". Developed by nine Miami students who are members of the Pi Sigma Epsilon business fraternity, it is a philanthropic ad campaign for Schneider Electric, with a goal of spreading light around the world. The program provides solar powered, battery operated lamps to families in need who do not have access to electricity.

Another initiative is the Wells Project, which created a 10-day challenge for students to drink nothing but water for ten days. No coffee, no soda, only water. At the end of the ten days, students donated the money saved by drinking only water to the cause of building drinking water wells in Rwanda.

Students also played the primary role in the second annual Janus Forum held in late October. This event featured former New Mexico Governor, Bill Richardson, and Fox News Panelist William Kristol. As the two guests engaged in an interesting and rigorous conversation around the topic "The Role of the United States in the World", it was a pleasure to watch the masterful mediation and program management performed by our students.

It is also rewarding to see Miami students experiencing other cultures through international study. Miami now ranks third nationwide among public doctoral universities for undergraduate participation in study abroad programs. Top destinations include our Luxembourg campus, the United Kingdom, Italy, Spain and China.

Our students are also demonstrating their commitment to Miami. A wonderful example of this commitment is the participation of our student-athletes in the Red and White Club's campaign. For the first time in school history, 100% of Miami's 500+ student athletes made a gift to the Athletic Department - which will fund student scholarships.

The tradition of excellence is a part of the Miami culture which extends well beyond current students, and many of our faculty and staff were recently honored for their success.

Miami has embraced the Lean methodology - to generate new revenue, save millions of dollars, and streamline practices. We know how successful these efforts have been, and now the rest of the nation does as well - because Miami earned second place for our Lean efforts in the Central Association of College & University Business Officers' (CACUBO's) Best Practices recognition. It's been wonderful to see the Lean methodology spread across the university - moving from a cost savings tool to a powerful influence impacting the design of projects. When the Trustees had an opportunity to visit the Equestrian Center recently, many of the students and faculty told us how they had designed the facility to make it easier to clean, unload supplies and care for the horses - leveraging Lean principles.

Miami University's staff won 12 awards in this year's Council for Advancement and Support of Education (CASE) awards competition.

The annual CASE awards honor outstanding achievements in advancement, alumni and communications programs within our six state region.

This year, Miami's big winner was Advancement's "Day Without Donors" program, which focused on strengthening the connections between faculty, staff, students, donors and alumni. It won two of the gold awards and three bronze awards.

Finally, I would like to celebrate the completion of a highly successful Love and Honor Campaign. The Love and Honor campaign will close on December 31st having exceeded its \$500 million dollar goal by at least an additional \$25 million dollars. This was an amazing campaign that will clearly have a lasting impact.

More than 1,600 endowed funds were created that will benefit Miami's students and faculty in perpetuity, and the campus was dramatically improved with the addition of the Farmer School of Business, the Armstrong Student Center and the new Goggin Ice Center.

As with any campaign, leadership gifts play a critical role - and the Love and Honor campaign is no exception. I want to express the Board's appreciation to the Farmer Family for their gifts to the Farmer School of Business, to Mike and Anne Armstrong for their generous leadership gift to the Armstrong Student Center and for their gift endowing The Armstrong Institute for Interactive Media Studies, to Lois K. Klawon whose estate gift created the Access Initiative which enables hundreds of students to attend Miami, and to Harry Wilks for his generous support of the Hamilton campus and the Harry T. Wilks Leadership Institute.

I'd also like to recognize the contribution of over \$16 million made by Miami's staff and faculty and the gifts of the many alumni, friends, parents, corporations and foundations who responded to our call during the Love and Honor campaign.

Campaigns need volunteer leadership, and I would like to express the board's appreciation to the Love and Honor Steering Committee, its chair, David Shade, and the many Campaign leaders and volunteers.

Finally, I would like to acknowledge and thank the campus community. President and Valerie Hodge spent countless hours visiting contributors, hosting dinners and thanking donors. Without their tireless efforts, the Love and Honor Campaign would not have been as successful. Similarly, Provost Bobby Gemmesaw and the Deans worked very effectively to garner support for the campaign. And, of course, the university advancement staff deserves credit. During the campaign, the goal was raised twice, and each time the staff rose to the challenge. We are very grateful to all of these leaders for their tireless efforts.

The impact of the Love and Honor campaign will endure at Miami for many generations.

It has been an exciting year thus far, and with the Armstrong Student Center opening, the next semester promises to be even more exciting.

President's Report

Thank you, I'll make just a few brief remarks about some of the activities this semester and then I'd like to share with you some insights as to what makes Miami 2020 so special.

Valerie and I had the opportunity to visit Luxembourg to celebrate the 45th anniversary. Luxembourg has been very special to Miami but we are also very special to Luxembourg; so part of the activities there involved events where we interacted with some of the highest members of government as well as local officials. That was terrific, and what made it particularly interesting is that this was the week leading up to their elections that were going to occur on Sunday, and it was also a time when our government was under great stress and the number one question we were asked again, and again, by every single

official was “Are you people nuts?” That’s almost literally what I was asked. I replied with the Winston Churchill quote that “Americans will always do the right thing, eventually.” Pray that it be so.

As a feature event of the celebration, we gave a special Presidential Award to Claude Meisch who is the Mayor of Differdange and he has been extraordinarily helpful; a visionary in helping us build the program, to get the new lease on the chateau, simply put, he is very supportive of everything we do. Just yesterday we found out that he was confirmed as the new Minister of Education and Higher Education for Luxembourg, so we’re delighted we are absolutely delighted at that.

Another activity that was very special for us is that we celebrated with the Shade family and a few other individuals, the completion of the Shade Family Room, holding a special dinner, the first dinner ever in the new Armstrong Student Center. It was a fantastic evening. The first of what we believe will be an endless stream of special moments in an incredibly beautiful building. Yesterday, Valerie and I had the opportunity to do an impromptu tour with the Howe Center National Committee Advisory Group and it was unbelievable to walk around the building with them; their eyes were this big and their jaws were dropping. The highlight for them of course, was the open book that was being installed in the 3-dimensional Seal in the middle of the Bicentennial Rotunda. It was an incredible moment, that even to us, who have been seeing it every day, continues to amaze us with the excitement that is there.

We also, this semester, had the dedication of Etheridge Hall. This was a very special moment for us because Bob Etheridge was a very special person whose values and vision played such a key role for many of the individuals around this table as well as the University for so many years. It was a perfect Fall day, and the perfect way to salute a career, and commitment to Miami, that made such a difference over the years.

Many of you also participated with us in the lecture by Simpson and Bowles, who were here to talk about very serious matters. Along these lines, I also would like to take this opportunity to recognize our own student efforts in the Green Room Project, which is an attempt to educate current students on the fiscal future of the United States. It’s a nonpartisan effort to bring our students together to inform them, to help them be more active in campaigns, and to press the issues so that we can have fiscal solvency into our future.

I’d like to also extend my greetings and well wishes to our new appointees. Steve we’re delighted to have you as part of the Board of Trustees. As you can tell from the efforts around 2020, the Board of Trustees has played an enormously important role in making sure that job number 1, which is the future of the University, is secure. I’d also like to acknowledge Matt Meyers the new Dean of The Farmer School of Business, Beth Rubin Assistant Provost for E-Learning, Jane Brownell Vice-President for Student Affairs, and Chuck Martin who we met this morning, our new Football Coach. What is important about these appointments is not only that they are in key positions but that each of them brings with them a set of personal qualities that are the qualities we think define Miami. They have values, deep values. They have energy. They have drive. They are strategic thinkers. They are great collaborators. I have no doubt that they will continue to move Miami in the

right direction.

I'd like to conclude my comments by giving a little bit of depth to the overarching goal that we have for the 2020 plan. To promote a vibrant learning and discovery environment that produces extraordinary student and scholarly results. What does that mean on a personal level? Within the last couple of weeks I have received three items of correspondence that I think defines that. The first is from a parent who describes what it's like for our students and the interactions they have with the faculty. She wrote me, unsolicited, the following:

"Tomorrow, my daughter will be inducted into an Honor Society for Engineers, I can't tell you the name, I just know it is Thursday. To think I have a daughter persevere through Engineering makes me profoundly appreciative of the countless professors who have challenged and encouraged her. She is the youngest of three, following on the heels of a Physicist, and Fashion Designer. She has weekly texted me crisis sentences such as "I have ADD.", "I have head lice.", "I have anxiety.", "I have the flu." She has persevered. I have prayed. The professors in math singled her out her freshman year and challenged her to take a special math class. The engineering professors directed her to electrical engineering. They have put her on committees, answered her questions, called on her in class when she could not raise her hand. One walked her to another building to get a question answered.

She studied math in Paris this summer and I knew when she returned that the experience had been life-changing. I have been stunned by the level of care and concern professors have shown. I am a Miami alumna, but I had forgotten the lengths to which they would go. My daughter is a student who is not going to raise her hand, or speak up. They are giving her a voice and a love for electrical engineering. I fear if she attended another school, she would have given up and switched to something easier. She has been challenged, encouraged, praised, and tomorrow, she will be honored."

The second piece that I would like to share with you was in the Miami Student, two issues ago, and it comes from Austin Fast who is a former Editor-in-Chief, a graduate of Miami University Class of 2010. I'll read just a brief bit of this, but it is well worth reading because, well there is a reason he was Editor-in-Chief, the guy can write. He states:

"To think that in such a place, I led such a life.'

You all know this quote. I groaned each time I saw it festooned across bed sheet banners draping tree-to-tree on Oxford's front lawns every May. Don't get me wrong – I love Oxford, and my four years there were as packed with magical memories as anyone else's. Challenging coursework, weekends Uptown with friends and real-life work experience at The Miami Student and WMUB have all cemented themselves firmly into my memory, but the events I look back upon and marvel at with the breathless fervor of this quote are actually the opportunities Miami provided beyond the

confines of the Mile Square. Leading such a life in those places is what pushed me to where I am today: in Macedonia, wrapping up my third and final year as a Peace Corps Volunteer.

There are scores of opportunities at Miami that allow students of all economic backgrounds to learn about and engage in the world around them.

To spare you from long autobiographical rambling, I'll just hit my highlights: service-learning in Cincinnati's Over-the-Rhine neighborhood; performing in Canada and China with the Men's Glee Club; learning Italian and studying the culture in Urbino, Italy; filming a documentary and reporting on the economic crisis in Kosovo; and working in a shelter for abused women and orphans in Tijuana, Mexico.

These five extraordinary experiences outside Oxford define my college experience far better than Green Beer Day shenanigans (happy about that) or the countless hours cramming at King Library. Even better, Miami scholarships put them all within reach. To think that such a place enabled me to lead such a life!..."

So that's from an alumnus. Let me end with an email I received this morning. This "I am Miami" initiative is incredibly important to our future. It's a way to take all the things that we have been, and are, and give them a life and an explicitness that will help all of our future generations of students move ahead. But to be successful, it requires our students to own the process. It's not enough for the University, whatever that means, to provide this. It has to be something that the students must embrace, and live. The students are establishing a committee. The "I am Miami" Committee to look at ways in which we can use the "I am Miami" code of Love and Honor to drive the spirit of the University, and they invited students to apply to be on this committee. This morning I received, thanks to Deedie, an email of some of the student applications and I'd like to share just one brief application with you. This is from a second year student here at Oxford.

"In my Freshman Year, I struggled to fit in and exhibit the qualities Miami students are supposed to have. Through the year I came to a conclusion; I cannot mold myself to become Miami, but Miami is what I make of it. My place is here at Miami. My experiences and my memories are determined by me. I want to show students struggling to fit in and become Miami, that they shouldn't be afraid to be themselves. What makes Miami so great is the diversity of people who make the University an amazing place to be, to inspire people to branch out and try new things and to make memories that will last them a lifetime. I want to show people what it means to proudly say "I am Miami."

Report of the Chair of University Senate Executive Committee

Dr. Steve Wyatt could not attend because of an instructional conflict. However, Dr. Wyatt did make a report to the Academic and Student Affairs Committee, which is included as Attachment C.

Report of the President, Associated Student Government

Mr. Charlie Schreiber, President, Associated Student Government, reported the following:

Thank you for allowing me to speak with all of you this morning. The student government along with the student body has had a very exciting first semester this year. Amongst the buzz about the winter term and the opening of Armstrong in the spring, our campus has been full of change. You cannot step more than two feet without seeing construction. These new developments on campus are important for current students and very attractive for perspective students.

Along with these changes on campus, we have a push to revitalize our campus culture. I've been able to speak about I am Miami all across campus this semester. I am extremely excited and passionate about this initiative. I have had the opportunity to have conversations with Dr. Hodge and other administrators about bystander intervention. This is one of the major aspects of the initiative that I think is most important. The Values Statement and Code of Love and Honor set up the principals that every Redhawk should have ingrained in their personas. We need to respect ourselves and respect others. Living up to these standards should not be difficult, because these are qualities all Miamians should hold dear. The hard part of this is peer-accountability. This concept of bystander intervention is very difficult when confronting another students and even harder sometimes when talking with a friend, but we need to do it. The situation is that the University and the administration can only do so much, but when it comes down to it, the students need to take hold of this initiative and be accountable for themselves, for each other, and for the standards of our institution.

Another big accomplishment for ASG this semester is the creation of a new cabinet position, The Secretary for Sustainability Initiatives. This is a campaign goal my ticket ran on, and it is now a reality. The University is pushing for more reforms dealing with being more environmentally friendly, and this is something the student body feels very passionate about. We created this position to be the liaison and the force for more green changes from the student body. I think we have made a lot of progress in this area, but need to continue in these efforts.

I have begun to study for my political science exams, so please forgive me for the federalism metaphor I am about to use. The greatest influence and responsibility of government has always been the power of the sword and the power of the purse. For universities you must invert and reserve the roles of this metaphor but it still really applies. I want to thank Dr. Hodge because he continues to press the point that we cannot utilize these powers unless there is collaboration; a point that congress had yet to learn. Our governing body has these two responsibilities. The power of the sword is used to fight, and in this case fight for our students' educations. With the redesign of the Miami Plan, we need to make sure that it encompasses all the aspects of a true Miami liberal education. This is a huge change to our global Miami education and we need to make sure it is the right change. Something that complements this redesign perfectly is the creation of a first year experience. This program is crucial to inform students about their responsibilities but also the resources that allow them to gain the best Miami experience.

The other side of the sword is there to defend. We must protect our students to the fullest. Although the number one responsibility of a university is to educate, equally as important is to keep our students safe. The Good Samaritan Policy is crucial. We have had twenty-eight reported cases this semester. Who knows what could have happened if these students were too scared to call and get help for themselves or for others. This policy eliminates this fear. This policy saves lives. In addition, we need to make sure students know we have resources for them on campus not only dealing with academics, but also social. We have an unbelievable amount of resources through Student Affairs to help our students both physically and mentally. We need to educate all students about these. I believe the first year initiative along with more bystander intervention will help with the situation and make sure our students are kept safe.

The power of the sword goes hand-in-hand with the power of the purse. I know these are hard financial times, and although Ohio schools, and specifically Miami have increased tuition much less than other schools, we still need to make sure our students both current and future can afford their tuition. Tuition is rising and scholarships do not increase at the same rate. In this situation financial uncertainty is the biggest problem. Not knowing how much tuition will increase the following year greatly affects our student body and their families. Even though sometimes we are talking about only a couple hundred dollars, that could make the difference when students are deciding if they can afford to stay on campus. There is a lot of competition in higher education, both across the country and regionally. To lose a student not only affects our retention and graduation rates, but also damages the financial well being of the university, and most importantly the morale of the students. I believe a tuition ceiling or tuition lock policy will help alleviate this uncertainty policy without damaging the university financially. We really need to continue conversations about these policy options.

Finally I want to say how honored I am to serve as your student body president. Being in this position, I have had the opportunity to see what a wonderful administration we have here at Miami. There is no doubt that our university always puts students first, which is not the case at all other schools. Miami prepares us both academically and socially. The drive and encouragement from students, professors, and the university administration makes me, and the entire student body, confident to pursue future goals. Once again, thank you so much for letting me address you this morning, and thank you all for everything you do for our University. I hope everyone have a very safe and happy Holiday and New Year.

Student Trustee Reports

Student Trustee Arianne Wilt reported:

It's an exciting time of the year for Miami students. Winter break is fast approaching, the Armstrong Student Center is almost completed, students are considering their options for the new winter term and finals studying is underway; just head over to King Library and you will see the dedication of students to their academic success.

Since we last met, so much has happened on the Oxford campus. On October 30, the Political Science Department hosted the second Janus Forum. Our keynote speakers

were former Governor of New Mexico and Ambassador to the United Nations Mr. Bill Richardson and founder and editor of the Weekly Standard Mr. Bill Kristol. Our topic centered on America's Role in the World. Both Mr. Richardson and Mr. Kristol had insightful answers and provoked thoughtful discussion in their small classes held with select students prior to the event. Farmer School of Business also hosted Simpson and Bowles in a discussion on Fiscal Responsibility and Reform. The University hosted Jack Hanna, who delivered an interesting and insightful discussion on how humans can better share the world with animals and even brought in some very cool animals. Finally, the Departments of Economics and Political Science hosted writer Amity Shlaes who delivered an interesting and controversial discussion on Calvin Coolidge and his balanced budget approach. These examples only begin to scratch the surface of the impressive and diverse group of talented and intelligent individuals Miami University is able to bring to campus. I believe this is a huge strong point of the University. The ability to attract such interesting and important individuals to speak to our students indicates the strength of our reputation nationally and the immense opportunities afforded for learning outside of the traditional classroom.

As we all likely know, Miami Athletics are facing some major changes in the coming months. We are on the hunt for a new Varsity Football coach. As a Miami family, we take great pride in backing our staff and particularly our alumni and always wish for their success. However, the opening of the head coach position leaves very open the possibilities of high success for our football team in the coming years. Student-athletes, both first-years and fifth-year seniors are looking forward to what a new coach can bring to the table and the future of both the Miami football program and Miami Athletics in general.

On a more somber note, since our last meeting we have lost three students, two in their second year at Miami and one first-year student. We are all deeply saddened by the untimely losses of several important members of our University community. All were involved and enhanced the communities among which they were associated. As students, we appreciate the University's responses to these tragic events by providing grief counseling and the Student Health Center's willingness to open their doors and work extra hard to provide services to students during these tragic times. While I did not know any of the three students personally, we are all a part of the Miami family, losing a fellow student is like losing a family member. The Student Body sends their condolences to the family and friends of those lost and can only hope students are more cautious in every situation, it would be utterly dreadful to lose any more members of our family.

Finally, I would just like to extend a thank you on behalf of the entire Student Body for your support of the Armstrong Student Center, especially to Mike Armstrong for his generous financial gifts and everyone else who made this possible, not only financially but in every possible aspect. As the building is almost finished, the excitement around campus is infectious. Alumni, both old and recent have come back to campus and been astounded by its beauty. I have seen numerous photos and posts on Instagram and Twitter from alumni about how impressed they are and how they wish it existed during their time as a Miami student. We are so excited to use this building in every way it was intended and more, to enhance the experiences of all Miami students now and for many years to come.

This concludes the report of Trustee Wilt.

Student Trustee Graham Bowling reported:

The excitement over the opening of the Armstrong Student Center is reaching an epic level at Miami. Whether one is grabbing lunch at Maple St. Station, waiting for class to begin throughout campus, or studying in King Café; murmurs of joyful anticipation over our new student center can be heard. As the momentum builds, students are preparing for the many opportunities for growth and collaboration Armstrong will enable. The entire student body is invited to a free event called Snow Ball on Jan. 30th, 2014 to celebrate the opening of the Armstrong Student Center. As a freshman, I served on ASG as the Tappan Hall senator. I was privileged to participate in the groundbreaking ceremony over two years ago and I am excited to see this incredible new addition in full swing next semester.

Over the past year, I have had the honor of assisting the Farmer School of Business seek a qualified candidate to fill the vacant Dean position. I am pleased to report that Dr. Matthew Myers was appointed the eighth Dean of the Farmer School of Business. When Dr. Myers visited campus, I was able to participate in the student interview portion of his day. I was immediately impressed by his vision to retain a strong “core” within the business school as well as promote future innovative solutions as FSB continues to rise through the ranks of the nation’s top undergraduate business schools.

I am eager to begin our first J-Term experience. Students are studying abroad all over the world, taking classes on Oxford’s campus and online, and still many are staying home or vacationing for a well-deserved extended break. Personally, I am tackling the exciting endeavor of having my tonsils removed but the extra time will allow me to have the procedure and not interfere with my summer travel and internship plans. No matter one’s plans, the new J-Term is providing students with more options to meet their needs than ever before.

Unfortunately, this semester we awoke to heartbreaking news on multiple occasions. The student body was left bereft by the tragic deaths of sophomore Jaclyn Wulf, freshman Sean VanDyne, and sophomore Jacob Jarman. While reflecting on the shocking news, I was reminded to approach each new day and experience with gratitude and joy because life is never guaranteed. My deepest condolences go out to the families and friends of our lost students.

This week, Arianne and I were able to assist members of the ASG Executive Cabinet and various ASG senators in reading Student Trustee applications and conducting 15 interviews. Overall, I am quite impressed by the applicant pool. We had one individual perform an elaborate magic card trick at the end of their interview. Needless to say, it was entertaining and memorable. This weekend we will narrow down the list to five students and ultimately send their names and applications to Governor Kasich in Columbus for a final decision.

I am enthusiastic to continue my involvement and work as a Miami Student Trustee and would like to thank the Board and Miami administrators for their warm and encouraging welcome this semester.

Other Business

Election of Officers for Calendar Year 2014

Nominating Committee Chair Sue Henry presented the proposed slate of officers for Calendar Year 2014, which include:

Chair – Ms. Sharon Mitchell
Vice Chair – Mr. David Budig
Treasurer – Mr. Jagdish Bhati
Secretary – Mr. Dennis Lieberman

Mr. Crain moved for approval of the slate, Mr. Ridenour seconded, and by voice vote the slate of officers was unanimously adopted, with eight Trustees voting in favor and none opposed.

Chair Mitchell then announced the Committee Chairs and appointments for Calendar Year 2014, they include:

Academic and Student Affairs:

Chair Sue Henry, Co-Chair Bob Shroder.

Members; David Budig, Donald Crain, Terry Hershey, Dennis Lieberman, Sharon Mitchell and Harry Wilks.

Finance and Audit:

Chair Mike Armstrong, Co-Chair Mark Ridenour.

Members; John Altman, Jagdish Bhati, David Budig, C. Michael Gooden, Sharon Mitchell and Steve Wilson.

And, as representatives to the Foundation Board; Jagdish Bhati and Sharon Mitchell.

Election of a Vice President for Student Affairs

President Hodge spoke in support of the appointment of Dr. Jayne Brownell as Vice President of Student Affairs. He highlighted her experience and qualifications. He also spoke to her drive, values, collaborative nature and strategic thinking, all qualities he believes will make her an outstanding Vice President for Student Affairs.

Mr. Bhati moved, Mr. Budig seconded, and by voice vote the election of Dr. Jayne Brownell as Vice President for Student Affairs was unanimously adopted, with eight Trustees voting in favor and none opposed.

RESOLUTION R2014-17

BE IT RESOLVED: that the Board of Trustees, upon the recommendation of the President, hereby elects Jayne E. Brownell as Vice President for Student Affairs, to become effective March 1, 2014.

Vice President Reports

A written report was submitted by Mr. Tom Herbert, Vice President for Advancement. This report is included as Attachments D.

Executive Session

With no more public business to come before the Board, upon the recommendation of the Chair, Mr. Ridenour moved, Mr. Budig seconded, and by unanimous roll call vote the Board convened to Executive Session to discuss pending litigation, personnel matters, and the sale of property, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Adjournment of Meeting

Following Executive Session, with no other business to come before the Board, the meeting was adjourned.



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



MIAMI UNIVERSITY

Miami University 2020 Plan

Presentation to the Board of Trustees

December 6, 2013

David C. Hodge, President

Bobby Gempesaw, Provost

Phyllis Callahan, Dean, CAS, 2020 Co-Chair

Jim Kiper, Chair, CEC, 2020 Co-Chair

2020 Plan: Why Now?

At Miami

- Current 5 Year Strategic Goals, adopted in 2008, are expiring this year
- This is the last year of the implementation of the Strategic Priorities Task Force recommendations



2020 Plan: The Context

- **Economic downturn**
- **Changes in higher education**
 - Higher tuition cost
 - State and federal funding cuts
 - Changes in demographics
 - Competition in higher education
 - Value of a college degree questioned



2020 Plan: What's Different?

1. Bottom-up, shared version of our future
2. Establishes metrics for all goals and objectives
3. Provides specific measurable objectives for all units on campus
4. Emphasizes performance and execution



Guiding Principles & Expectations that Permeate the Action Plan

- Quality
- Extraordinary student outcomes
- Academic rigor
- Innovation and creativity
- Accountability and efficiency
- Growth and leveraging of University resources
- Collaboration and inclusiveness
- Use of technology to enrich personalized learning



MIAMI UNIVERSITY

Miami University 2020 Plan

University Vision

Provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs.



MIAMI UNIVERSITY

Miami University 2020 Plan

Unifying Goal: Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes

Foundation Goal 1:
Transformational
Work Environment

Foundation Goal 2:
Inclusive Culture and
Global Engagement

Foundation Goal 3:
Effective Partnership
and Outreach



MIAMI UNIVERSITY

2020 Plan - Process

Summer 2012: President Hodge, Provost Gempesaw, divisional deans, vice presidents, and selected others created an initial set of 5 general goals and outlined the process and timetable for engaging the Miami community in developing the 2020 Plan.

Fall 2012: Coordinating team and five target goal teams with 50 representatives from all academic and administrative divisions were invited to participate.

Dean Phyllis Callahan and Dr. Jim Kiper, chair of the Executive Committee of University Senate, served as coordinating team co-chairs.



MIAMI UNIVERSITY

2020 Plan - Process

October 2012: Target goal team chairs and members of the coordinating team met with Jeff Selingo, Editor-at-Large of *The Chronicle of Higher Education*.

November 2012: President Hodge, Provost Gempesaw, co-chairs Dean Callahan and Dr. Kiper, target goal team chairs, and four members of the Board of Trustees revised and honed the Miami Plan goals, objectives, and metrics.

January 2013: Target goal team members, the President, the Provost, and some members of the Board of Trustees met to further refine the plan, with consultation from John Foster, founder of Gamut Labs, LLC and Miami alumnus.



MIAMI UNIVERSITY

2020 Plan - Process

Spring 2013: Dr. Kiper and Dean Callahan presented the revised plan in four public forums and to numerous committees and groups, including the President's Executive Cabinet, Council of Academic Deans, University Senate, Faculty Assembly, and Academic Administrators group (chairs, program directors and other academic leaders).

Summer 2013: With the support of Institutional Research staff, a group of department chairs, directors, and deans met with the associate provost and provost to design a template for all units to report their respective contributions to the plan.

August 2013: An academic administrators' retreat was held to refine the template.



MIAMI UNIVERSITY

2020 Plan - Process

Fall 2013: All academic and administrative units completed the template and reported their contributions to advance the goals.

Deans and Vice Presidents integrated their divisional contributions and submitted them to the Provost.

The Provost Review Team synthesized responses from all University units to form the plan as presented to the Board of Trustees.



MIAMI UNIVERSITY

Miami University 2020 Plan

Unifying Goal

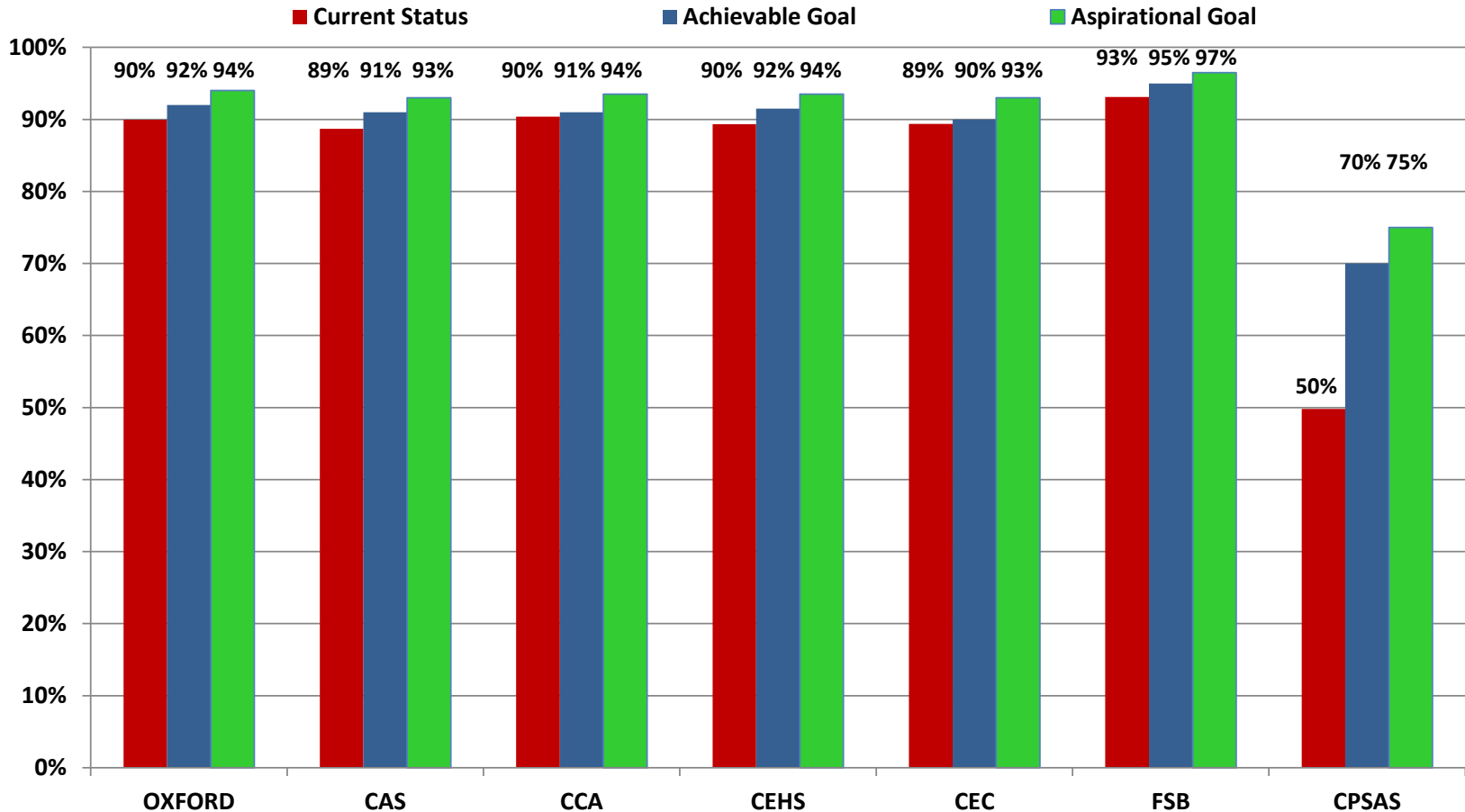
Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes



MIAMI UNIVERSITY

Metric 1: Miami will achieve a 6 year graduation rate of 85% (81% current) and a 4 year graduation rate of 75% (68% current). To achieve this goal, Miami must achieve a 1st to 2nd year retention rate of 93-94%.

1. Retention Rates



Miami 2020 Plan - Metrics

Metric 2: One year after graduation, 90% of graduates who seek employment will be employed in a full-time position.

University Aspirational Goal: To assess this metric, institutional surveys will be modified. **Currently**, 56.5% of graduating seniors have received at least one employment offer at the time of their graduation.

Metric 3: One year after graduation, 75% of students who apply to graduate or professional school will receive at least one offer of admission.

University Aspirational Goal: To assess this metric, institutional surveys will be modified. **Currently**, 95% of law school applicants and 62% of medical school applicants are accepted.



Miami 2020 Plan - Metrics

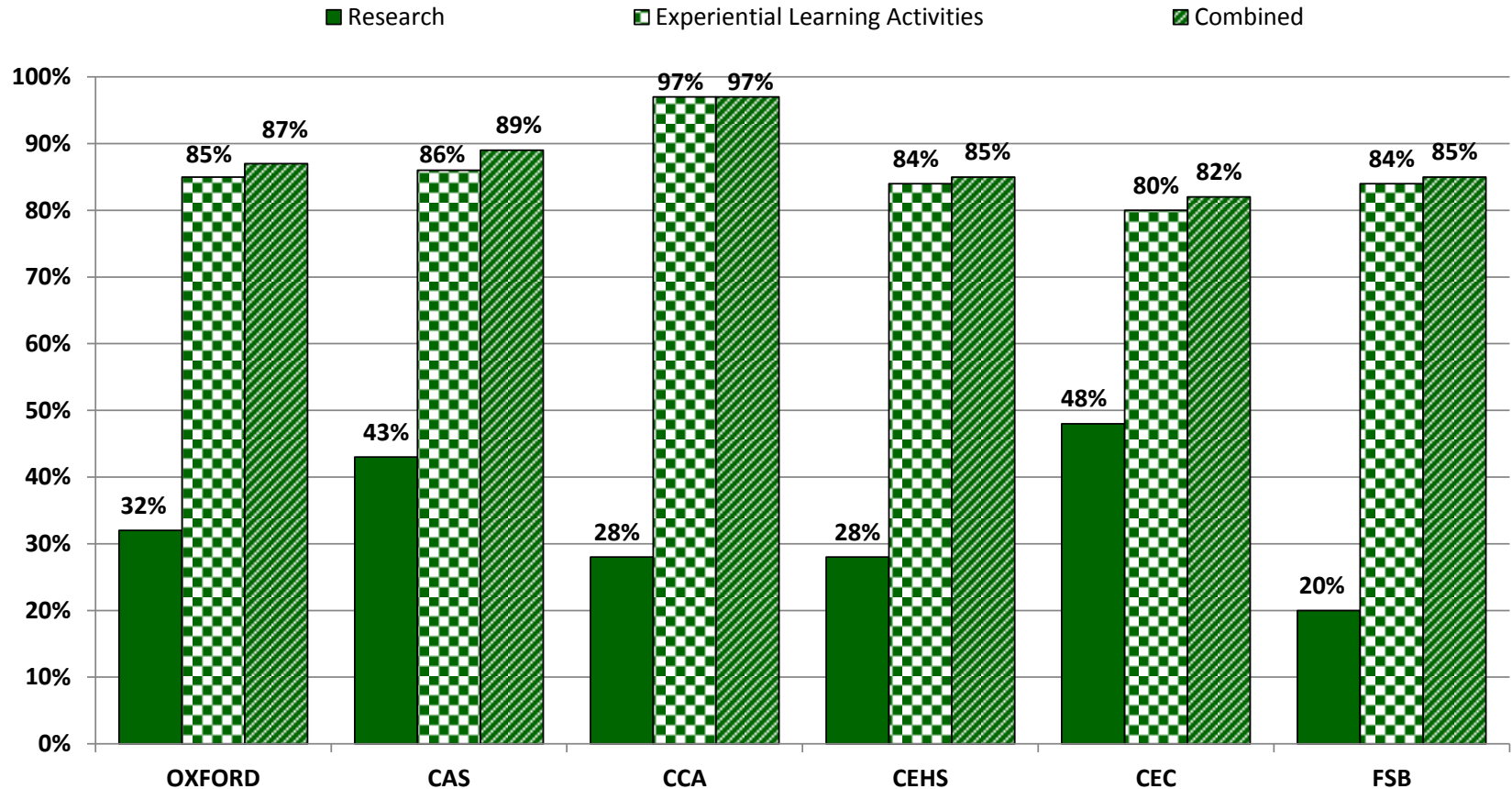
Metric 4: Continue to increase the quality and impact of scholarship or creative performance.

University Aspirational Goal: 90% of faculty applying for tenure and/or promotion will be successful. **Currently**, 75% of all faculty produce research or creative performance that meets or exceeds divisional promotion and tenure standards.



Metric 5: Upon graduation, all Miami students will participate in a research (40%) or similar experiential learning activity (100%).

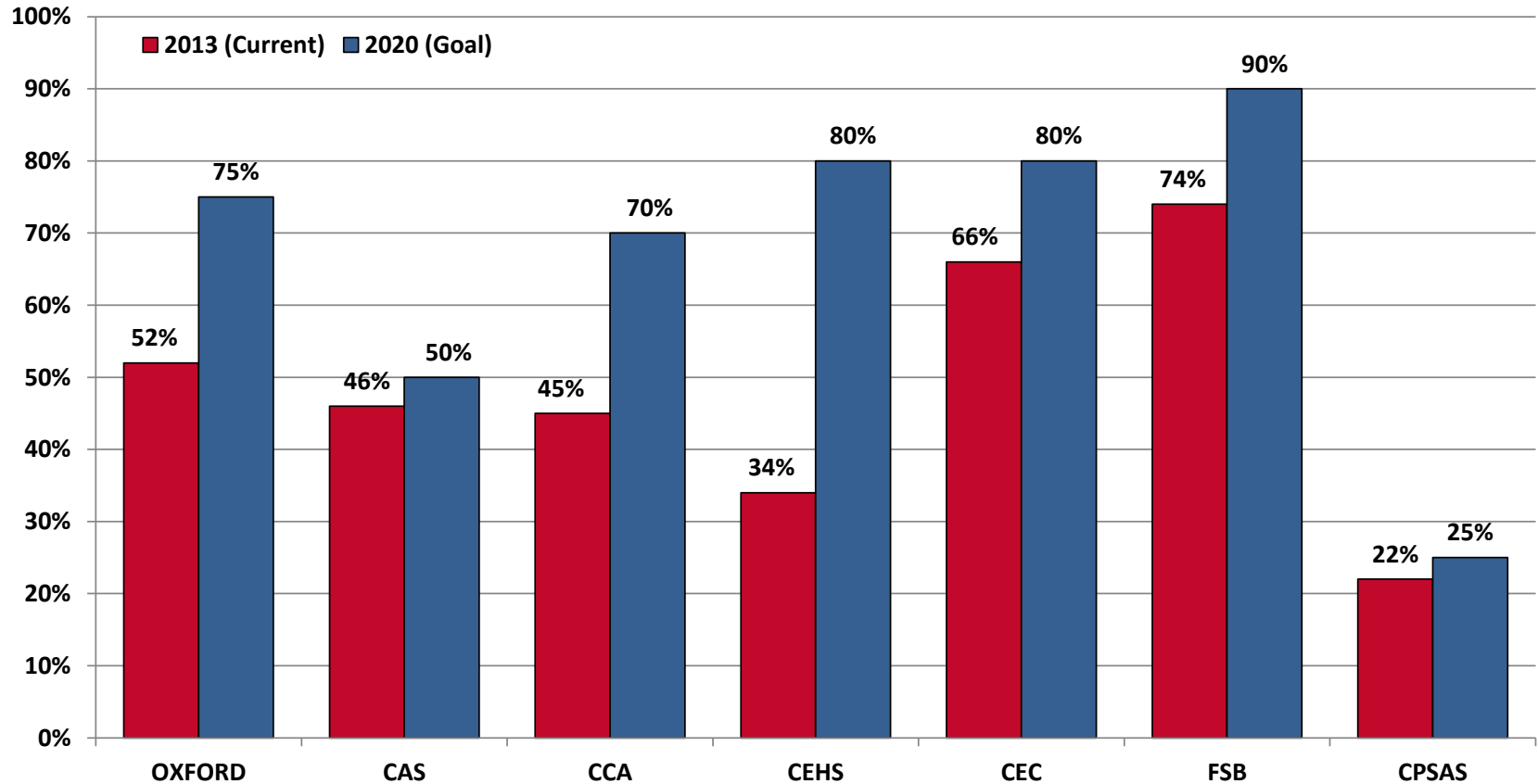
5. Current* Undergraduate Involvement in Research or Similar Experiential Learning



* Based on survey data.

Metric 6: 75% of Miami students will complete an internship before they graduate.

6. Undergraduate Involvement in Internships: Current* vs. 2020 Goals



* Based on survey data.

Miami 2020 Plan - Metrics

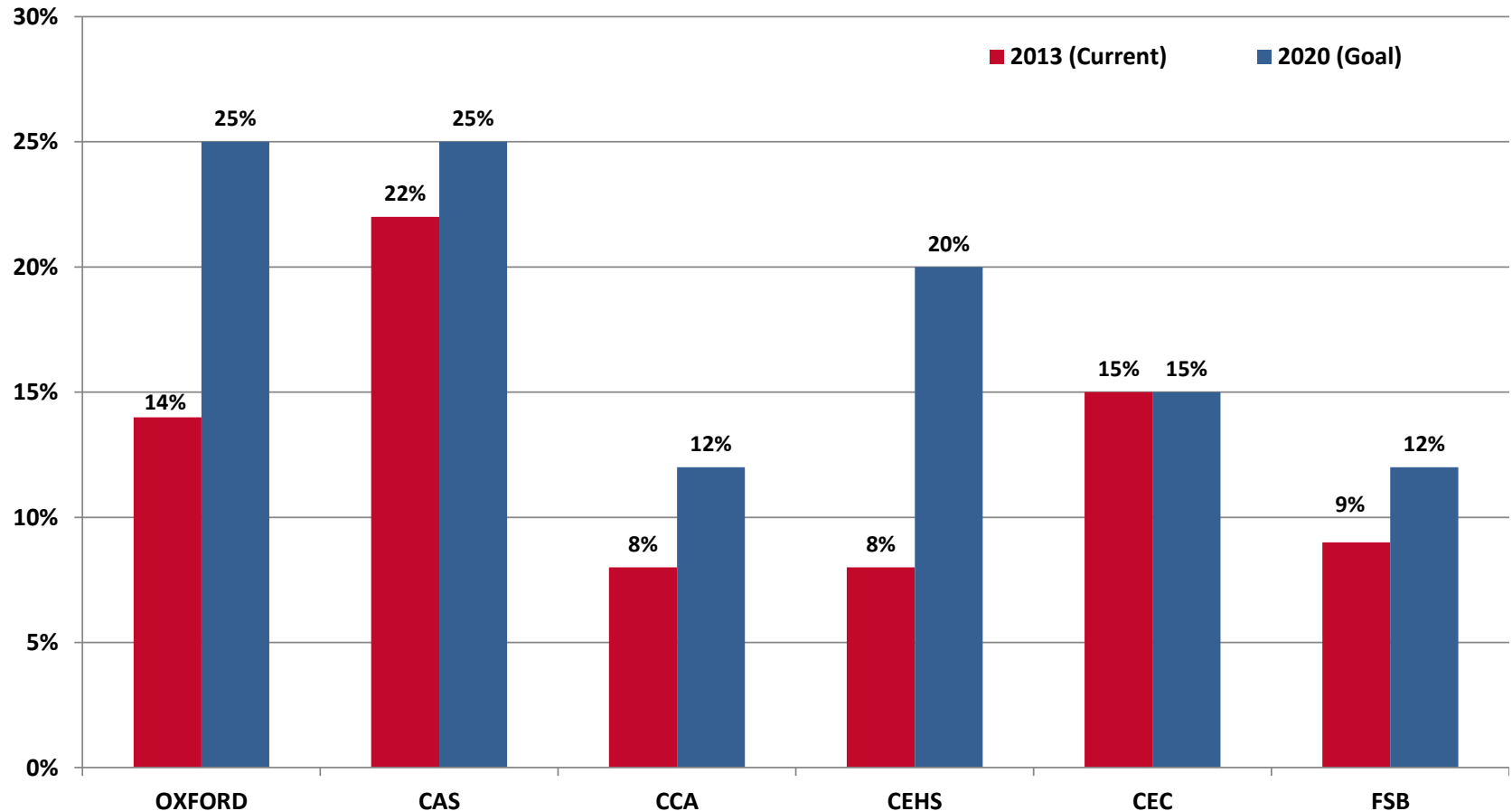
Metric 7: 90% of Miami students will have two or more co-curricular experiences before they graduate.

University Aspirational Goal: To assess this metric, Student Affairs will identify methods for tracking student involvement in co-curricular experiences. **Currently**, 63% of graduating seniors report participating in a student organization or club.



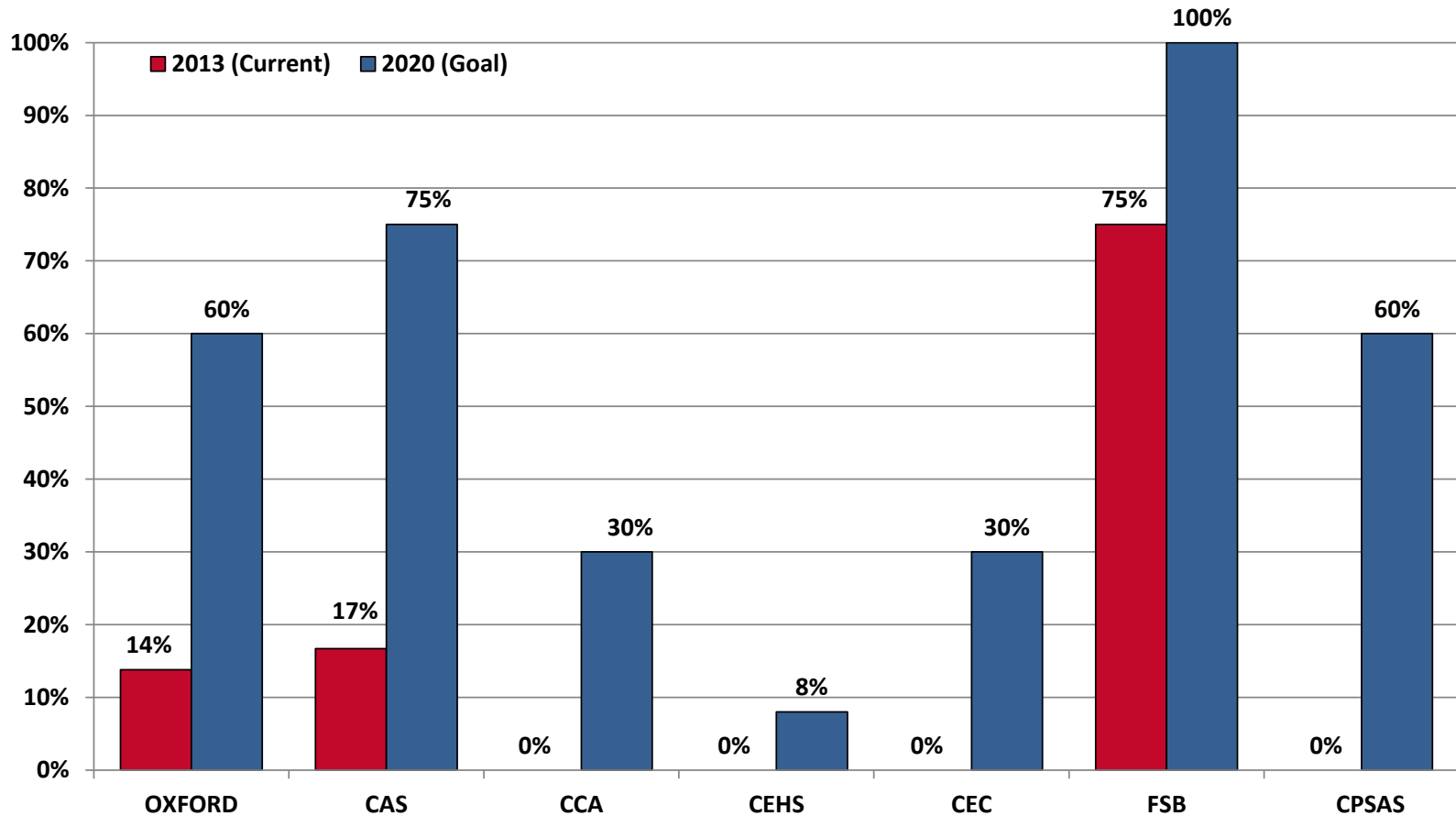
Metric 8: 25% of our students will graduate with multiple degrees/ majors/co-majors, and 5% will graduate with a combination bachelor's and master's degree.

8. Percent with Multiple Degrees/Majors/Co-Majors/Minors/ Concentrations/Certificates

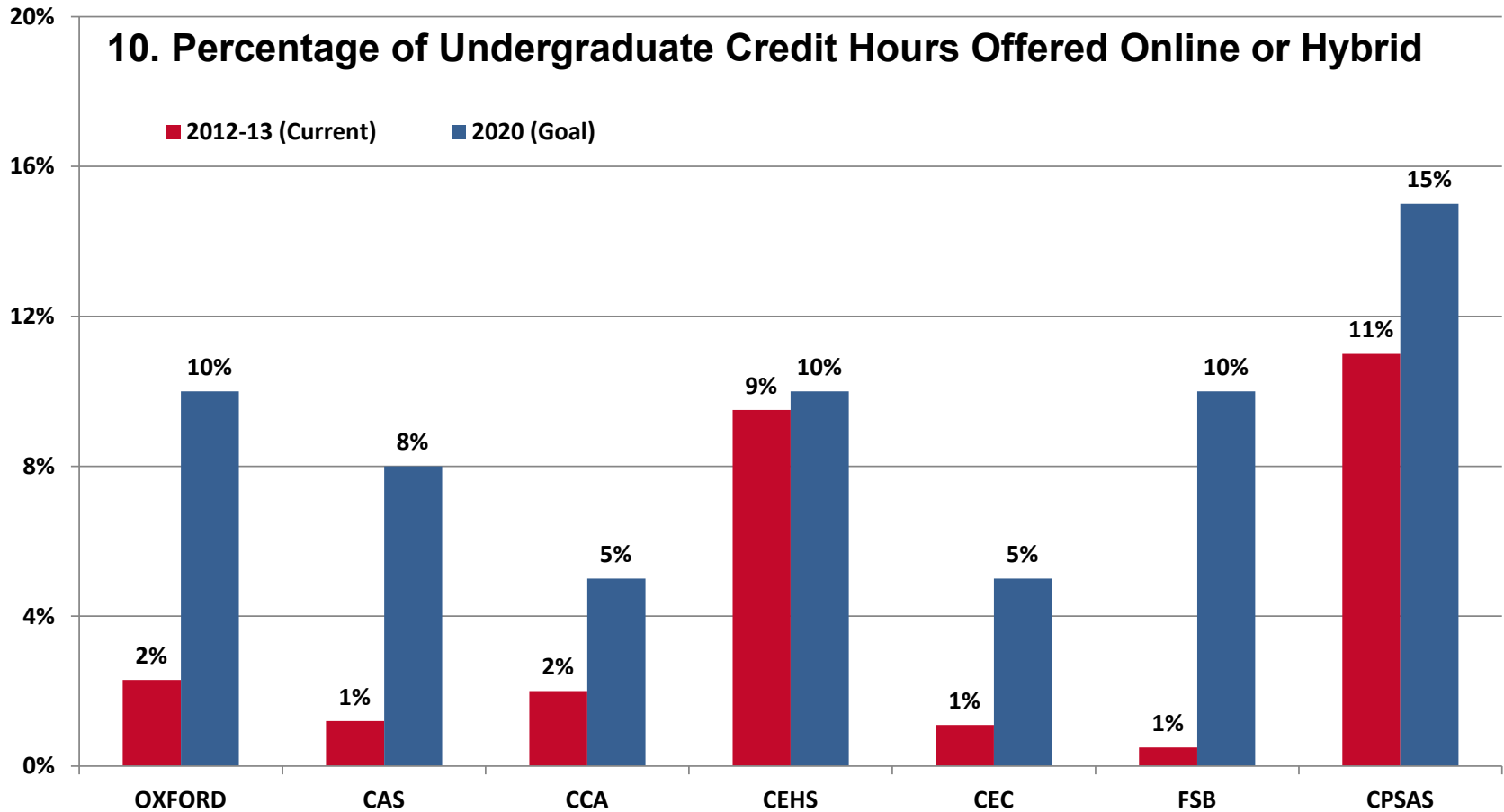


Metric 9: 60% of degree programs can be completed in 3 years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.

9. Three year Degree Programs: Current vs. 2020 Goals



Metric 10: Increase the online and hybrid credit hours to 10% of the total credit hours.



Miami University 2020 Plan

Foundation Goal 1

Transformational Work Environment



MIAMI UNIVERSITY

Miami 2020 Plan - Metrics

Metric 11: All employees will have an annual evaluation that aligns with the overall University objectives and a measurable professional development plan.

University Aspirational Goal: Will be implemented by divisional leaders. **Currently**, about 95% of employees are evaluated annually and 80% have a professional development plan.

Metric 12: At least 25% of the merit salary improvement pool for faculty and unclassified staff will be allocated to recognize and reward exemplary performance that contributes to the University and unit goals and objectives.

University Aspirational Goal: Will be implemented by divisional leaders to recognize meritorious performance.



Miami 2020 Plan - Metrics

Metric 13: The time line for the process of soliciting input and approving recommendations for governance purposes should not exceed one semester as appropriate.

University Aspirational Goal: Examples of procedural initiatives that are achievable in one semester include:

- Curriculum Proposals,
 - Revisions to and approval of majors, minors, co-majors, certificates and concentrations
- Mission/Vision Statements
- Department Governance
- Academic Program Reviews
- Administrator Evaluations
- Faculty Recruitment and Hiring Plans
- Review of Learning Outcome Assessment Plans



Miami 2020 Plan - Metrics

Metric 14: An average of 1% of total revenues annually will come from new or expanded revenue initiatives other than tuition rate increases.

University Aspirational Goal: Will be implemented by divisional leaders.

Metric 15: Divisional deans will annually realign 1%, on average, of their divisional University budgeted funds by phasing out low priority organizational structures, programs, and activities. These funds will be set aside to support new, or expanding successful, programs and collaborations with an emphasis on inter- and multi-disciplinary activities.

University Aspirational Goal: Will be implemented by divisional leaders.



Miami 2020 Plan - Metrics

Metric 16: 0.5% per year of permanent budgetary funds will be captured from improvements in divisional productivity and these funds will be collected centrally and redistributed.

University Aspirational Goal: Will be implemented with the leadership of Finance and Business Services in collaboration with divisional leaders.

Metric 17: Implement and annually update a transparent, flexible, and dynamic ten-year budget plan that will ensure a sustainable and financially viable foundation.

University Aspirational Goal: Will be implemented with the leadership of Finance and Business Services in collaboration with divisional leaders.



Miami University 2020 Plan

Foundation Goal 2

Inclusive Culture and Global Engagement



MIAMI UNIVERSITY

Miami 2020 Plan - Metrics

Metric 18: Grow the diversity of our students, faculty, and staff.

University Aspirational Goal: Will be advanced by Institutional Diversity in collaboration with divisional leaders. **Currently**, 13% of our entering first year student cohort and 18% of all faculty are from diverse groups.

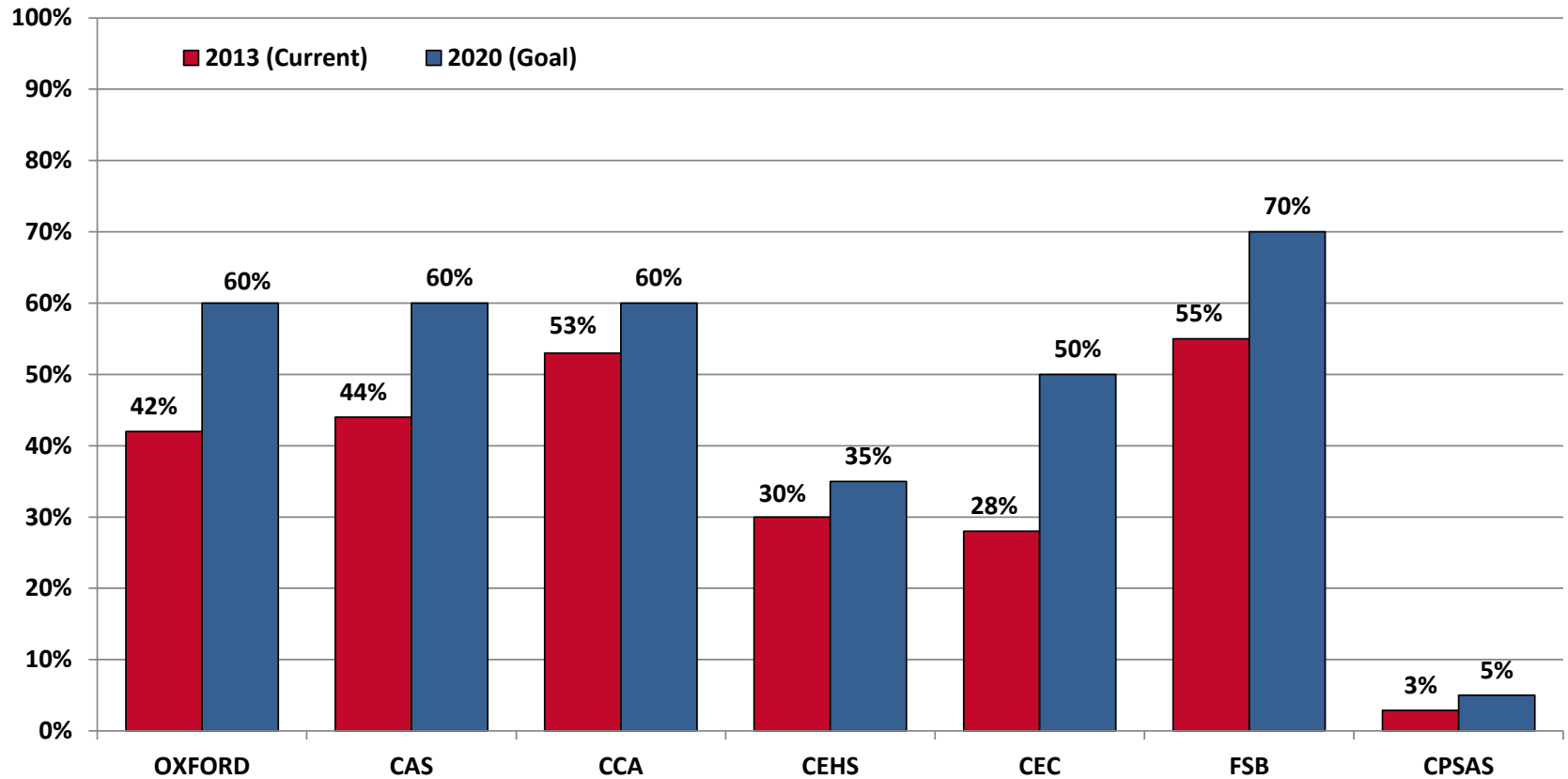
Metric 19: 75% of Miami students will report (e.g., in NSSE or unit-implemented surveys) that they feel welcome and have had significant and meaningful interactions with diverse groups.

University Aspirational Goal: Will be monitored by divisional leaders. **Currently**, 65% of graduating seniors report having significant interaction with diverse groups.



Metric 20: 60% of Miami students will study abroad or study away.

**20. Undergraduate Involvement in Study Abroad/Study Away
Current vs. 2020 Goals**



Miami 2020 Plan - Metrics

Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, e.g., intensive community engagement, service learning experience, intercultural or global learning requirement.

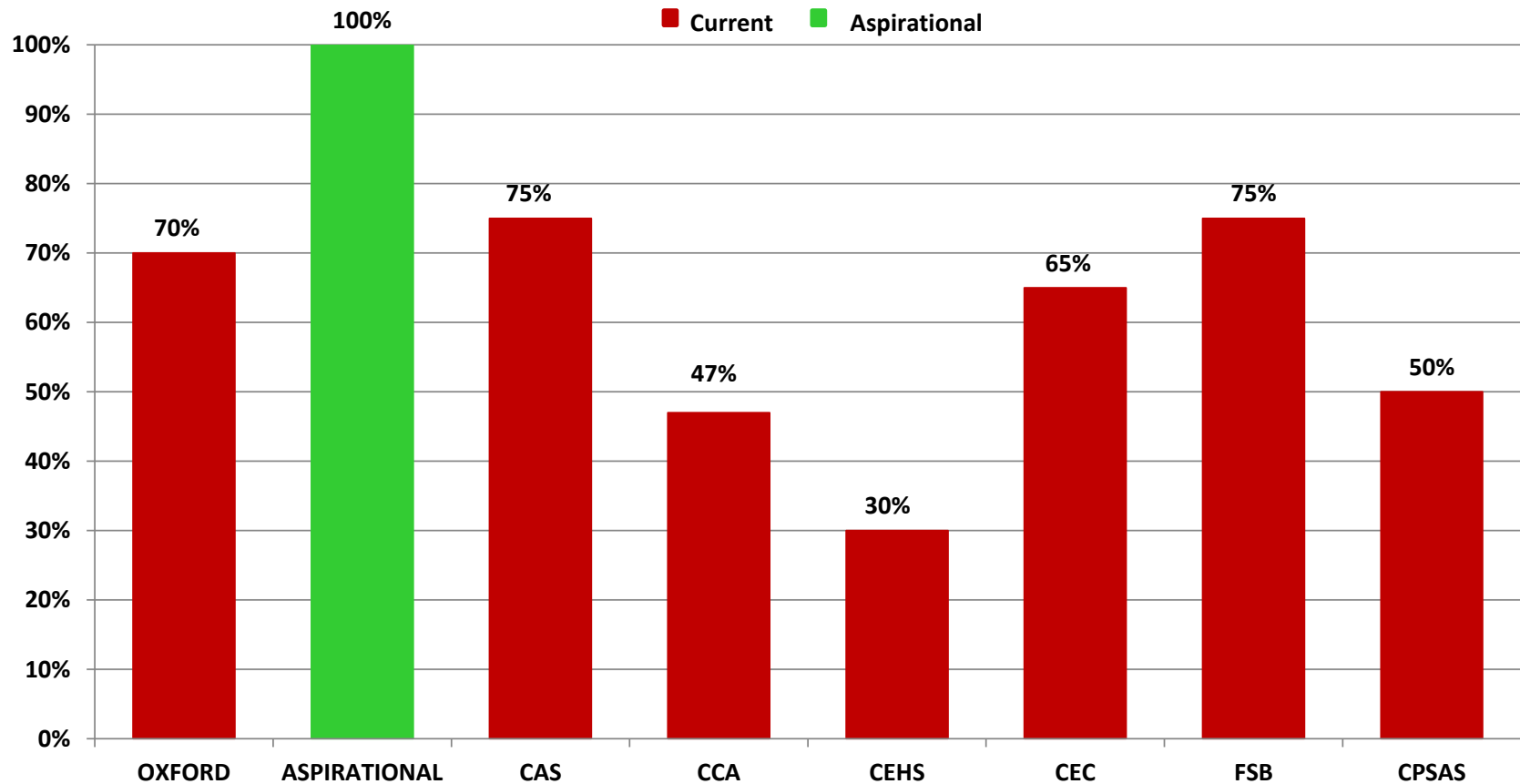
University Aspirational Goal: Will be promoted by divisional leaders.

Currently, 90% of graduating students report attending events that address important social, economic or political issues and 36% report participation in a service learning project.



Metric 22: All faculty and staff will engage in meaningful, globally diverse cultural activities.

22. Current Faculty/Staff Participation in Globally Diverse Cultural Activities



Miami 2020 Plan - Metrics

Metric 23: Miami will expand, virtually and physically, by 25%, its international partnerships to increase its impact on the global stage.

University Aspirational Goal: Will be led by Global Initiatives in collaboration with divisional leaders. **Currently**, Miami has 45 active, academic international partnerships.



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Miami University 2020 Plan

Foundation Goal 3

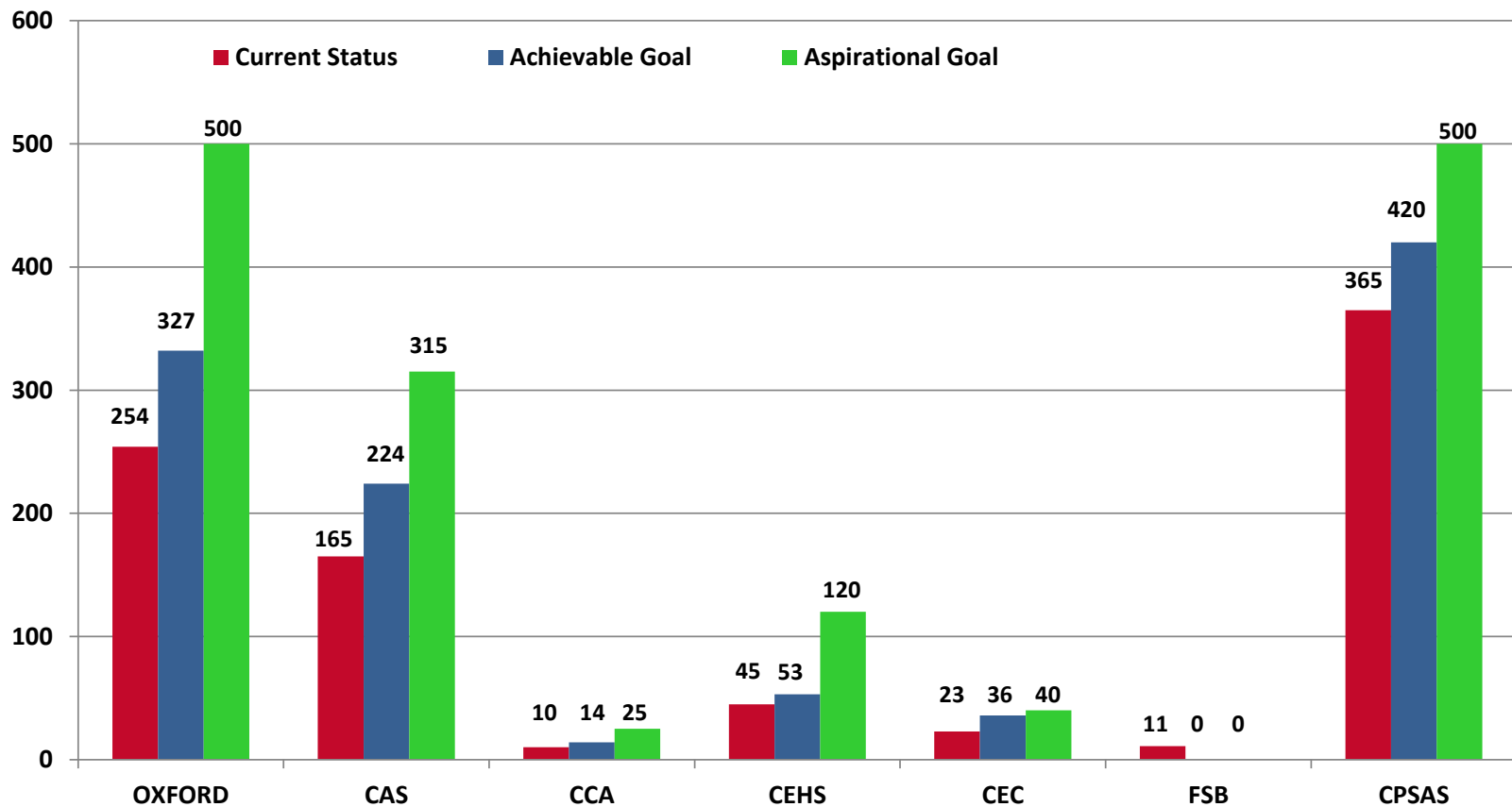
Effective Partnership and Outreach



MIAMI UNIVERSITY

Metric 24: Miami will partner with 2 year institutions to double the number of transfer students to the Oxford campus to 500 students, and Miami regionals will increase by 15% the number of transfer students.

24. Number of Transfer Students by Division



Miami 2020 Plan - Metrics

Metric 25: Miami will increase its partnerships with Ohio and other high schools to recruit college bound students, e.g., through PSEO, expansion of the TOP program, dual enrollment, tutoring or mentoring programs, Bridge and Summer (Junior) Scholars programs.

University Aspirational Goal: Will be led by the Office of Enrollment Management in collaboration with divisional leaders.

Metric 26: Miami will provide educational opportunities and career support to at least 10% of our alumni and to other external stakeholders through programs similar to Winter College, Alumni Weekend activities, webinars, etc.

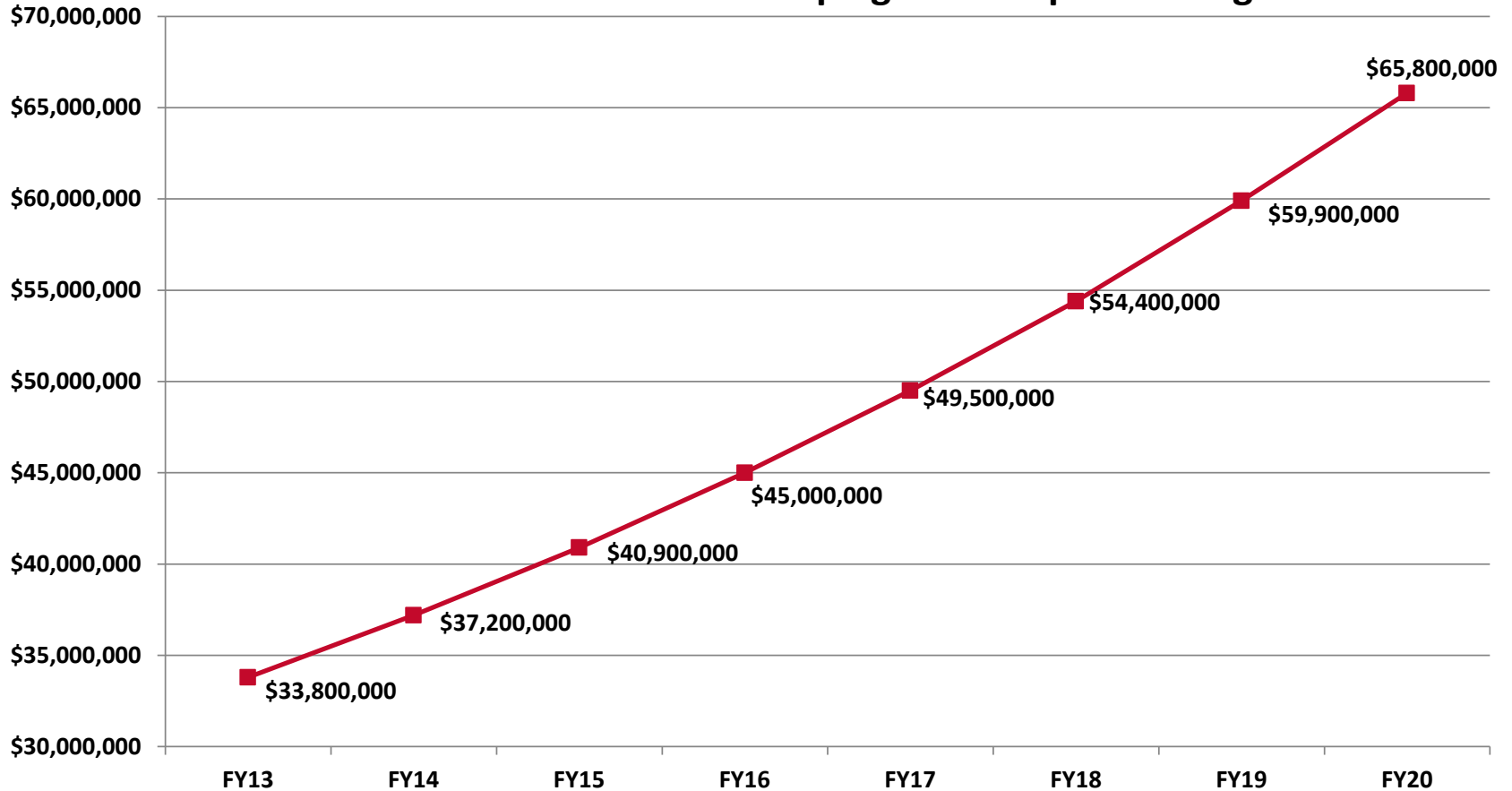
University Aspirational Goal: Will be led by University Advancement in collaboration with divisional leaders. We will engage approximately 20,000 alumni.



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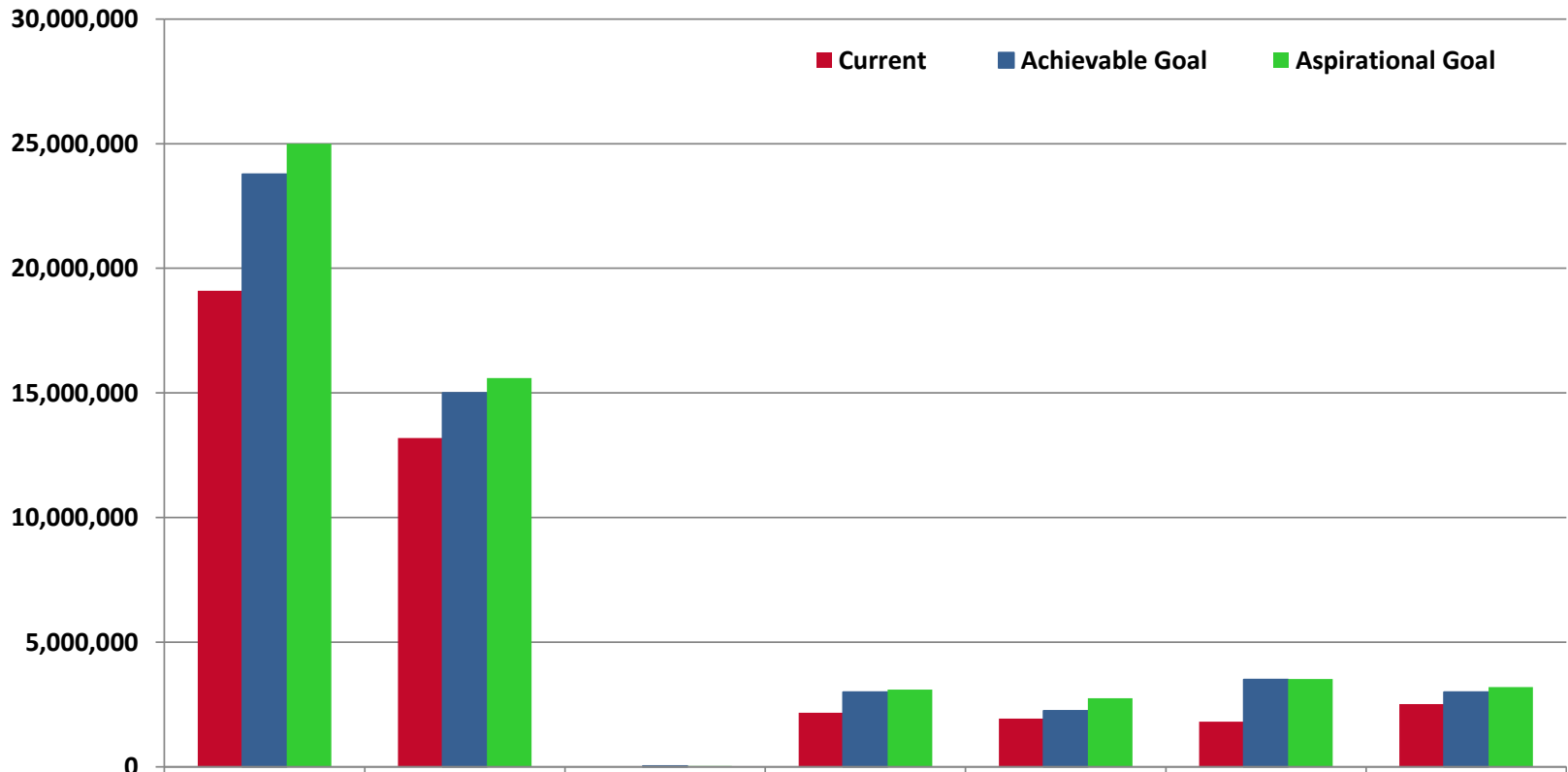
Metric 27: Increase the total dollar amount raised annually from alumni, parents and friends by 10% per year.

27. Advancement's Post-Campaign Development Targets



Metric 28: Increase the total dollars of external funding (contracts and grants) to \$25 million.

28. Divisional Goal for External Contract & Grant Funding



	OXFORD	CAS	CCA	CEHS	CEC	FSB	CPSAS
Current	19,097,926	13,189,365	8,636	2,164,415	1,930,584	1,804,926	2,515,321
Achievable Goal	23,780,000	15,000,000	30,000	3,000,000	2,250,000	3,500,000	3,000,000
Aspirational Goal	25,000,000	15,600,000	32,000	3,100,000	2,750,000	3,518,000	3,200,000

Miami 2020 Plan - Metrics

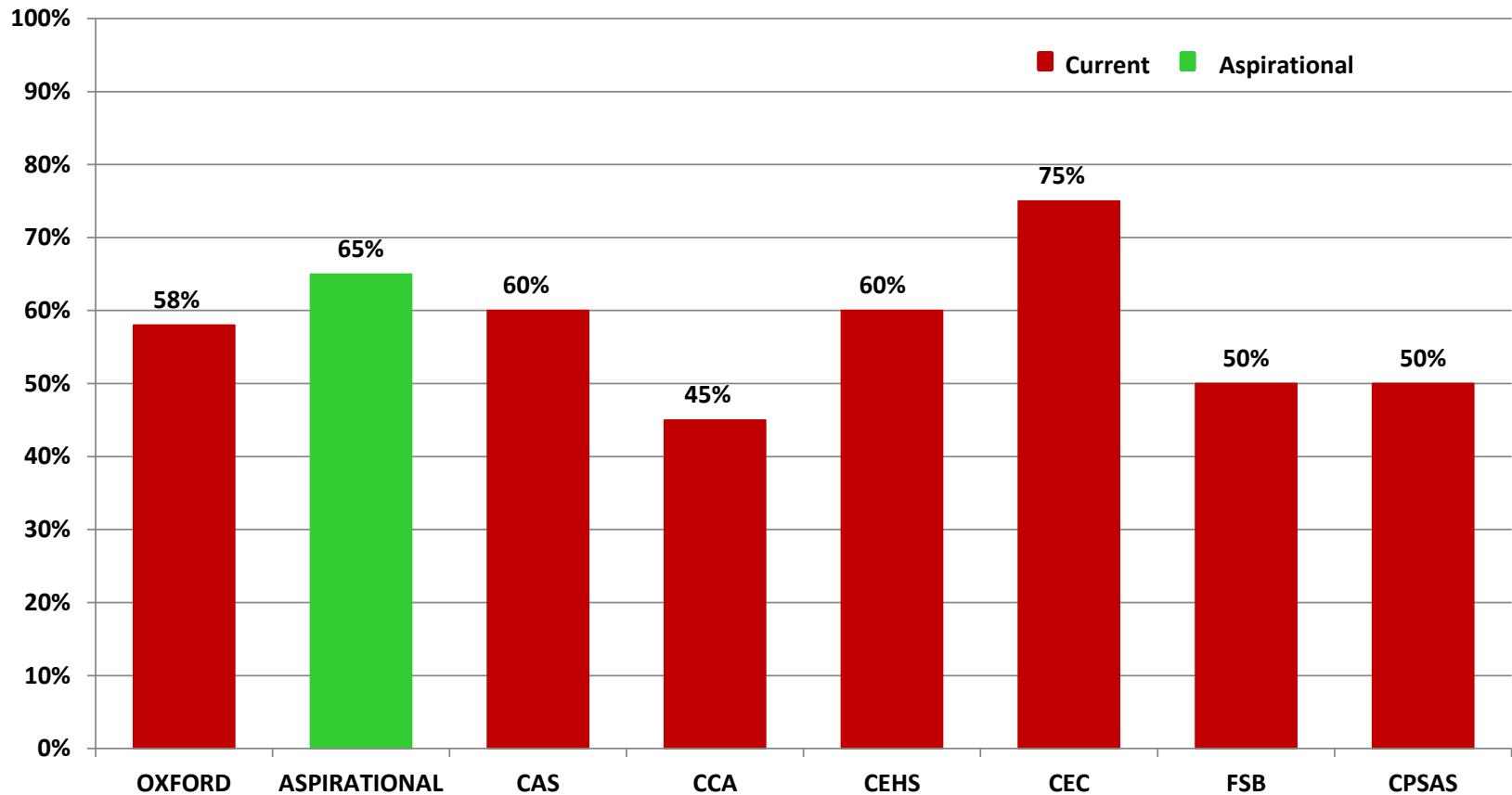
Metric 29: Increase by 25% the number of mutually beneficial educational, governmental, corporate, and non-profit partnerships.

University Aspirational Goal: Will be promoted by divisional leaders. **Currently,** Miami has over 200 mutually beneficial partnerships.



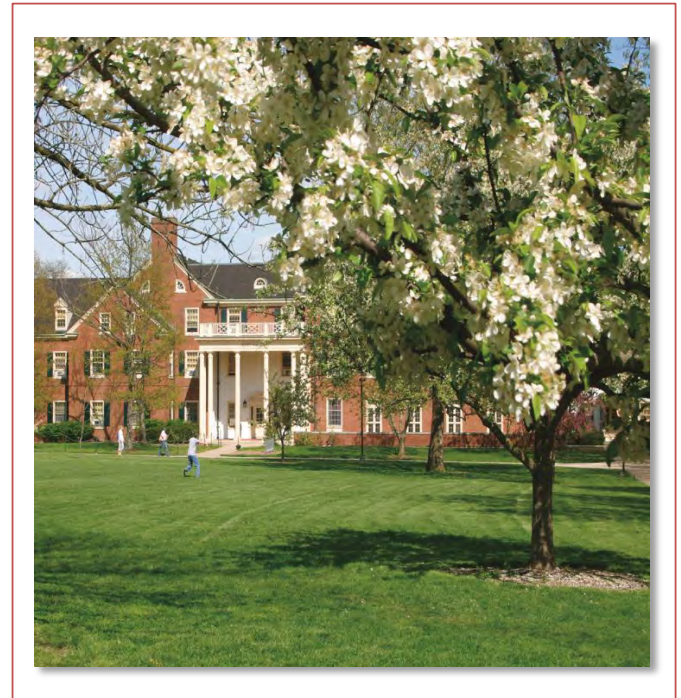
Metric 30: By 2020, 65% of the Miami University community will be engaged in providing expertise and advancing the success of public and private entities.

30. Current Estimated Faculty Involvement in Advancing the Success of Public and Private Entities



2020 Fully Engaged Miami University Community

- All Academic Divisions
- All Administrative Units
- All Support Units
- BoT, PEC, COAD
- University Senate
- Faculty Assembly
- 22 Coordinating Team Members
- 50 Target Goal Team Members
- 29 Members of Academic Administrators Feedback Group
- 7 Members of Provost Review Team



2020 Coordinating Team Members

Co-Chairs

Phyllis Callahan, Dean, CAS

Jim Kiper, Chair, Senate Executive Committee; Chair, CSE

Members

John Bailer, Chair, STA

Denise Baszile, Associate Professor, EDL, Director of Diversity Initiatives, EHS

Joseph Bazeley, Assistant VP and Information Security Officer, IT

Eric Buller, Director, Wilks Leadership Institute, Student Affairs

Kevin Bush, Associate Professor, FSW, Associate Dean, EHS

Lori Anne Chapin, Senior Library Technician, CPAC

David Creamer, VP, Finance and Business Services

Bob Dahlstrom, Chair, MKT

Peg Faimon, Chair, ART

Carolyn Haynes, Associate Provost

Xiaowen Huang, Associate Professor, MGT

Michael Kabbaz, Associate VP, Enrollment Management

Ellen Paxton, Senior Regional Director, Advancement

Valerie Robinson, Director, Diversity Enhancement; Graduate School; UPAC

Greta Smith, President, GSA; CAS Graduate Student

John Stefanski, President, ASG; CAS Undergraduate

Whitney Womack Smith, Faculty Director, ENG, HMT

Qihou (Herb) Zhou, Professor, ECE

Ex-Officio:

Deedie Dowdle, AVP, University Communications and Marketing

Ted Pickerill, Executive Assistant to the President, Secretary to the Board of Trustees



Target Goal 1 - Members

Innovative Learning & Discovery

Chair - John Bailer, Chair, STA

Xiaowen Huang, Associate Professor, MGT

Janet Hurn, Coordinator Regional e-Learning Initiatives

Jade Morton, Professor, ECE

Liz Mullenix, Interim Dean, CCA

Glenn Platt, Professor, MKT, Director, AIMS

Jim Porter, Professor, ENG, Director, ACE Program

Paula Saine, Interim Co-Chair, EDT

Greta Smith, President, GSA, Graduate Student

John Stefanski, President, ASG, Undergraduate Student



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Target Goal 2 - Members

Transformational Work Environment

Chair - Bob Dahlstrom, Chair, MKT

Ayo Abatan, Chair, ENT, Regionals

Joe Bazeley, Assistant VP and Information Security Officer, IT

Eric Buller, Director, Harry T. Wilks Leadership Institute, Student Affairs

Lori Anne Chapin, Senior Library Technician, Library

Janet Cox, Assistant Provost for Personnel, Provost

Cody Powell, Assistant VP for Operations, PFD

Josh Schwarz, Professor, MGT

Keanah Smith, Associate Athletic Director for Internal Operations, ICA

Gretchen Ziolkowski, Chair, GREAL



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Target Goal 3 - Members

Global Engagement & Inclusive Culture

Chair - Denise Baszile, Associate Professor, EDL, Director of Diversity Initiatives, EHS

Terri Barr, Professor, MKT

Ron Becker, Associate Professor, MJF

Gerardo Brown-Manrique, Professor, ARC

Jerome Conley, Interim Dean of Special Libraries, Library

Christina Harrison, Undergraduate Student, EHS

Valerie Robinson, Director of Diversity Enhancement, Graduate School

Whitney Womack-Smith, Associate Professor and Faculty Director, ENG, HMT

Cheryl Young, Assistant Provost, Global Initiatives

Qihou (Herb) Zhou, Interim Chair, ECE



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Target Goal 4 - Members

Dynamic Organizational Design

Chair - Peg Faimon, Chair, ART

Moira Casey, Associate Professor and Faculty Director, English, MDT

David Creamer, VP for Finance and Business Services

Pat Haney, Interim Chair, POL

Michael Kabbaz, Associate VP for Enrollment Management

Cathy McVey, Senior Director for IT Strategic Communications

Nick Miller, ASG Secretary for Academic Affairs, Undergraduate Student

Louise Morman, Executive Director, Lockheed Martin Leadership Institute

Joseph Rode, Associate Professor, MGT

Katie Wilson, Senior Director of Armstrong Student Center, Student Affairs



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Target Goal 5 - Members

Effective Partnerships & Outreach

Chair - Kevin Bush, Associate Professor, FSW, Associate Dean, Partnerships and Research Grants

Bob Applebaum, Associate Dean, CAS

Carolyn Haynes, Associate Provost

Tracy Hughes, Director of University Marketing

Mark Lacker, Clinical Faculty, MKT and ESP

Bruce Murray, Chair, MUS

Ellen Paxton, Senior Director of Development, Regional Campuses

Ryan Pelagalli, Undergraduate Student, CEC

Reid Smith, Technology Transfer Associate, OARS

Randi Thomas, Director of Institutional Relations, President's Office



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2020 Academic Administrators Feedback Group Summer 2013

Bobby Gempesaw, Provost

Carolyn Haynes, Associate Provost

Phyllis Callahan, Dean, CAS, Co-chair 2020

Jim Kiper, Chair, CSE, Co-chair 2020

Helaine Alessio, Chair, KNH

John Bailer, Chair, STA

Skip Benamati, Chair, ISA

David Creamer, VP, Finance/Business Services

Michael Crowder, Chair, CHM

Jerome Conley, Interim Dean, University Libraries

Robert Dahlstrom, Chair, MKT

Deedie Dowdle, Assoc VP U Com & Marketing

Peg Faimon, Chair, ART

Ray Gorman, Interim Dean, FSB

Julia Guichard, Interim Chair, THE

Daniel Hall, Chair, CJS

Andrea Bakker, Assistant Director, OIR

Denise Krallman, Director, OIR

Pat Haney, Chair, POL

Brian Kirkmeyer, Asst Dean, CEC

Sally Lloyd, Interim Co-chair, EDL

LuMing Mao, Chair, ENG

Len Mark, Chair, PSY

Douglas Meikle, Chair, BIO

Liz Mullenix, Interim Dean, CCA

G. Michael Pratt, Dean, CPSAS

Paulette Worcester, Chair, NSG

Qihou Zhou, Interim Chair, ECE

Gretchen Ziolkowski, Chair, GREAT



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2020 Provost Review Team

Bobby Gempesaw, Provost

Phyllis Callahan, Dean, CAS, 2020 Co-chair

Jim Kiper, Chair, CSE, 2020 Co-chair

Ray Gorman, Interim Dean, FSB

Carolyn Haynes, Associate Provost

Andrea Bakker, Assistant Director, OIR

Denise Krallman, Director, OIR



MIAMI UNIVERSITY

THANK YOU!

Board of Trustees

For supporting the Miami community in developing a bold, collaborative, innovative, and proactive plan to meet the changing environment in higher education.



MIAMI 2020 PLAN: Moments That Transform

Draft

November 26, 2013

The landscape of higher education is shifting dramatically in terms of student demographics, technology, public accountability, degree valuation, global competition, and the rising costs of tuition and student debt. As a result, Miami University has developed a new bold and innovative plan to achieve its vision to offer "the best undergraduate experience in the nation, enhanced by superior, select graduate programs."

The unifying goal of the Miami 2020 Plan is to "promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes." This ambitious goal is supported by three foundational goals:

1. Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance.
2. Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.
3. Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national and world communities.

University-level objectives and metrics as well as strategies and plans were established to ensure that we are achieving these goals, and annual reports on our progress will be created and shared annually with the Board of Trustees for the next five years.

Process of Development

In his [2012 annual address](#), to the University, President David C. Hodge noted that "the world of higher education is undergoing tremendous transformation, driven by a number of critical factors including technological advances, economic stress, and demographic change. . . . Success in this environment requires anticipating these changes and effectively adapting them to the core missions of the University. More specifically, success requires an inspiring vision, focused goals, and high performance execution."

The Miami 2020 Plan is an inclusive and comprehensive process aimed at meeting the complex challenges of our current context. During the summer of 2012, Provost Gempesaw with other senior leaders of the University, including the divisional deans, vice presidents, and selected others, created an initial set of five goals for the University and outlined a process for engaging the extended Miami community in developing the Miami 2020 Plan.

In fall 2012, a coordinating team, as well as five target goal teams with 50 representatives from all academic and administrative divisions of the University, was assembled (see Appendix A for membership). The coordinating team was co-chaired by Dean Phyllis Callahan and Dr. Jim Kiper, chair of the Executive Committee of University

Senate. Informed by several external consultants and professional literature, these teams worked diligently throughout the fall semester to revise the goals and form ideas for specific objectives and metrics.

In late October, the chairs of the target goal teams and members of the coordinating team met with Jeff Selingo, editor at large of The Chronicle of Higher Education, to learn about future trends in higher education. Following that meeting, President Hodge, Provost Gempesaw, along with Dean Callahan, Dr. Kiper, the chairs of the target goal teams, and four members of the Board of Trustees met to further revise and hone the Miami Plan goals, objectives and metrics. In January 2013, and guided by John Foster, founder of Gamut Labs, LLC and Miami alumnus, via video conference, all members of the target goal teams along with the President, the Provost, and members of the Board of Trustees met to further refine the plan.

During the spring 2013, Dr. Kiper and Dean Callahan presented the revised plan to numerous committees and groups, including the President's Executive Council, University Senate, Faculty Assembly, academic administrators, and in four public forums.

Twenty department chairs, the academic deans, associate provost, and provost met in the summer of 2013 to design a Miami 2020 reporting survey for all units of the University to complete. In August, an academic administrators retreat was held to hone the instrument, identify approaches for responding to the survey questions, and discuss the timeline for survey completion.

As a result of the thoughtful input from this diverse array of constituencies, the goals, objectives and metrics of the Miami 2020 Plan were finalized in September 2013.

During the fall 2013 semester, academic programs, departments, and divisions generated plans and defined their contributions to help advance the 2020 Plan's unifying and foundational goals and their metrics. A small review group led by Provost Gempesaw studied all plans, offered feedback, and reviewed revised versions of plans (see Appendix B for membership). The review group synthesized responses from all units at Miami University to form the plan articulated in this document.

Miami 2020 Plan

Unifying Goal: "Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes."

Objective 1: Prepare students for success at Miami and beyond through a liberal and applied education emphasizing inquiry-based experiential learning that integrates many disciplines.

Metric 1: Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.

Strategies:

- Implement a virtual and physical one-stop enrollment center.
- Ensure that the Armstrong Student Center serves as the hub of student engagement and meets the varying needs of all Miami students by realizing the vision of "By Students, For Students."

- Develop and implement a comprehensive training program for all academic advisors.
- Develop and create a First-Year-Experience course for all entering students. Develop additional targeted curricular interventions beyond the first year to enhance student success (e.g., summer prep, career development curricula, sophomore experience).
- Offer clear information to students about learning expectations, resources, and curricular pathways to graduation.
- Secure and leverage data gained from new tools (e.g., CRM, Institutional Analytics, u.Direct, Advisor Trac) to develop targeted interventions for populations of students who are less likely to persist to graduation (e.g., ACCESS, international students, student-athletes, underprepared students, undecided students, and transfer students).
- Create strategic partnerships across Student and Academic Affairs units to improve advisement, academic support, and financial support for students.
- Offer effective and culturally-sensitive mental health services available to all full-time Oxford students on a timely basis and regardless of location of study.
- Identify and revise policies, procedures, and governance processes that impede student success.
- Enhance and expand opportunities for high-ability students (e.g., departmental honors programs, University Honors Program, Academic Scholars Program).
- Increase financial aid and merit scholarships through scholarship matching programs and reallocation of funds.

Challenges & Opportunities:

- Obtaining reliable disaggregated data to track student success (including students who are undecided, change majors, stop, or drop out)
- Creating a sense of urgency about retention, and educating all units across the University that retention must be a shared commitment
- Enacting interventions and strategies at all phases of the undergraduate career
- Reconciling and prioritizing the competing and increasing demands on faculty and staff
- Balancing net tuition revenue with expectations for academic quality and diversity with a base enrolling class of 3600
- Allocating the appropriate resources to achieve this goal, particularly in a time of fiscal challenge and immediately after completing a capital campaign

Metric 2: One year after graduation, 90% of graduates who seek employment will be employed in a full-time position.

Strategies:

- Create a comprehensive career services plan that proactively addresses disruptive forces in higher education; is data-driven; positively influences matriculation, retention and completion rates, and alumni engagement levels; and strengthens the University's value proposition to parents, students, and employers.
- Develop better tracking of alumni employment.
- Develop new, or improve existing, departmental external advisory boards to increase internships, networking opportunities, and career mentoring for students and to strengthen partnerships with potential employers.

- Compare the University's list of corporate partners and vendors to a list of companies that currently recruit Miami graduates, and seek out internship and recruitment opportunities with those companies that are not currently hiring Miami graduates.
- Embed career development and client-based, authentic projects into appropriate portions of the curriculum.
- Fueled by partnerships between Academic Affairs and Career Services, develop major-specific career development programs and interventions.

Challenges & Opportunities:

- Obtaining reliable employment data
- Forging partnerships across academic departments, Career Services, and University Advancement
- Meeting the one-year deadline embedded in this metric which may be unrealistic for graduates pursuing careers in some fields
- Understanding and predicting the impact of the local, regional, and national economy

Metric 3: One year after graduation, 75% of students who apply to graduate or professional school will receive at least one offer of admission.

Strategies:

- Advance writing and research outcomes in liberal education and the major more purposefully, and assess progress.
- Expand Miami's 3+1 and 4+1 bachelor's-master's degree opportunities.
- Enhance programming for students to prepare for graduate and professional school (e.g., mock interviews, workshops on cover letters and CVs, Graduate School Fairs).

Challenges & Opportunities:

- Understanding that the one-year time frame in this metric may not be appropriate for some populations of students who typically pursue several years of work or field experience before entering professional graduate programs
- Recognizing that advanced degrees are not required in some professions
- Maintaining support for the research activities of faculty and students given that significant involvement in research is critical for admission to some graduate programs
- Meeting this goal given the declining external support for, and decreasing enrollments in, graduate and advanced professional degree programs
- Preparing students for graduate and professional school as graduate programs are being eliminated or under threat of elimination

Objective 2: Immerse faculty, undergraduate and graduate students in research and creative scholarship that forms a vital part of the learning experience.

Metric 4: Continue to increase the quality and impact of scholarship or creative performance.

Strategies:

- Enforce the workload norms and policies consistently across all divisions and departments.

- Develop mentorship programs for all ranks of faculty.
- Be strategic about assignment of faculty service responsibilities to enable research-active faculty adequate time for scholarship.
- Increase support for faculty research (e.g., start-up packages, summer research support, leave and travel support, library liaisons).
- Revise the new faculty orientation program to emphasize faculty and student research, experiential learning, and other University priorities.
- Raise funds to support faculty through the faculty endowment match program and the scholarship match program.

Challenges & Opportunities:

- Declining external support and funding
- Finding ways to support research in the face of declining support, library resources, and research infrastructure
- Addressing the high number of University initiatives which may distract faculty from research activities
- Advancing research despite the declining number of tenure-eligible and tenured faculty who have research responsibilities and the increasing number of lecturers and clinical/professionally licensed faculty who focus solely on teaching

Metric 5: Upon graduation, 75% of Miami students will have participated in a research or a similar experiential learning activity (e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, or performances).

Strategies:

- Market and leverage the opportunities afforded by the Armstrong Student Center, Office for Undergraduate Research, Augmented Reality Center, Center for Community Engagement & Service Learning, Over-the-Rhine Program, Undergraduate Summer Scholars Program, First-Year Research Experience, Center for Civic Engagement, Game Lab, Center for Digital Scholarship, Lockheed Martin Leadership Institute, etc. to enhance experiential learning and research.
- Embed experiential learning into the curriculum, where appropriate.
- Increase support and incentives for undergraduate research, experiential learning, and discovery-oriented curricula.
- Infuse research skills and client-based or research-oriented projects in appropriate portions of the curriculum, and showcase student research publicly.
- Create cutting-edge facilities to promote learning and research.

Challenges & Opportunities:

- Advancing the faculty-intensive work of undergraduate research and experiential learning during a time of diminished faculty resources
- Maintaining the needed infrastructure for research, service learning, and other experiential forms of education (e.g., transportation, summer funding, research leaves, grants).
- Identifying meaningful community engagement opportunities in a small town and rural setting

- Advancing research during a period when graduate programs are being reduced or eliminated

Objective 3: *Engage students with substantive co-curricular and internship opportunities that augment their learning and establish a strong foundation for lifelong success, growth, and adaptability.*

Metric 6: 75% of Miami students will have completed an internship before they graduate.

Strategies:

- Create a database or tracking mechanism for internships.
- Provide incentives for students to complete internships, such as creating a zero-credit course option for internships, awarding liberal education credit or (where appropriate) major credit for internships, and developing internship-oriented minors.
- Expand networking opportunities with government and private, public and not-for-profit businesses.
- Improve partnerships between Career Services, Alumni Affairs, Institutional Relations, and academic departments to increase internship opportunities.
- Leverage “in house” internships in Miami offices, programs, libraries, museums, departments, and other units.
- Increase scholarships and funding for internships.

Challenges & Opportunities:

- Tracking internship experiences and assessing the impact of them
- Providing an adequate number of internships in a small-town, rural setting, and finding placements for students pursuing particular fields of study
- Garnering financial and staff support needed to help students find and make the most of their internship experiences.
- Assisting faculty in disciplines that do not typically promote internships identify meaningful internships and support students in their placements and experiences

Metric 7: 90% of Miami students will have two or more co-curricular experiences before they graduate.

Strategies:

- Develop a model fraternity and sorority community that is focused on membership development, innovative programming, recruitment and retention, and chapter success.
- Create a set of best practices for honor societies and academic clubs, and provide support and incentives for departments and programs to develop or expand meaningful co-curricular activities.
- Review the current set of co-curricular offerings. Use findings to improve participation rates in events, lectures, and other programs and ensure that adequate co-curricular opportunities exist for diverse populations of students.
- Create a University co-curricular calendar to coordinate scheduling, promote collaboration among units, and reduce redundancies.

- Provide incentives for creating activities and experiences that are organized by multiple departments and draw students from across the University.
- Examine the current budget allocations, and assess the outcomes and value of existing co-curricular opportunities. Reallocate resources to promote opportunities that promote deep learning.
- Provide incentives for teaching-oriented faculty to advise student organizations.

Challenges & Opportunities:

- Enhancing communication and partnerships between departments, offices, and programs in Student Affairs and Academic Affairs
- Recruiting and training faculty and staff volunteers (during a period of high expectations and many initiatives) to serve as advisers to student organizations

Objective 4: *Offer flexible pathways to and through the university, including interdisciplinary, e-learning and multiple degree options, to help students achieve timely and cost-effective completion.*

Metric 8: **25% of our students will graduate with multiple degrees/majors, and 5% will graduate with a combination Bachelor and Master's degree.**

Strategies:

- Increase the number of co-majors and combination bachelor's-master's programs.
- Streamline and revise curricular requirements and offerings in liberal education and the major to enhance greater flexibility.
- Develop articulation agreements for dual bachelor's-master's degrees with appropriate universities and colleges.
- Expand target recruitment and marketing efforts for combination bachelor's-master's degree programs.
- Explore the possibility of conditional admission of high-ability high school students into dual bachelor's-master's degree programs.

Challenges & Opportunities:

- Promoting double majors and master's degrees among students pursuing majors that have highly structured and heavy curricular requirements as mandated by professional accrediting bodies (e.g., teacher education, engineering, architecture) or among non-traditional students on the regional campuses
- Examining the viability of small graduate programs

Metric 9: **60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.**

Strategies:

- Create a set of guidelines for three-year degree programs, and identify appropriate programs that can be completed reasonably in three years.
- Streamline curricular requirements and eliminate required courses that are infrequently offered to enhance time to degree.

- Enhance the marketing of three-year degree program opportunities to target populations, and encourage advisors to inform and guide students appropriately.

Challenges & Opportunities:

- Offering additional three-year degree programs while maintaining the high quality academic experience on which Miami prides itself

Metric 10: Increase the online and hybrid credit hours to 10% of the total credit hours.

Strategies:

- Develop new online or hybrid certificate programs.
- Identify the most commonly transferred courses, and develop similar online courses at Miami to capture lost credit hours.
- Develop a curricular plan for progressing targeted courses from a traditional to a hybrid or online format.
- Build trust and partnerships between the Oxford and regional campuses with the goal of increasing appropriate online course offerings that span all campuses.
- Develop and increase faculty development opportunities in e-learning.

Challenges & Opportunities:

- Identifying and prioritizing appropriate courses for online delivery
- Providing the necessary instructional design support, information technology services, and faculty development to meet this metric
- Securing students for online programs given Miami's comparatively high tuition cost and reputation for residential learning
- Establishing the needed hardware support for an online presence

Foundational Goal 1: "Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance."

Objective 1: Promote a work environment built upon continuous improvement and evaluation that empowers employees through ongoing professional development and career growth opportunities.

Metric 11: All employees will have an annual evaluation that aligns with the overall university objectives and a measurable professional development plan.

Strategies:

- Create guidelines and best practices for employee evaluations and professional development plans, and share widely with all supervisory personnel. Train supervisors to work with employees to craft honest, meaningful evaluations which lead to improvement in job performance, revisions of existing positions, and career development.
- Revise annual evaluation forms for unclassified and classified employees to include questions related to a measurable professional development plan.

- Formalize and regularize the process for evaluating visiting assistant professors and other non-tenure-eligible instructors.
- Recognize exemplary performance of staff and faculty in public communications, such as the Miami e-Report, annual University address, announcements at Faculty Assembly and University Senate meetings, or the Provost's website.
- Enhance or develop divisional and unit-based forms of faculty and staff recognition.

Challenges & Opportunities:

- Providing clear promotion and career paths for classified and unclassified staff members
- Ensuring full and meaningful compliance with this metric
- Working with the existing templates for staff evaluations which are difficult to use and complete
- Identifying productive ways for supervisors to communicate honestly about job performance

Objective 2: *Recognize and reward Miami employees for increasing effectiveness and productivity by utilizing their expertise, creativity, and collaboration to constantly improve accountability, productivity, and efficient utilization of resources.*

Metric 12: **At least 25% of the merit salary improvement pool for faculty and unclassified staff will be allocated to recognize and reward exemplary performance that contributes to university and unit goals and objectives.**

Strategies:

- Define and implement consistent criteria for awarding merit increments.
- Consider developing special merit pools or bonuses for extraordinary performance.
- Increase the allocation of funds for PRIDE awards.
- Revise evaluation forms, annual reports, and procedures to more easily identify faculty and staff who have significantly contributed to University and divisional goals.

Challenges & Opportunities:

- Addressing the internal and market compression and inversion issues in current faculty salaries
- Generating adequate resources to create effective incentives for greater productivity and higher quality performance
- Monitoring the extent to which past increment strategies have produced increased levels of productivity that align with divisional and University goals.

Objective 3: *Implement flexible and accountable governance structures that increase the University's responsiveness and ability to make timely decisions.*

Metric 13: **The timeline for the process of soliciting input and recommendations for governance purposes should not exceed one semester as appropriate.**

Strategies:

- Audit all University and division committee charges for redundancy and overlap; eliminate unnecessary or outdated committees.
- Review departmental and divisional governance documents, and revise to improve efficient decision-making.
- Create and offer leadership training on effective meeting facilitation, efficient project management, and data-driven decision-making;
- Conduct an annual university-wide curricular review to eliminate appropriate courses and degree programs in a more expedited manner.
- Select and implement a curricular workflow system to expedite approval processes.
- Publish dates for curricular and governance meetings and establish clear deadlines for the key steps in curricular and governance processes.
- Leverage digital technology to increase efficiencies.

Challenges & Opportunities:

- Expediting decisions and projects while maintaining an inclusive and transparent governance system and completing the necessary research to address complex issues, tasks, and problems
- Making timely progress within the constraints of the academic calendar
- Instituting speedy changes while complying with the approval procedures of the Higher Learning Commission and the Ohio Board of Regents

Objective 4: *Minimize tuition increases through a transparent, strategic financial and budgetary system that incentivizes new revenue streams, reallocates resources, and promotes team-oriented solutions to fiscal challenges.*

Metric 14: *One percent of total revenues annually will come from new or expanded revenue initiatives other than tuition rate increases.*

Strategies:

- Raise endowed scholarship support through focused fundraising and a scholarship matching program.
- Identify additional opportunities to expand existing programs, and develop new innovative programs, including:
 - new degree programs on the regional campuses
 - certificates
 - hybrid international partnerships
 - articulation agreements with other colleges and universities
 - low residency graduate programs
 - summer and winter term curricular offerings
 - combined bachelor's-master's degree programs, and
 - online courses and degree programs.
- Grow existing markets for products and services, and identify productive markets currently not being served by the University.
- Improve market and branding strategies through enhanced in-house expertise and new partnerships.

Challenges & Opportunities:

- Continuing to increase revenue-generating initiatives over time, given Miami's limited human and financial resources and market opportunities
- Appealing to a broader demographic than that traditionally served
- Balancing institutional priorities with net tuition revenue
- Competing with other universities for diverse and talented students
- Anticipating risks associated with new revenue strategies

Metric 15: Divisional deans will annually realign 1% of their divisional University budgeted funds by phasing out low priority organizational structures, programs, and activities. These funds will be set aside to support new, or expanding successful, programs and collaborations with an emphasis on inter- and multi-disciplinary activities.

Strategies:

- Develop new, or improve existing, review and reporting processes and analytical tools to evaluate the quality and value of departments, programs, and other units accurately; and make transparent and data-informed decisions to allocate resources.
- As new programs are established, commit permanent resources once the new programs have met target enrollment goals and other quality outcomes.
- Enhance and develop cutting-edge interdisciplinary programs and curricula.
- Achieve increased productivity through LEAN initiatives, energy conservation efforts, sourcing/purchasing strategies, and wellness program.

Challenges & Opportunities:

- Making dynamic, flexible and immediate decisions, while following governance procedures and policies
- Developing transparent and meaningful evaluation criteria for a wide range of curricular programs
- Identifying viable, innovative, and creative new programs that will increase enrollment, including enrollment of students outside of Miami
- Generating revenue while maintaining a high quality educational experience
- Recognizing that program elimination may not always lead to cost savings
- Identifying ways of reducing costs as the rate of faculty retirements and vacancy credit declines
- Maintaining service expectations and quality outcomes given budget reductions

Metric 16: 0.5% per year of permanent budgetary funds will be captured from improvements in divisional productivity, and these funds will be collected centrally and redistributed.

Strategies:

- As faculty retire, strategically replace some of them with lecturers, clinical and professionally licensed faculty.
- Proactively prepare for the annual return of 0.5% University-provided funds through gains in productivity and efficiency.

Challenges & Opportunities:

- Maintaining a high quality learning environment, instructional capacity, and research productivity as the number of faculty declines
- Meeting this metric while also reallocating one percent internally annually
- Helping faculty and chairs in divisions understand that the redistributed funds are used purposefully and advantageously

Metric 17: Implement, and annually update, a transparent, flexible, and dynamic ten-year budget plan that will ensure a sustainable and financially viable foundation.

Strategies:

- Create a balanced budget with funding for essential new initiatives and sufficient improvements in employee compensation.
- Provide data and feedback to the Board of Trustees and the University community on the attainment of the ten-year budget strategies.
- Execute the RCM budget to ensure University goals are prioritized.

Challenges & Opportunities:

- Ensuring that all units of the University contribute to budget goals
- Maintaining productivity improvements and new revenue targets over long periods of time

Foundational Goal 2: “Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.”

Objective 1: Attract and retain a diverse community of students, faculty, staff, and administrators.

Metric 18: Grow the diversity of our students, faculty, and staff.

Strategies:

- Create a University-wide unified and comprehensive diversity plan.
- Expand recruitment and outreach efforts and relationships with teachers, guidance counselors, and community leaders in underserved areas of Ohio and the world to increase the pool of diverse student and staff applicants.
- Offer affordable transportation to make job opportunities more attractive and accessible.
- Develop new, and enhance existing, summer recruitment programs to attract high caliber, diverse high school and middle school students.
- Leverage websites and social media to feature stories and experiences of diverse students; foreground global, intercultural and interdisciplinary academic programs; and highlight the MU values statement.
- Expand scholarships and support for underrepresented students.
- Increase support for Heanon-Wilkins endowed faculty positions.
- Infuse diversity and inclusion across the curriculum and co-curriculum.
- Consider cluster and cohort hires across departments.
- Launch intentional outreach and networking with two-year and four-year institutions and professional organizations with diverse populations.

- Create a diversity handbook for recruiting and retaining diverse faculty and staff.

Challenges & Opportunities:

- Raising funds for diverse faculty and student scholarships while navigating within the parameters of higher education law
- Growing a diverse applicant pool and enrollment across all divisions of the University
- Diversifying the pool of international student applicants beyond the current dependency on China
- Creating a diverse staff with a limited pool of diverse candidates for all positions
- Attracting diverse faculty, students, and staff to live, learn, or work in a rural, small town with a relatively homogeneous population
- Developing a systematic approach of coordinating faculty and staff hires across the University
- Finding resources for hiring faculty to lead and participate in summer programming
- Planning in the face of uncertain Congressional and state budget actions

Objective 2: Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.

Metric 19: 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.

Strategies:

- Design and implement staff orientation programs within divisions and departments.
- Infuse diversity issues, experiential or service-learning, and inclusive pedagogical approaches across the curriculum and co-curriculum.
- Review and revise official communications to promote a sense of belonging and welcoming climate.
- Execute a faculty and staff engagement survey to improve employee engagement.
- Improve dining and living options and library resources to better reflect and meet the needs of a more diverse student community.
- Create incentives for staff and faculty to participate in existing and new diversity programs (e.g., Safe Zone training) to raise consciousness about prejudice, micro-aggression, bullying, and other factors that inhibit a transformational work environment and inclusive climate.
- Hire additional advisors, and develop training for faculty and professional advisors to promote expertise in advising multicultural and international students.
- Revise the Miami Plan to include an intercultural and global course requirement.
- Expand partnerships with the Miami and Eastern Shawnee tribes and other cultural organizations.
- Promote dialogues and conversations on diversity issues with invited or resident faculty, student, or professional experts.
- Stimulate broad participation in multicultural programs and events.

Challenges & Opportunities:

- Finding the resources to hire additional advisors for diverse students
- Creating and conducting regular climate and engagement surveys or other appropriate assessment measures
- Developing a reward system for faculty and staff who successfully promote inclusion

Objective 3: *Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.*

Metric 20: 60% of Miami students will study abroad or study away.

Strategies:

- Develop a comprehensive internationalization effort at Miami through public messages, appropriate staffing, curricular and co-curricular outcomes, support for faculty and student mobility, effective curricular policies and safety measures, and productive partnerships within and outside the University.
- Assess the capacity of the current array of study abroad and study away offerings to suit student demand and particular needs, and make improvements such as:
 - creation of strategic short-term workshops to mesh with tight curricular parameters;
 - initiation of winter term study away offerings; creation or utilization of cross-institutional programs;
 - conversion of high demand courses into study abroad/away workshops;
 - development of international workshops on career-related topics;
 - elimination or merging of duplicate or similar programs; and
 - revision of existing workshops for improvement.
- In partnership with Global Initiatives, create or more fully utilize centralized structures within divisions to coordinate international education efforts, ensure an appropriate balance and exciting slate of programs, and implement consistent protocols and best practices.
- Institute effective and efficient assessment measures for study abroad and away.
- Develop and implement a strategic technology plan that ensures reliable and abundant network and computing resources to support a globalized online instructional program.
- Offer faculty and advisor training on study abroad and study away, and celebrate exemplary practices.
- Enhance exchange relationships with international universities (e.g., creating new partnerships, developing dual degree programs with international institutions, and initiating efficient processes for transferring credit from international institutions).
- Leverage existing, or generate new, international partnerships to create internship opportunities.
- Increase scholarships for study abroad and study away as well as support for faculty to engage in international education through targeted marketing and donor cultivation.

Challenges & Opportunities:

- Raising sufficient funding for study abroad and study away learning for students with financial need

- Creating exciting study abroad/away opportunities for nontraditional students who may not be able to leave their jobs or families for long periods of time
- Increasing international education while complying with professional accreditation standards which sometimes mitigate against being away from campus for extended period of times
- Meeting this metric while significantly augmenting the number of students completing double-majors and combined bachelor's-master's degrees
- Compensating faculty for international education efforts during a period of financial constraint

Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, e.g., intensive community engagement, service learning experience, intercultural or global learning requirement.

Strategies:

- Approach international funding agencies to identify possible areas for growth.
- Offer credit for experiential learning in the revised Miami Plan.
- Through cross-departmental and cross-divisional partnerships, alumni outreach and better utilization of relevant University centers and offices, increase the number of courses that advance service-learning, fieldwork, and other forms of experiential learning.
- Enhance the marketing and visibility of Miami's experiential learning opportunities.
- Refine and strengthen experiential learning opportunities through purposeful reflection and integration of in-class and out-of-class learning.
- Offer experiential learning opportunities to targeted populations of students (e.g., University Scholars, Scholastic Enhancement Program, ACCESS, ACE and international students) to increase retention.
- Develop and conduct mechanisms for tracking and assessing experiential learning, and use data for improvement.
- Reward and recognize exemplary experiential learning programs.

Challenges & Opportunities:

- Developing better cooperation between Student Affairs and Academic Affairs
- Offering a diverse array of experiential learning opportunities while avoiding unproductive competition among different programs
- Raising the funds needed to support student and faculty involvement in experiential learning opportunities
- Promoting greater understanding of the value of co-curricular learning
- Ensuring that co-curricular and experiential activities do not increase students' time to degree

Objective 4: Expand, virtually and physically, Miami's global involvement.

Metric 22: All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g., volunteer or community engagement, course or workshops on global and intercultural topics, professional training on diversity issues).

Strategies:

- Create new, and market existing, international and intercultural activities for faculty and staff.
- Revise annual evaluation forms and initiate other incentives to recognize and track significant global and cultural activities, such as:
 - presentations at international conferences
 - international research projects and collaborations
 - international fellowships
 - incorporation of global and multicultural issues in staff or faculty meetings
 - development of multicultural curricula
 - recruitment of international students
 - completion of intercultural competence training programs
 - significant community service
 - hosting of international or diverse scholars, or
 - leading a study abroad program.
- Develop new, and enhance existing, faculty exchange programs with foreign universities.
- Release and encourage staff to attend global and cultural programs and events on campus.
- Leverage the expertise and knowledge of international and diverse students, faculty, and alumni to develop new and improve existing global and intercultural activities at Miami.

Challenges & Opportunities:

- Providing funding and other resources to support this goal
- Fostering a culture that values global exchange and international connections
- Finding time for staff to engage in global and intercultural activities while assuming their normal responsibilities

Metric 23: Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage.

Strategies:

- Create a coordinated approach for international partnerships, including consistent procedures, tracking and reporting mechanisms, consistent review and approval of agreements, and appropriate training for faculty and staff.
- Improve the recruitment efforts and support for international students and faculty.
- Seek out international faculty and student exchanges, and host international scholars, artists, and students.
- Expand and enhance summer programming for international and diverse groups of students, educators, and scholars.
- Develop new online and hybrid completion and master's degree programs with universities across the globe.

Challenges & Opportunities:

- Identifying appropriate international partners, and working out effective and meaningful Memoranda of Understanding and detailed agreements
- Fostering and sustaining effective partnerships over time

- Making strategic progress without a central office or center for coordinating partnership efforts

Foundation Goal 3: “Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national and world communities.”

Objective 1: Partner with educational and other public-and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.

Metric 24: Miami will partner with two-year institutions to double the number of transfer students to the Oxford campus to 500 students, and Miami regionals will increase by 15% the number of transfer students.

Strategies:

- Develop a multi-year recruitment and marketing plan to increase Miami’s transfer applicant pool.
- Increase and deepen partnerships with two-year institutions.
- Prioritize and develop new partnership agreements and transfer planning guides for under-enrolled academic programs.
- Forge partnerships across Student and Academic Affairs to enhance the advisement of and academic support for transfer students.
- Audit and revise existing policies and practices to ease barriers for transfer students.
- Increase the number of course equivalencies with transfer institutions.
- Increase online course offerings for high school students and prospective students at two-year institutions.
- Actively participate in the Ohio Board of Regents’ “Transferology” program, and comply with all transfer and articulation guidelines (e.g., TAGs, CTAGs, OTM, OAN courses).
- Identify “at risk” transfer students through data analysis, and proactively work to provide preemptive support services to these students.
- Model and develop appropriate scholarship packaging strategies to recruit and retain transfer students.

Challenges & Opportunities:

- Handling the logistics and cost of maintaining connections with two-year institutions
- Providing quality and adequate housing for transfer students
- Fostering support for and understanding of transfer students among faculty and staff
- Hiring and training additional advisors to meet transfer student needs
- Creating and funding support programs for transfer students
- Providing the necessary faculty and staff development and support for online course development
- Encouraging transfer enrollments while maintaining professional accreditation standards and high quality academic programs

Metric 25: Miami will double its partnerships with Ohio and other area high schools to recruit college-bound students, e.g., through PSEO, expansion of the Oxford Pathway

Program, dual enrollment, tutoring or mentoring programs, bridge and summer programs.

Strategies:

- Develop new, and deepen existing, partnerships with high school and community-based organizations through a diversity of approaches and strategies (e.g., advisory boards, breakfast meetings, college admission panels, financial aid nights).
- Increase the Post-Secondary Enrollment Opportunities (PSEO) and dual enrollment footprint on all Miami campuses.
- Support and expand The Oxford Pathways Program (TOP).
- Increase the number of online courses accessible to high school students.
- Create new graduate certificate programs for secondary school teachers to enhance relationships with high schools.
- Develop and enhance on- and off-campus recruitment and yield programs for diverse and talented high school students (e.g., Bridges, Summer Scholars Program, Red Carpet, Make it Miami).
- Recognize outstanding high school teachers and guidance counselors.
- Create new innovative approaches for recruiting and marketing to high school students.
- Develop complementary but distinct messaging for recruitment to the Oxford and regional campuses.

Challenges & Opportunities:

- Marshaling the needed resources to hire and train additional advisors and academic support staff to enhance academic success
- Developing a sufficient number and appropriate types of online courses as well as the needed infrastructure for distance delivery
- Attracting high school students and teachers for Miami academic programs given the comparatively high tuition cost
- Securing faculty contributions to summer and off-campus recruitment efforts when their time is limited

Objective 2: Increase lifelong learning opportunities, engagement, and giving from alumni, parents, and friends.

Metric 26: Miami will provide educational opportunities and career support to at least 10% of our alumni and other external stakeholders, e.g., through programs similar to Winter College, Alumni Weekend activities, and webinars.

Strategies:

- Conduct market analysis of the types of activities and topics of interest to alumni and other external stakeholders, and use data to guide program development.
- Increase the number of professional certificate and other degree programs.
- Expand online offerings, including credit and non-credit workshops, MOOCs, social media, video resources, and global webinars.

- Improve and expand opportunities for alumni to network with, mentor and provide career counseling to undergraduate students.
- Promote academic programming, library resources, and leadership and co-curricular opportunities to local and global alumni.
- Improve and expand faculty involvement in alumni programs and programs for retirees and other external audiences.
- Market the educational opportunities to alumni and other stakeholders effectively through alumni chapter programming, alumni newsletters and magazine, websites, and social media.

Challenges & Opportunities:

- Identifying the interests of alumni and external stakeholders and matching their needs with available faculty resources
- Developing partnerships with local industries to identify training needs
- Securing faculty commitment to alumni engagement during a time of many competing priorities
- Developing strong relationships with graduates on the regional campuses given that many of them studied at Miami for only a short period of time.

Metric 27: Increase the total dollar amount raised annually from alumni, parents, and friends by 10% per year.

Strategies:

- Develop a post-campaign University plan and divisional fundraising plans with clear priorities and strategies.
- Institute and promote an endowed scholarship match program to encourage greater scholarship support.
- Rework the Miami Fund programming to further segment outreach, provide match opportunities, and increase programming and solicitations of parents and students through the Senior Class gift effort.
- Enhance the faculty match program.
- Improve parent fundraising efforts through additional staff support, targeted solicitations, and gift fundraising.
- Enhance stewardship efforts to build relationships with campaign contributors.
- Continue and enhance engagement with alumni, parents, and potential donors through improved communication, new cultivation and solicitation strategies, and innovative programming.
- Develop or revise communication plans with alumni.
- Recognize the accomplishments of alumni.
- Increase alumni interaction with students and faculty.

Challenges & Opportunities:

- Identifying alumni interest and cultivating relationships
- Developing coordinated communication and outreach efforts among academic divisions, departments, and University Advancement
- Cultivating a strong faculty commitment to alumni engagement

Objective 3: *Grow Miami's sponsored research, grants, intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships.*

Metric 28: Increase the total dollars of external funding (contracts and grants) to \$30 million.

Strategies:

- Enhance graduate programs and support for graduate students.
- Work with the Office for Advancement of Research and Scholarship and other Miami research centers to identify funding capacity in specific disciplinary and interdisciplinary fields; provide support and incentives for faculty to conduct research in those areas.
- Enforce workload norms and policies, and offer additional support for research-active faculty (e.g., grant writing support, start-up packages or seed funds, pre-proposal reviews, research leaves and release time, summer support, equipment).
- Provide incentives and additional support for patent applications, commercial licenses, and invention disclosures.
- Create different pathways for faculty to contribute to the University and to demonstrate productivity.
- Develop and market services that can be provided outside the University for a fee.

Challenges & Opportunities:

- Contending with drastic and likely sustained private and public funding reductions (including complete elimination of funding in some disciplines)
- Articulating the value and benefit of research to potential nontraditional sponsors
- Balancing and complementing investments in research and teaching
- Building and maintaining a strong, state-of-the-art research infrastructure
- Producing research during a period of reduced tenure-track faculty lines

Metric 29: Increase by 25% the number of mutually beneficial educational, governmental, and corporate partnerships.

Strategies:

- Develop protocols and a system for tracking key partnerships across the University.
- Providing training for faculty and administrators on best practices in cultivating and sustaining partnerships.
- Provide academic departments with better access to alumni information to facilitate outreach.
- Set divisional and departmental goals for corporate, educational, and government partnerships.
- Increase incentives for commercial research.
- Engage companies in experiential learning opportunities and career service efforts.
- Recognize donors and successful partnerships publicly.

Challenges & Opportunities:

- Coordinating the many partnerships activities across the University
- Ensuring that the partnerships developed are sustained and meaningful

- Matching faculty expertise with the needs of potential sponsors
- Balancing time investments of faculty in teaching and research

Objective 4: *Advance Ohio's economic development and prosperity by providing talent and expertise that helps shape policy and improves quality of life.*

Metric 30: **By 2020, 10% of the Miami University community will be engaged in providing expertise and advancing the success of public and private entities.**

Strategies:

- Leverage communication outlets (e.g., websites, social media, news media, e-newsletters) to spotlight faculty expertise and accomplishments.
- Build a database of faculty expertise to use in cultivating partnerships and populating the official "expert list" created by University Communications & Marketing.
- Encourage and recognize faculty external activities such as serving on a board, editing a professional journal, consulting, participating on review or policy panel, or serving as an expert witness.
- Increase faculty involvement in developing and maintaining networks with local, state, and national governments.
- Provide public safety forensics services to the greater Cincinnati community.
- Offer LEAN programming and RCM experience and expertise to other universities.

Challenges & Opportunities:

- Balancing the time commitment for tenured faculty between teaching, scholarship, and service—with community service being the lowest priority for most Oxford faculty
- Cultivating external interest in faculty expertise in the face of Miami's emphasis on and reputation for undergraduate teaching

Appendix A: Miami 2020 Plan Coordinating and Target Goal Teams

Coordinating Team

The charge of the **Coordinating Team (CT)** was to oversee the planning process for the Miami University 2020 Plan by engaging in the following tasks:

- Reviewing and refining the five target goals
- Guiding and assessing the progress of the five target goal teams
- Reviewing the reports developed by each of the target goal teams and synthesizing them into a unified 2020 Plan
- Creating a template for how academic and other units will develop and implement plans that advance the 2020 Plan goals and measure progress
- Holding public forums to obtain feedback from various University constituencies
- Coordinating the presentation of the 2020 Plan to present to the Board of Trustees and University community

Members of the Coordinating Team were:

Chairs

- **Phyllis Callahan**
Dean, College of Arts & Science
callahp@miamioh.edu
- **Jim Kiper**
Chair, Senate Executive Committee; Chair, Computer Science, College of Engineering & Computing
James.Kiper@miamioh.edu

Members

- **John Bailer**
Chair, Statistics, College of Arts & Science
baileraj@miamioh.edu
- **Denise Baszile**
Director of Diversity Initiatives, College of Education, Health, and Society
taliafda@miamioh.edu
- **Joseph Bazeley**
Assistant VP and Information Security Officer, IT Services
bazeleje@miamioh.edu
- **Eric Buller**
Director, Wilks Leadership Institute, Student Affairs
bullere@miamioh.edu
- **Kevin Bush**
Associate Dean, Partnerships and Research Grants, College of Education, Health, and Society
bushkr@miamioh.edu

- **Lori Anne Chapin**
Senior Library Technician, CPAC
pheanila@miamioh.edu
- **David Creamer**
VP, Finance and Business Services
creamerd@miamioh.edu
- **Bob Dahlstrom**
Chair, Marketing, Farmer School of Business
dahlstrf@miamioh.edu
- **Peg Faimon**
Chair, Art; Interdisciplinary, College of Creative Arts
peg.faimon@miamioh.edu
- **Carolyn Haynes**
Associate Provost; College of Arts & Science
haynesca@miamioh.edu
- **Xiaowen Huang**
Associate Professor, Management, Farmer School of Business
huangx@miamioh.edu
- **Michael Kabbaz**
Associate Vice President, Enrollment Management
michael.kabbaz@miamioh.edu
- **Ellen Paxton**
Senior Regional Director, University Advancement
paxtonec@miamioh.edu
- **Valerie Robinson**
Director, Diversity Enhancement; Graduate School; UPAC
robinsvo@miamioh.edu
- **Greta Smith**
President, Graduate Student Association; CAS graduate student
smithgl@miamioh.edu
- **John Stefanski**
President, Associated Student Government; CAS undergraduate student
stefanjw@miamioh.edu
- **Whitney Womack Smith**
Faculty Director, Regional Campuses
womackwa@miamioh.edu
- **Qihou (Herb) Zhou**
Professor, Electrical Engineering, College of Engineering & Computing
zhouq@miamioh.edu

Ex-Officio

- **Deedie Dowdle**
Associate Vice President, University Communications and Marketing
ddowdle@miamioh.edu
- **Ted Pickerill**
Executive Assistant to the President, Board of Trustees Secretary
pickerto@miamioh.edu

Target Goal Teams

The following responsibilities were assigned to each of the five **Target Goal Teams (TGT)**:

- Develop an aspiration statement for the goal assigned to your team that presents a bold illustration for where Miami should be with respect to this goal in seven years
- Develop 3–5 specific and ambitious objectives for the target goal
- Develop university-wide metrics for assessing our progress with respect to the target goal as well as a general action plan and timetable

Members of the **Target Goal Teams** were as follows:

Target Goal 1

Innovative Learning & Discovery

- **John Bailer, Chair (CAS)**
- Xiaowen Huang (FSB)
- Janet Hurn (Regional)
- Jade Morton (CEC)
- Liz Mullenix (CCA)
- Glenn Platt (Interdisciplinary)
- Jim Porter (CAS)
- Paula Saine (CEHS)
- Greta Smith (CAS graduate student)
- John Stefanski (CAS undergraduate student)

Target Goal 2

Transformational Work Environment

- **Bob Dahlstrom, Chair (FSB)**
- Ayo Abatan (Regional)
- Joe Bazeley (IT)
- Eric Buller (SAF)
- Lori Anne Chapin (Library)
- Janet Cox (Provost)
- Cody Powell (PFD)
- Josh Schwarz (FSB)

- Keanah Smith (ICA)
- Gretchen Ziolkowski (CAS–Humanities)

Target Goal 3

Global Engagement & Inclusive Culture

- **Denise Bazile, Chair**
- Terry Barr (FSB)
- Ron Becker (CAS–Humanities)
- Gerardo Brown-Manrique (CCA)
- Jerome Conley (Library)
- Christina Harrison (MUH student)
- Valerie Robinson (Grad School)
- Whitney Womack-Smith (Regional)
- Cheryl Young (Global Initiatives)
- Qihou (Herb) Zhou (CEC)

Target Goal 4

Dynamic Organizational Design

- **Peg Faimon, Chair (SCA)**
- Moira Casey (Regional)
- David Creamer (Finance & Business)
- Pat Haney (CAS–Social Science)
- Michael Kabbaz (Enrollment)
- Cathy McVey (IT)
- Nick Miller (CEHS student)
- Louise Morman (CEC)
- Joseph Rode (FSB)
- Katie Wilson (SAF)

Target Goal 5

Effective Partnerships & Outreach

- **Kevin Bush, Chair (SEHS)**
- Bob Applebaum (CAS–Social Science)
- Carolyn Haynes (Provost)
- Tracy Hughes (UCM)
- Mark Lacker (FSB)
- Bruce Murray (CCA)
- Ellen Paxton (Advancement)
- Ryan Pelagalli (CEC student)
- Reid Smith (OARS)
- Randi Thomas (President's Office)

Appendix B: Provost's Review Team for the Miami 2020 Plan

- **Bobby Gempesaw**
Provost and Executive Vice President for Academic Affairs
gempescm@miamioh.edu
- **Phyllis Callahan**
Dean, College of Arts & Science
callahp@miamioh.edu
- **Jim Kiper**
Chair, Senate Executive Committee; Chair, CSE, SEAS
James.Kiper@miamioh.edu
- **Ray Gorman**
Interim Dean, Farmer School of Business
gormanrf@miamioh.edu
- **Carolyn Haynes**
Interim Associate Provost; CAS
haynesca@miamioh.edu
- **Denise Krallman**
Director, Office of Institutional Research
krallmda@miamioh.edu
- **Andrea Bakker**
Assistant Director, Office of Institutional Research
bakkerai@miamioh.edu

Miami University 2020 Plan
Academic and Administrative Divisions' Contributions to the 2020 Plan Metrics
November 26, 2013

Metric 1: Miami will achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%).

1. With the university goal of a 94% retention rate by 2020, what is the highest retention rate your division will be able to achieve by 2020?

	<u>Current Status</u>	<u>Achievable Goal</u>	<u>Aspirational Goal</u>
Oxford	89.9%	92.0%	94.0%
College of Arts and Science	88.7%	91.0%	93.0%
College of Creative Arts	90.4%	91.0%	93.5%
College of Education, Health and Society	89.4%	91.5%	93.5%
College of Engineering and Computing	89.4%	90.0%	93.0%
Farmer School of Business	93.1%	95.0%	96.5%
College of Professional Studies and Applied Sciences	49.8%	70.0%	75.0%
Administrative Units			
Enrollment Management	Will increase the first-year academic profile and the diversity of student enrolling each year. Will increase the ACT average to 28.5 by 2020. Will implement a one-stop enrollment center to support retention efforts.		
Global Initiatives	Will increase international/non-resident alien retention to sophomore year by 2 percentage points, to 97.5% in 2020, and will raise retention to junior year by 5 percentage points, to 85.7%.		
Intercollegiate Athletics	For student athletes, will raise retention rates 1-2 percentage points and will achieve at least an 80% graduation rate.		
University Advancement	Will raise approximately \$10 million annually for scholarship support, with the majority of these scholarships for incoming students to the Oxford campus.		
Undergraduate Education	The University Honors Program will increase retention rates of its students by 1 percentage point (up from 96%).		

Metric 2: One year after graduation, 90% of graduates who seek employment will be employed in a full-time position.

University aspirational goal: Institutional surveys will be modified to allow for assessment of this metric.

Administrative Units	
Career Services	Implement a comprehensive career services plan to increase full-time employment rate within one year of graduation to 90%.
Finance and Business Services	Will increase the number of university vendors who recruit Miami graduates from 40 to 65.

Metric 3: One year after graduation, 75% of students who apply to graduate or professional school will receive at least one offer of admission.

University aspirational goal: Institutional surveys will be modified to allow for additional assessment of this metric.

Currently, 62% of Miami students applying for medical school are accepted; 95% of students applying to law school are accepted.

Metric 4: Continue to increase the quality and impact of scholarship or creative performance.

University Aspirational Goal: 90% of faculty applying for tenure and/or promotion are expected to be successful.

4. Currently, what percentage of your faculty (T/TT) produces research or creative performance that meets or exceeds your division's P&T standards?

	<u>Current Status</u>
Oxford	75.0%
College of Arts and Science	75.0%
College of Creative Arts	75.0%
College of Education, Health and Society	75.0%
College of Engineering and Computing	75.0%
Farmer School of Business	75.0%
College of Professional Studies and Applied Sciences	50.0%
Administrative Units	
University Advancement	Will seek to raise \$5 million in newly endowed faculty positions each year.

Metric 5: Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement or performances, and other applied learning activities.

5. What are your divisional goals for student involvement in research or similar experiential learning activities?

	<u>Current Status (Graduation Survey)</u>			<u>Achievable Goal (2020 Survey)</u>
	<u>Research with Undergraduates</u>	<u>Experiential Learning Activity</u>	<u>Research or Experiential Learning</u>	<u>Research or Experiential Learning</u>
Oxford	32.0%	85.0%	87.0%	90 - 100%
College of Arts and Science	43.0%	86.0%	89.0%	90 - 100%
College of Creative Arts	28.0%	97.0%	97.0%	90 - 100%
College of Education, Health and Society	28.0%	84.0%	85.0%	90 - 100%
College of Engineering and Computing	48.0%	80.0%	82.0%	90 - 100%
Farmer School of Business	20.0%	84.0%	85.0%	90 - 100%
College of Professional Studies and Applied Sciences	30.0%	76.0%	78.0%	75 - 100%
Administrative Units				
Finance and Business Services	Will increase the number of internal (FBS) applied experiences by 10 each year.			
Global Initiatives	Will increase global research, internships, and service-learning by 20%, to a total of 0 - 25% of students.			
Intercollegiate Athletics	75% or more of student athletes will participate in community service or volunteer.			
Student Affairs	35% of all students will engage in community service coordinated through the NobleHour system. 25% of each graduating class will receive a U.S. President's Volunteer Service Award. 20% of undergraduates will take at least one Service-Learning designated course during their college career at Miami. 20% of all Capstone courses will incorporate a Service-Learning experience. 65% of graduating seniors will report having done some volunteer work during their college career. 10% of all Winter Term faculty-led courses will be Service-Learning designated.			
University Communications and Marketing	Currently provides internal experiential learning opportunities to approximately 10 students per semester.			
Undergraduate Education	75% or more will engage in experiential learning (Undergraduate Honors Program).			

Metric 6: 75% of Miami students will have completed an internship before they graduate.

6. What are your divisional goals for student involvement in internships?

	<u>Current Status (Graduation Survey)</u>	<u>Achievable Goal (2020 Survey)</u>
Oxford	52.0%	70 - 75%
College of Arts and Science	46.0%	50.0%
College of Creative Arts	45.0%	70.0%
College of Education, Health and Society	34.0%	60.0%
College of Engineering and Computing	66.0%	80.0%
Farmer School of Business	74.0%	90.0%
College of Professional Studies and Applied Sciences	22.0%	25.0%
Administrative Units		
Enrollment Management	Support 5 - 10 internship opportunities annually.	
Finance and Business Services	Will increase the number of university vendors who offer internship opportunities to Miami students by 20 and will increase the number of internal (FBS) internships from 8 to 18.	
Global Initiatives	Will increase global internships by 10%, to a total of 0 - 25% of students.	
Information Technology	Will provide 11 Information Technology internships.	
Intercollegiate Athletics	0 - 25% of student athletes will complete an internship.	
Student Affairs	10% of students will obtain an internship in a community-based agency in which they volunteered. 25% of all appropriate courses will be Service-Learning designated, including credit-bearing internships/serviceships.	
Undergraduate Education	25 - 50% will complete an internship (University Honors Program).	
University Communications and Marketing	Will increase internship experiences in their office to 10 students per year.	

Metric 7: 90% of Miami students will have two or more co-curricular experiences before they graduate.

University aspirational goal: Student Affairs will identify methods for tracking student involvement in co-curricular experiences.

Administrative Units		
Finance and Business Services	FBS units currently involve approximately 3,850 students in co-curricular experiences and will increase this involvement to 4,250 students by 2020. Examples of current organizations include the Team Building Program (2,200 participants), the Club Sports Program (1,500 participants), and the Emerging Leaders Program (80 participants).	
Intercollegiate Athletics	Student athletes currently have at least one co-curricular experience and will have at least two by 2020.	
University Advancement	Will seek to raise approximately \$1 million each year to support co-curricular opportunities.	

Metric 8: 25% of our students will graduate with multiple degrees/majors/co-majors¹ and 5% will graduate with a combination Bachelor and Master's degree.**8.a. What percent of your undergraduate students will graduate with multiple degrees/majors/co-majors?**

	<u>Current Status</u>	<u>Achievable Goal</u>
Oxford	13.8%	22.0 - 25.0%
College of Arts and Science	22.0%	25.0%
College of Creative Arts	8.0%	12.0%
College of Education, Health and Society	8.4%	20.0%
College of Engineering and Computing	14.7%	15.0%
Farmer School of Business	9.3%	12.0%
College of Professional Studies and Applied Sciences	0.0%	NA
Administrative Units		
Intercollegiate Athletics	7.4% of student athletes are currently double majoring.	

8.b. What percent of your students will graduate with a combination Bachelor and Master's degree?

	<u>Current Status²</u>	<u>Achievable Goal</u>
Oxford	0.0%	5.0%
College of Arts and Science	0.0%	5.0%
College of Creative Arts	0.0%	5.0%
College of Education, Health and Society	0.0%	7.5%
College of Engineering and Computing	0.0%	5.0%
Farmer School of Business	0.0%	3.0%
College of Professional Studies and Applied Sciences	0.0%	NA

¹ May include multiple minors, concentrations and certificates.

² In 2012-13, there were a total of 6 BA/MA degrees awarded across all divisions and campuses.

Metric 9: 60% of degree programs can be completed in 3 years or less through curriculum revision and by using different pedagogical approaches and modes of delivery (required by OBoR by 2014).**9. How many of your current degree programs can be completed in three years or can be revised to allow three year completions?**

	<u>Current Status</u>	<u>Achievable Goal</u>
Oxford	13.8%	60.0% or more
College of Arts and Science	16.7%	75.0%
College of Creative Arts	0.0%	30.0%
College of Education, Health and Society	0.0%	8.0%
College of Engineering and Computing	0.0%	30.0%
Farmer School of Business	75.0%	100.0%
College of Professional Studies and Applied Sciences	0.0%	60.0%

Metric 10: Increase the online and hybrid credit hours to 10% of the total credit hours.**10. What percentage of your divisional credit hours will be offered through online or hybrid courses within the next five years?**

	<u>Current Status</u>	<u>Achievable Goal</u>
Oxford	2.3%	10.0%
College of Arts and Science	1.2%	8.0%
College of Creative Arts	2.0%	5.0%
College of Education, Health and Society	9.5%	10.0%
College of Engineering and Computing	1.1%	5.0%
Farmer School of Business	0.5%	10.0%
College of Professional Studies and Applied Sciences	11.0%	15.0%

Administrative Units

Advanced Learning Technologies (ALT)

Faculty and staff development, e.g. through FLC, Sloan Consortium certification, online workshops; Implement quality standards (Quality Matters standards) and provide faculty support to achieve them; use market strategies to select appropriate undergraduate courses, certificate and graduate programs and e-learning centers abroad; develop a comprehensive approach to faculty development for online and hybrid courses to support academic divisions in reaching the 10% goal.

Global Initiatives

Will support the growth of online/hybrid credit hours at a 1 - 5% level (of total credit hours) through the credit workshop and non-credit program budget and curriculum models.

Information Technology

Improve work processes, technologies, and service levels to transform our traditional engagement model to support academic divisions in reaching the 10% goal.

Metric 11: All employees will have an annual evaluation that aligns with the overall university objectives and a measurable professional development plan.

University aspirational goal: Will be implemented by divisional leaders.

11.a. What percent of your division's faculty (returning FT, T/TT, lecturers, clinical faculty, VAPs, and instructors), unclassified staff (returning FT), and classified staff (returning FT) are evaluated annually?

	Current Status		
	Faculty	Unclassified (Professional) staff	Classified Staff
Oxford	100.0%	95.0%	100.0%
College of Arts and Science	100.0%	95.0%	100.0%
College of Creative Arts	100.0%	100.0%	100.0%
College of Education, Health and Society	100.0%	80.0%	100.0%
College of Engineering and Computing	100.0%	100.0%	100.0%
Farmer School of Business	100.0%	100.0%	100.0%
College of Professional Studies and Applied Sciences	100.0%	100.0%	100.0%
Administrative Units			
Academic Personnel	NA	100.0%	100.0%
Finance and Business Services	NA	100.0%	100.0%
Global Initiatives	NA	100.0%	100.0%
Graduate School and OARS	NA	100.0%	100.0%
Information Technology	NA	100.0%	100.0%
Institutional Diversity	NA	100.0%	100.0%
Intercollegiate Athletics	NA	100.0%	100.0%
Undergraduate Education	NA	100.0%	100.0%
University Communications and Marketing	NA	100.0%	100.0%
University Libraries	NA	100.0%	100.0%

11.b. What percent of your division's faculty (returning FT, T/TT, lecturers, clinical faculty, VAPs, and instructors), unclassified staff (returning FT), and classified staff (returning FT) have a professional development plan?

University aspirational goal: Will be implemented by divisional leaders.

	Current Status		
	Faculty	Unclassified (Professional) staff	Classified Staff ³
Oxford	80.0%	95.0%	0.0%
College of Arts and Science	80.0%	95.0%	0.0%
College of Creative Arts	50.0%	100.0%	0.0%
College of Education, Health and Society	60.0%	80.0%	0.0%
College of Engineering and Computing	100.0%	100.0%	0.0%
Farmer School of Business	95.0%	100.0%	0.0%
College of Professional Studies and Applied Sciences	100.0%	100.0%	0.0%
Administrative Units			
Academic Personnel	NA	100.0%	0.0%
Finance and Business Services	NA	100.0%	0.0%
Global Initiatives	NA	100.0%	0.0%
Graduate School and OARS	NA	100.0%	0.0%
Information Technology	NA	100.0%	0.0%
Institutional Diversity	NA	100.0%	0.0%
Intercollegiate Athletics	NA	100.0%	0.0%
Undergraduate Education	NA	100.0%	0.0%
University Communications and Marketing	NA	100.0%	0.0%
University Libraries	NA	100.0%	0.0%

³ Classified staff evaluation forms will be revised to include a professional development plan.**Metric 12: At least 25% of the merit salary improvement pool for faculty and unclassified staff will be allocated to recognize and reward exemplary performance that contributes to university and unit goals and objectives.**

University aspirational goal: Will be implemented by divisional leaders.

Metric 13: The time line for the process of soliciting input and approving recommendations for governance purposes should not exceed one semester as appropriate.

University aspirational goal: Examples of procedural initiatives that are achievable in one semester include revision of majors/minors within a department/program, curricular revision/construction at the program level, approval of new co-majors and minors, the development of department/program mission or vision statements, developing/revising/updating department/program governance and policy documents, conducting academic administrator reviews, election of search committee members, and conducting program reviews.

Metric 14: An average of 1% of total revenues annually will come from new or expanded revenue initiatives other than tuition rate increases.

University aspirational goal: Will be implemented by divisional leaders.

Administrative Units

Finance and Business Services	Will grow auxiliary revenues by at least 1% each year through new or enhanced revenue initiatives exclusive of price changes.
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Metric 15: DIVISIONAL REDISTRIBUTION: Divisional deans will annually realign 1%, on average, of their divisional University budgeted funds by phasing out low priority organizational structures, programs, and activities. These funds will be set aside to support new, or expanding successful, programs and collaborations with an emphasis on inter- and multi-disciplinary activities.

University aspirational goal: Will be implemented by divisional leaders.

Administrative Units

Finance and Business Services	Will increase its productivity by at least 1% each year. At least 35 new Lean projects will be completed each year.
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Metric 16: REDUCTION and CENTRAL REDISTRIBUTION: 0.5% per year of permanent budgetary funds will be captured from improvements in divisional productivity and these funds will be collected centrally and redistributed.

University aspirational goal: Will be implemented by divisional leaders.

Metric 17: Implement, and annually update, a transparent, flexible and dynamic 10-year budget plan that will ensure a sustainable and financially viable foundation.

University aspirational goal: Will be implemented with the leadership of FBS in collaboration with divisional leaders.

Administrative Units

Finance and Business Services	Will create a balanced budget with funding for essential new initiatives and sufficient improvements in employee compensation.
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Metric 18: Grow the diversity of our students, faculty, and staff.

University aspirational goal: Will be advanced by Institutional Diversity in collaboration with divisional leaders.

Administrative Units

Enrollment Management	Will seek to increase the number of Oxford Pell Grant students from 16% to over 20%.
Global Initiatives	Will seek to raise approximately \$3 - \$5 million in external funding for study abroad scholarships and programs to incentivize underrepresented students to come to Miami and to participate in a cultural immersion experiential learning opportunity.
Institutional Diversity	Develop the pipeline by initiating and supporting on campus events that target under-represented students, e.g. Exploration Days for high school students; develop partnerships with high schools that have high numbers of under-represented students; support systems for diverse faculty and staff.
University Advancement	Will seek to raise approximately \$3 million per year for scholarships to promote diversity of the student body and approximately \$500K per year to promote diversity of the faculty.

Metric 19: 75% of Miami students will report (e.g., in NSSE or unit-implemented surveys) that they feel welcome and have had significant and meaningful interactions with diverse groups.

University aspirational goal: Will be monitored by divisional leaders.

Administrative Units

Finance and Business Services	The Payroll Office will expand by 10% the number of international students it assists each year with specialized tax issues and state and federal reporting requirements.
Institutional Diversity	Develop assessment processes to review internal structures, policies and practices that hinder diversity and recognize and support operations that promote diversity. Substantially increase the opportunities for career and professional development related to diversity.
Student Affairs	Will conduct an annual organizational climate survey to gauge climate issues. Will offer service learning and community service opportunities.

Metric 20: 60% of Miami students will study abroad or study away.**20. What percent of your divisional students will study abroad/study away each year by 2020?**

	<u>Current Status</u>	<u>Achievable Goal</u>
Oxford	42.0%	55.0 - 60.0%
College of Arts and Science	44.0%	60.0%
College of Creative Arts	53.0%	60.0%
College of Education, Health and Society	30.0%	35.0%
College of Engineering and Computing	28.0%	50.0%
Farmer School of Business	55.0%	70.0%
College of Professional Studies and Applied Sciences	2.9%	5.0%
Administrative Units		
Global Initiatives	Will document a 75% success rate in global competency building through the Global Perspectives Inventory (GPI).	
University Advancement	Will seek to raise approximately \$200K per year in private support for study abroad or study away.	

Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, e.g., intensive community engagement, service learning experience, intercultural or global learning requirement.

University aspirational goal: Will be promoted by divisional leaders.

Administrative Units	
Global Initiatives	Deepen partnerships among Center for American & World Cultures, Confucius Institute, Humanities Center, and Office of Community Engagement & Service to enhance events and programs and increase participation rates by 10%.
Intercollegiate Athletics	Currently, 100% of teams complete at least one community service project each year (with some teams completing over 10 per year).
Student Affairs	100% of our Resident Assistant and Commuter Assistant staff complete 4 inclusive cultural/global engagement programs a year.
University Advancement	Will seek to raise approximately \$200K per year in private support to promote co-curricular cultural learning experiences.

Metric 22. All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g., volunteer or community engagement; course or workshops on global and intercultural topics, professional training on diversity issues).

University aspirational goal: Will be promoted by divisional leaders.

22. Estimate the percentage of your faculty/staff who have participated in globally diverse cultural activities over the past year.

	<u>Current Status</u>	<u>Achievable Goal</u>
Oxford	70.0%	100.0%
College of Arts and Science	75.0%	
College of Creative Arts	47.0%	
College of Education, Health and Society	30.0%	
College of Engineering and Computing	65.0%	
Farmer School of Business	75.0%	
College of Professional Studies and Applied Sciences	50.0%	

Metric 23: Miami will expand, virtually and physically, by 25%, its international partnerships to increase its impact on the global stage.

University aspirational goal: Will be led by Global Initiatives in collaboration with divisional leaders.

Currently, the university has 45 active academic international partnerships.

Metric 24: Miami will partner with two-year institutions to double the number of transfer students to the Oxford campus to 500 students and Miami regionals will increase by 15% the number of transfer students.

University aspirational goal: Will be led by the Office of Enrollment Management in collaboration with divisional leaders.

24. By 2020, how many transfer students will your division be able to accommodate?

	<u>Current Status</u>	<u>Achievable Goal</u>	<u>Aspirational Goal</u>
Oxford	254	327	500
College of Arts and Science	165	224	315
College of Creative Arts	10	14	25
College of Education, Health and Society	45	53	120
College of Engineering and Computing	23	36	40
Farmer School of Business	11	0	0
College of Professional Studies and Applied Sciences	365	420	500

Metric 25: Miami will double its partnerships with Ohio and other area high schools to recruit college-bound students, e.g., through PSEO, expansion of the TOP program, dual enrollment, tutoring or mentoring programs, Bridge and Junior Scholars programs.

University aspirational goal: Will be led by the Office of Enrollment Management in collaboration with divisional leaders.

Metric 26: Miami will provide educational opportunities and career support to at least 10% of our alumni and to other external stakeholders, e.g., through programs similar to Winter College, Alumni Weekend activities, webinars, etc.

University aspirational goal: Will be implemented with the leadership of University Advancement in collaboration with divisional leaders.

Metric 27: Increase the total dollar amount raised annually from alumni, parents and friends by 10% per year.

University aspirational goal: Will be implemented with the leadership of University Advancement in collaboration with divisional leaders.

Metric 28: Increase the total dollars of external funding (contracts and grants) to \$25 million.

University aspirational goal: Will be led by the Office for the Advancement of Research and Scholarship in collaboration with divisional leaders.

28. What is your annual divisional goal for external contract and grant funding?

	Current Status		Achievable Goal	
	Total Funding	Federal Funding	Other External Funding	Total Funding
Oxford	\$19,097,926	\$15,525,000	\$7,755,000	\$23,280,000
College of Arts and Science	\$13,189,365	\$13,000,000	\$2,000,000	\$15,000,000
College of Creative Arts	\$8,636	\$0	\$30,000	\$30,000
College of Education, Health and Society	\$2,164,415	\$1,000,000	\$2,000,000	\$3,000,000
College of Engineering and Computing	\$1,930,584	\$2,025,000	\$225,000	\$2,250,000
Farmer School of Business	\$1,804,926	\$500,000	\$3,000,000	\$3,500,000
College of Professional Studies and Applied Sciences	\$2,515,321	\$1,000,000	\$2,000,000	\$3,000,000

Metric 29: Increase by 25% the number of mutually beneficial educational, governmental, corporate and non-profit partnerships.

University aspirational goal: Will be promoted by divisional leaders.

Administrative Units

Student Affairs

Will demonstrate a 25% increase in the number of community and K-12 school-based partnerships.

University Advancement

Currently manages a pool of approximately 300 corporations and foundations and has an annual goal of 300 face-to-face contacts of corporate prospects.

Metric 30: By 2020, 50% of the Miami University community will be engaged in providing expertise and advancing the success of public and private entities.

University aspirational goal: Will be promoted by divisional leaders.

30. What percent of your faculty/staff are involved in providing expertise and advancing the success of public and private entities?

	Achievable Goal
Oxford	50.0%
College of Arts and Science	60.0%
College of Creative Arts	45.0%
College of Education, Health and Society	60.0%
College of Engineering and Computing	75.0%
Farmer School of Business	50.0%
College of Professional Studies and Applied Sciences	50.0%

RESOLUTION R2014-16

WHEREAS, Miami University receives and manages contributions of cash, securities, life insurance, personal property, and real estate in its endowment; and

WHEREAS, the Board of Trustees desires to continue the policy of supporting University operations and scholarships through the distribution of income and realized gains from the endowment; and

WHEREAS, Miami University Resolution 2004-46 established a Spending Policy effective for the fiscal year ended June 30, 2004, and authorized such Policy to remain in effect until formally modified by the Board of Trustees; and

WHEREAS, Miami University Resolution 2010-4 established an amended Spending Policy effective with the fiscal year ending June 30, 2010, and authorized such Policy to remain in effect until formally modified by the Board of Trustees; and

WHEREAS, Miami University Resolution 2010-4 also directed the Vice President for Finance and Business Services annually to evaluate the variables underlying the spending formula and to present recommendations as to the spending formula to be used for the fiscal year; and

WHEREAS, the Vice President for Finance and Business Services has recommended to the Finance Committee of the Board of Trustees that the formula remain unchanged for the fiscal year ended June 30, 2014, and the Finance Committee has accepted that recommendation; and

WHEREAS, the Board of Trustees, has considered the proposed Spending Policy, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances, considering the following factors:

1. The duration and preservation of the endowment fund;
2. The purposes of the institution and the endowment fund;
3. General economic conditions;
4. The possible effect of inflation or deflation;
5. The expected total return from income and the appreciation of investments;
6. Other resources of the institution;
7. The investment policy of the institution;

NOW, THEREFORE, BE IT RESOLVED THAT: The Board of Trustees hereby authorizes that the spending distribution for the fiscal year ended June 30, 2014, be computed according to the following formula:

The weighted average spending formula is to be comprised of two elements: a market element, given a 30% weight in the formula, and an inflation element, given a 70% weight in the formula. The market element is to be computed by multiplying the market value of the investment portfolio on March 31, 2014 by a long-term sustainable spending percentage of 4.5%. The inflation element is to be computed by increasing the prior year's actual spending distribution by the annualized increase in the Consumer Price Index as of March 31, 2014.

MIAMI UNIVERSITY
SPENDING FORMULA DECISION POINTS
FISCAL YEAR 2014

1. Considerations

With the care that an ordinarily prudent person in a like position would exercise under similar circumstances, we have considered the following factors:

- The duration and preservation of the endowment fund;
- The purposes of the institution and the endowment fund;
- General economic conditions;
- The possible effect of inflation or deflation;
- The expected total return from income and the appreciation of investments;
- Other resources of the institution;
- The investment policy of the institution.

2. Market Element

- Monte Carlo simulations were used to project the probabilities of maintaining intergenerational equity using different market elements and different risk/return assumptions.
- FY 2004 - 2013 formulas used 4.5%.
- Outcomes from this approach have been satisfactory.
- Recommended for FY 2014: stay with the 4.5% multiplier.

3. Inflation Element

- Monte Carlo simulations were used to study the impact of changes in the inflation rate.
- FY 2004 - 2013 formulas used the Consumer Price Index (CPI).
- Calculation will be based on 3/31/2014 CPI value for prior 12 months.
- Recommended for FY 2014: stay with the CPI.

4. Underwater Funds

- The status of underwater funds will be evaluated throughout the fiscal year.
- If underwater funds exist in the fourth fiscal quarter, a recommendation for those funds will be crafted at that time.

Final Summary of Spending Distribution
Miami University and Foundation June
30, 2013

Weighted Average Model

70 % of formula = prior year spending per unit increased by CPI of 1.47 %
30 % of formula = current year market value multiplied by 4.5%

MIAMI UNIVERSITY FOUNDATION

Prior Year Distribution Per Share	CPI	Current Year Distribution Per Share	Inflation Component		Market Value at 3/31/2013	Market Value X 4.5%	Wtd Average 70% Inflation 30% Market
\$ 0.066589	1.47%	\$ 0.067568	\$ 11,184,243		\$ 243,099,960	\$ 10,939,498	\$ 11,110,819

MIAMI UNIVERSITY

Prior Year Distribution Per Share	CPI	Current Year Distribution Per Share	Inflation Component		Market Value at 3/31/2013	Market Value X 4.5%	Wtd Average 70% Inflation 30% Market
\$ 0.047999	1.47%	\$ 0.048705	\$ 8,451,330		\$ 174,671,381	\$ 7,860,212	\$ 8,273,995

DISTRIBUTION COMPARISON	FOUNDATION	UNIVERSITY	TOTAL
Calculated Distribution, June 30, 2012	\$ 10,559,361	\$ 8,146,975	\$ 18,706,336
Calculated Distribution, June 30, 2013	\$ 11,110,819	\$ 8,273,995	\$ 19,384,814
Actual Calculated Amount Distributed June 30, 2013	\$ 9,967,869	\$ 7,745,456	\$ 17,713,325
Realized Dividends & Interest Distributed from Underwater Funds	\$ 10,706	\$ 35,228	\$ 45,934
Total Distributed June 30, 2013	\$ 9,978,575	\$ 7,780,684	\$ 17,759,259
*Note: The difference between Calculated Distribution Amount and Actual Amount Distributed reflects partial distributions and reinvestments			

Ten Year Spending Distribution History
Miami University and Foundation June
30, 2013

<u>Year</u>	<u>Calculated University Endowment</u>	<u>Calculated Foundation Endowment</u>	<u>Calculated Total Distribution</u>	<u>Calculated Spending Rate</u>	<u>Actual University Distribution</u>	<u>Actual Foundation Distribution</u>	<u>Actual Total Distribution</u>	<u>Actual Spending Rate</u>	<u>Diff Between Calculated & Actual Distributions</u>
FY 2004	\$ 4,917,800	\$ 5,780,800	\$ 10,698,600	4.39%	\$ 3,234,331	\$ 4,565,625	\$ 7,799,956	3.20%	\$ (2,898,644)
FY 2005	\$ 5,217,313	\$ 6,249,248	\$ 11,466,561	4.17%	\$ 4,928,724	\$ 5,296,920	\$ 10,225,644	3.72%	\$ (1,240,917)
FY 2006	\$ 5,920,410	\$ 7,746,856	\$ 13,667,266	4.33%	\$ 5,616,537	\$ 6,628,486	\$ 12,245,023	3.88%	\$ (1,422,243)
FY 2007	\$ 7,101,822	\$ 9,087,555	\$ 16,189,377	4.00%	\$ 6,772,810	\$ 7,746,872	\$ 14,519,682	3.59%	\$ (1,669,695)
FY 2008	\$ 7,857,069	\$ 10,340,105	\$ 18,197,174	4.54%	\$ 7,557,356	\$ 8,908,138	\$ 16,465,494	4.10%	\$ (1,731,680)
FY 2009	\$ 7,334,500	\$ 9,989,311	\$ 17,323,811	5.54%	\$ 6,357,962	\$ 5,557,416	\$ 11,915,378	3.81%	\$ (5,408,433)
FY 2010	\$ 7,694,587	\$ 9,815,974	\$ 17,510,561	5.07%	\$ 6,650,929	\$ 7,078,468	\$ 13,729,397	3.97%	\$ (3,781,164)
FY 2011	\$ 8,059,183	\$ 10,281,524	\$ 18,340,707	4.55%	\$ 7,616,131	\$ 8,551,309	\$ 16,167,440	4.01%	\$ (2,173,267)
FY 2012	\$ 8,146,975	\$ 10,559,361	\$ 18,706,336	4.83%	\$ 7,335,241	\$ 8,562,462	\$ 15,897,703	4.11%	\$ (2,808,633)
FY 2013	\$ 8,273,995	\$ 11,110,819	\$ 19,384,814	4.65%	\$ 7,780,684	\$ 9,978,575	\$ 17,759,259	4.26%	\$ (1,625,555)
Total	\$ 70,523,654	\$ 90,961,553	\$ 161,485,207	4.61% (average)	\$ 63,850,705	\$ 72,874,271	\$ 136,724,976	3.87% (average)	\$ (24,760,231)
Change	68%	92%	81%		141%	119%	128%		

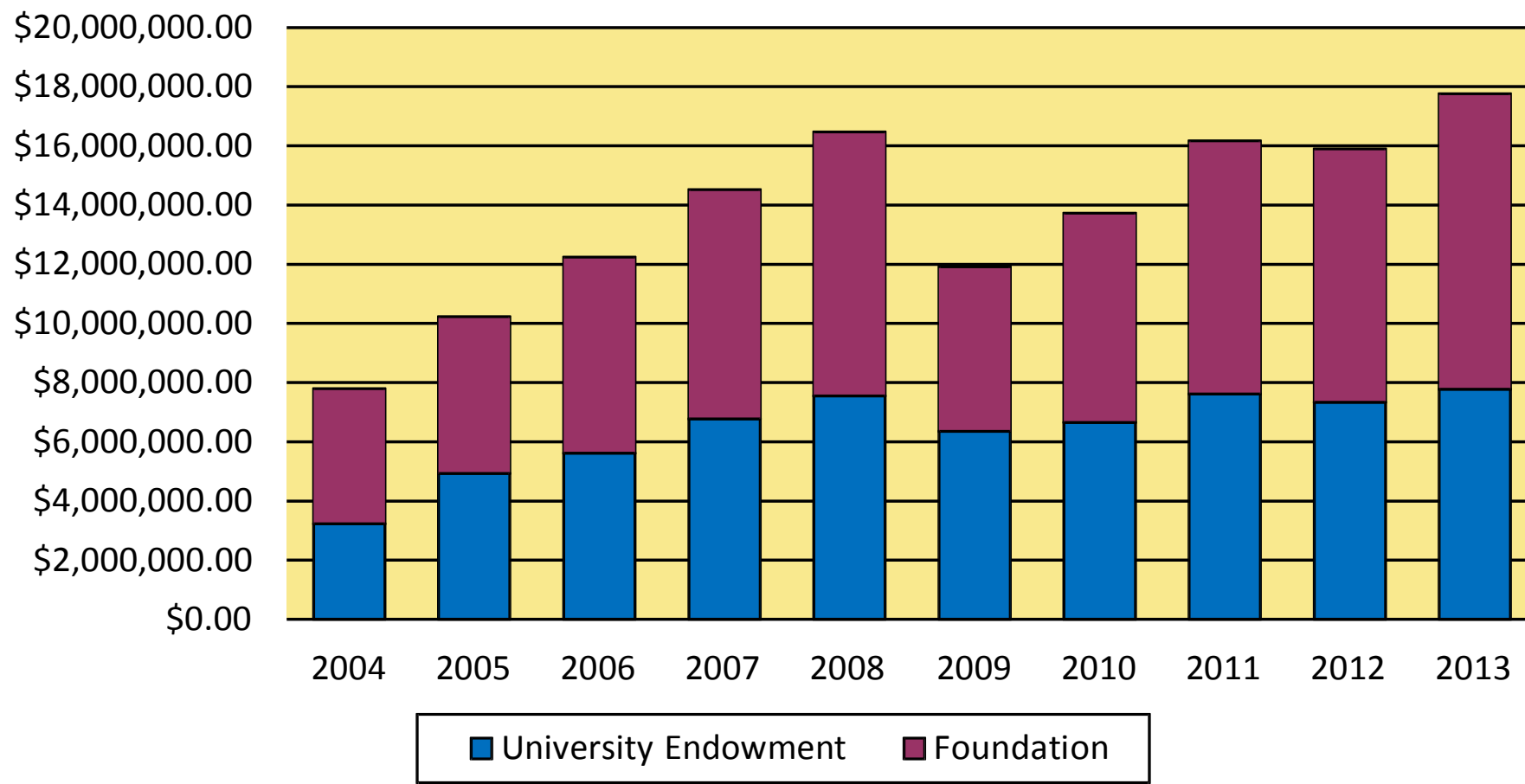
Comments

In FY2004 the spending formula was changed from the market value-based formula to the weighted average formula.

Spending Rates are defined as calculated or actual distribution divided by June 30 market value.

The difference between Calculated Distribution Amount and Actual Amount Distributed reflects partial distributions and reinvestments.

Annual University & Foundation Endowment Actual Earnings Distributions



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Steve Wyatt, Chair

Bryan Marshall, Chair-elect

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

November 18, 2013

The following summarizes items of University Senate business conducted since the Board of Trustees last met on September 20, 2013.

- Curriculum
 - *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs, Bylaws of University Senate, Section 8.A* (Attachment, SR 14-01, September 23, 2013).
 - Co-Majors. NOTE: Per the *Miami University Policy and Information Manual, Section 11.1.F, Adding a New Major or Program*, new majors do not require approval by the Board of Trustees.
 - Analytics Co-Major (SR 14-03, 11/0/2013).
 - Energy Co-major (SR 14-04 , 11/04/2013).
 Approval process of the co-majors has not exceeded the 10 class-day period during which time Faculty Assembly may challenge Senate action.
 - Department Name Change - Department of German, Russian, East Asian Languages (GREAL) proposed name change: Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC) (Attachment, Received on Senate November 4, 2013, Consent Calendar).
- Minor Revisions to Senate documents, Senate Resolutions
 - *Standing Rules of University Senate – Meeting procedures – Senate seating order* (SR 14-02, September 23, 2013).
 - *Bylaws of University Senate, Section 6.C.4.a, Committee Structure of University Senate, Advisory Committees of University Senate, Council on Diversity and Inclusion* (SR 14-05, November 4, 2013).
 - *Bylaws of University Senate, Section 6.B.3.a, Committee Structure of University Senate, Standing Committees of University Senate, Academic Program Review* (SR 14-06, November 4, 2013).
- Minor Revisions to Guidelines and University documents received on the Senate Consent Calendar
 - Cross Listing Courses Guidelines (September 23, 2013).
Although Miami University has been cross-listing courses for many years, no policy or procedures have been articulated to guide the creation and implementation of cross-listing. Cross-listing of courses can provide faculty an opportunity to collaborate across disciplinary and departmental lines, and it offers students the opportunity to engage in multidisciplinary, cross-disciplinary and interdisciplinary learning. Cross-listing may also benefit departments and programs through the sharing of resources and ideas.
 - Proposed Procedures for Creating Subject Codes (September 23, 2013).
Each Miami University course includes a subject code or prefix and a course number. The subject code identifies the academic department or program that is responsible for developing and securing approval for the course. The proposal puts in place procedures for creating and assigning subject codes.

- *Student Handbook, 1.2.C.3, Course Repeat Policy (November 4, 2013).*
The intent of the Course Repeat Policy is to advance retention and enable students who perform poorly in a course early in their undergraduate career to re-take the course and gain knowledge without unduly penalizing their academic record. Since the policy was enacted and revised, it failed to fully account for situations in which the student receives an academic dishonesty notation on his or her academic record. The proposed revisions ensure that the opportunity to repeat courses under this policy does not apply to sanctioned courses or courses in which the student committed academic dishonesty.
- *Student Handbook, 1.7.B.1, Academic Grievance Procedure (November 4, 2013).*
Currently the academic grievance procedure contains no provision in the event when the instructor of record is not available to address a grade grievance. The proposal addresses this circumstance.
- *Miami Policy and Information Manual, Section 10.5, Use of Undergraduates as Teachers (November 4, 2013).*
The administrative oversight for the Undergraduate Associate (UA) program has been assigned to the University Honors Program office for the last few years. It has become apparent that this location creates confusion for both faculty and students. Some students and faculty have assumed that the UA program serves only the Honors Program students, or they have assumed that only Honor Program students can serve as UA's. The proposed change to move the administrative oversight of the UA program to the Rinella Learning Center (RLC) aligns the UA program with an office that recruits, trains and supports undergraduate students to provide academic support to their peers. The RLC works closely with faculty and academic departments on many levels and can seamlessly integrate the UA program. It will also provide opportunity to better support the needs of faculty through some of its established student staff development training.
- *Miami Policy and Information Manual, Section 11, Curriculum (November 4, 2013).*
The existing process for approving changes to the academic curriculum assumes that courses and other curricula originate from a department or program within an academic division. Typically new majors and degrees and changes to existing majors and degrees proceed from the academic department or program and then to the academic division, Council of Academic Deans, and University Senate. However, a few programs, offices, or centers exist that are housed outside of an academic division and that prescribe curricular requirements to their own or a special population of students. These programs, offices, and centers include, but are not limited to: the University Honors Program, the Miami University Dolibois European Center, Global Initiatives, and the Rinella Learning Center. Since there is no academic division to approve their curricula, they need a unique approval process.
- Special Reports delivered at the September 23, 2013, Senate meeting
 - "Good Samaritan" Policy Pilot – Rebecca Baudry, Director of Student Wellness, Student Health Services.
 - *I Am Miami* – Ron Scott, Associate Vice President for Institutional Diversity.
 - Enrollment Center – Michael Kabbaz, Associate Vice President for Enrollment Management.
- Special Reports delivered at the November 4, 2013, Senate meeting
 - Creating a Global and Cultural Studies Unit - Phyllis Callahan, Dean, College of Arts and Science. NOTE: Implements SR 14-01 , revisions to the *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs.*
 - Program Review Update - James Oris, Dean, Graduate School.

- Repeal Drug Testing Policy, Section 3.19, Miami University Policy and Information Manual – Robin Parker, General Counsel
September 23, 2013, Senate discussed, no action taken. December 2, 2013, Senate agenda, Sense-of-Senate resolution.

- Spring Semester 2014, Senate Dates
 - January 27
 - February 10, 24
 - March 3, 10, 17, 31
 - April 7, 21, 28
 - May 5 (tentative)

cc: Provost Bobby Gempesaw, Chair, University Senate
Carolyn Haynes, Secretary, University Senate

Prepared by: Marcia C. Weller, Recording Secretary, University Senate

SR 14-01
September 23, 2013

BE IT HEREBY RESOLVED that University Senate adopt revisions to the *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Department, or Programs (Bylaws of University Senate, Section 8.A)* as stated below:

The purpose of this resolution is to guide the decision-making process when consolidation, partition, transfer, or elimination of academic divisions, departments, or programs is under consideration. "Programs" in this document is defined as interdisciplinary programs and degree programs. Fundamental to all that follows is the principle that ordinary administrative chains of command should always be observed in the decision-making and implementation process; that is, discussion, consultation, and fact-finding will normally begin at the programmatic or departmental level, with recommendations passing through divisional channels before reaching the Provost's office. This does not preclude initiative for such a decision-making process coming from a higher level, but it is meant to establish the principle of involving in a substantial way, those who are closest to the areas under consideration. At all times in the process outlined below, every effort should be made to keep the Provost, other appropriate University officers, and the faculty, staff, and students in affected divisions, departments, and programs informed of the progress of such discussions as they take place. In order to facilitate this communication and in keeping with University Senate's primary responsibility for curriculum, programs, and course offerings, a process coordinator must be designated by the Provost in consultation with the Executive Committee of University Senate at the point when a program, department, or division initiates formal discussion involving consolidation, partition, transfer, or elimination.

In consultation with the Provost, the process coordinator is charged with:

- (1) ensuring that the decision-making process is fair and empowers all constituents;
- (2) ensuring that the process not only allows adequate time to hear and debate all concerns, but also is as efficient as possible;
- (3) acting as a sounding board and mediator, as required, throughout the decision-making process; and
- (4) acting as a liaison between the affected units and University Senate (the process coordinator does not need to be a member of University Senate).

The following actions should guide all administrators and key stakeholders whenever consolidation, partition, transfer, or elimination is being formally considered. Relevant communication should occur at a time that would allow for substantive feedback from affected parties.

- Step 1. A request with a rationale for consolidation, partition, transfer, or elimination of an academic degree program, a department, program, or division is submitted to the Provost. This request may be made by the chair or director of the unit involved or it may come from a higher level.
- Step 2. When the Provost deems the request viable, the Provost shall name a process coordinator at such time that formal discussion involving consolidation, partition, transfer, or elimination begins. In consultation with the person who initiated the request and the Dean, the Provost may constitute an ad hoc process committee.
- Step 3. In consultation with the Provost and Dean, the process coordinator shall ensure that information is shared widely with divisions, departments, and programs; and with all interested parties within and external to Miami.
- Step 4. The persons involved in instituting the request (along with the ad hoc committee where required) will work with the affected department(s) or program(s) to develop a specific proposal that includes course and timeline of action and impact analysis. The

analysis should assess benefits and impacts on the University mission, on all constituents, and affected units, and on budget. Where diverse perspectives exist, the process coordinator will ensure that they are included in the impact analysis. If deemed necessary by the Provost in consultation with the Dean and chair or director, a formal or informal Academic Program Review may be included in the analysis.

- Step 5. In consultation with the Provost and the appropriate dean, and at the earliest time possible in the process, the process coordinator will ensure that the proposal is presented and discussed at a regularly scheduled meeting of University Senate. Multiple Senate visits may be necessary.
- Step 6. In consultation with the Provost, the process coordinator shall ensure that the Council of Academic Deans and all affected administrators and departments and programs are consulted once the proposal is in place.
- Step 7. The process coordinator shall ensure that the proposal is presented to University Senate for consideration.
- Step 8. The process coordinator and the University Senate shall make recommendations to the Provost.

FURTHERMORE, that the proposed revisions become effective immediately.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Steve Wyatt, Chair

Bryan Marshall, Chair-elect

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

To: David C. Hodge, President

From: Carolyn Haynes, Secretary, University Senate

Date: November 6, 2013

RE: Actions of 2013-2014 University Senate Pertaining to the Renaming the Department of German, Russian, and East Asian Languages (GREAL) to Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC).

On November 4, 2013, University Senate received the Consent Calendar which included a proposal for renaming the Department of German, Russian, and East Asian Languages (GREAL) to the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC). A letter in which Professor Gretchen Ziolkowski, chair, explains the rationale for this request is attached.

Per the *Miami University Policy and Information Manual*, Section 2.9.B, Academic Department and/or Division Name Changes, the Board of Trustees has final approval of department name changes; therefore, on behalf of the Department of German, Russian, and East Asian Languages, the Executive Committee of University Senate requests that the proposal be presented to the Board.

cc: Bobby Gempesaw, Provost
Ted Pickerill, Secretary to the Board of Trustees
Phyllis Callahan, Dean, College of Arts and Science
Steve Wyatt, Chair, Executive Committee of University Senate
Gretchen Ziolkowski, Chair, GREAL

Attachment

CH/mcw



University Senate, November 4, 2013, Agenda Item 6.j.
Department of German, Russian, East Asian Languages
Gretchen Ziolkowski, Chair

To: Executive Committee of University Senate
From: Gretchen Ziolkowski, Chair, GREAL
RE: Name Change: Department of German, Russian, and East Asian Languages (GREAL) to
Department of German, Russian, Asian, and Middle Eastern Languages and Cultures
(GRAMELAC)

The Department of German, Russian, East Asian Languages (GREAL) proposes a name change; i.e., the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC). Per the *Miami University Policy and Information Manual*, Section 2.9.B, Academic Department and/or Division Name Changes, "the request for name changes to academic departments...are reported on the University Senate consent calendar and required the approval of the following bodies: department chair (program director, if appropriate), academic dean of the division, Provost and the Board of Trustees." The proposed has been endorsed by Gretchen Ziolkowski, department chair, Phyllis Callahan, dean, College of Arts and Science, Bobby Gempesaw, Provost, and the Council of Academic Deans.

GREAL requests that the following report detailing name-change process be placed on the University Senate consent calendar before being forwarded to the Board of Trustees.

Report on the renaming of the Department of German, Russian, and East Asian Languages (GREAL)

The Department of German, Russian, and East Asian Languages has been discussing the need for updating the department's name to reflect the evolution of its offerings for several years now. This issue gained new urgency this fall, when the external reviewers also urged the department to consider a name change in the nearest possible future. The department formed a departmental Name Change Committee, which included representatives of each of the languages taught in the department and was chaired by Vitaly Chernetsky, to prepare several alternative changes of the department's name for the department at large to consider. The committee prepared a report outlining five possible renaming options, which was presented at the departmental meeting on 30 March 2012.

The committee felt strongly—and this conviction was shared emphatically by the department at large—that the new name should include the addition of "and Cultures," to reflect the broad range of courses offered by the department and of the faculty's research interests (this matches the developments at other universities across the United States and elsewhere in the English-speaking part of the world). Several options were proposed regarding additional name changes to reflect the expanded geographic reach of the department's offerings (most notably Arabic, Hebrew, and Hindi language and culture courses). In its research, the committee considered the experience of similar departments at peer and aspirational institutions elsewhere in the US. The proposed names were:

- The Department of German, Russian, and Asian Languages and Cultures [eventually rejected as not sufficiently inclusive of the North Africa part of the Middle East region]
- The Department of German, Russian, Asian, and Middle Eastern Languages and Cultures
- The Department of Germanic, Slavic, Asian, and Afro-Asiatic Languages and Cultures [eventually rejected as too linguistically focused and insufficiently clear to prospective students]
- The Department of Central/East European and Asian Languages and Cultures [eventually rejected as not adequately reflecting the department's geographical focus]
- The Department of Eurasian (or Euro-Asian) Languages and Cultures [eventually rejected as too vague and potentially confusing]

By consensus, the department chose the following new name: **The Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC)**. The new name is inclusive of South Asia (where Hindi is spoken) and of the Middle East region (which spans West Asia and North Africa) where Arabic and Hebrew are spoken.

University Advancement Report

Tom Herbert, JD

Vice President for University
Advancement

Topics

The Miami University Campaign **For Love and Honor**

- Campaign Update
- Campaign Impact
- Calendar Year Cash Numbers to date
- Post-Campaign Planning
- Advancement Initiatives Update
- Challenges

Campaign Update

The Miami University Campaign For Love and Honor

- Status
- Impact



Campaign Update - Total

The Miami University Campaign **For Love and Honor**

Gifts Booked as of Nov. 30, 2013:

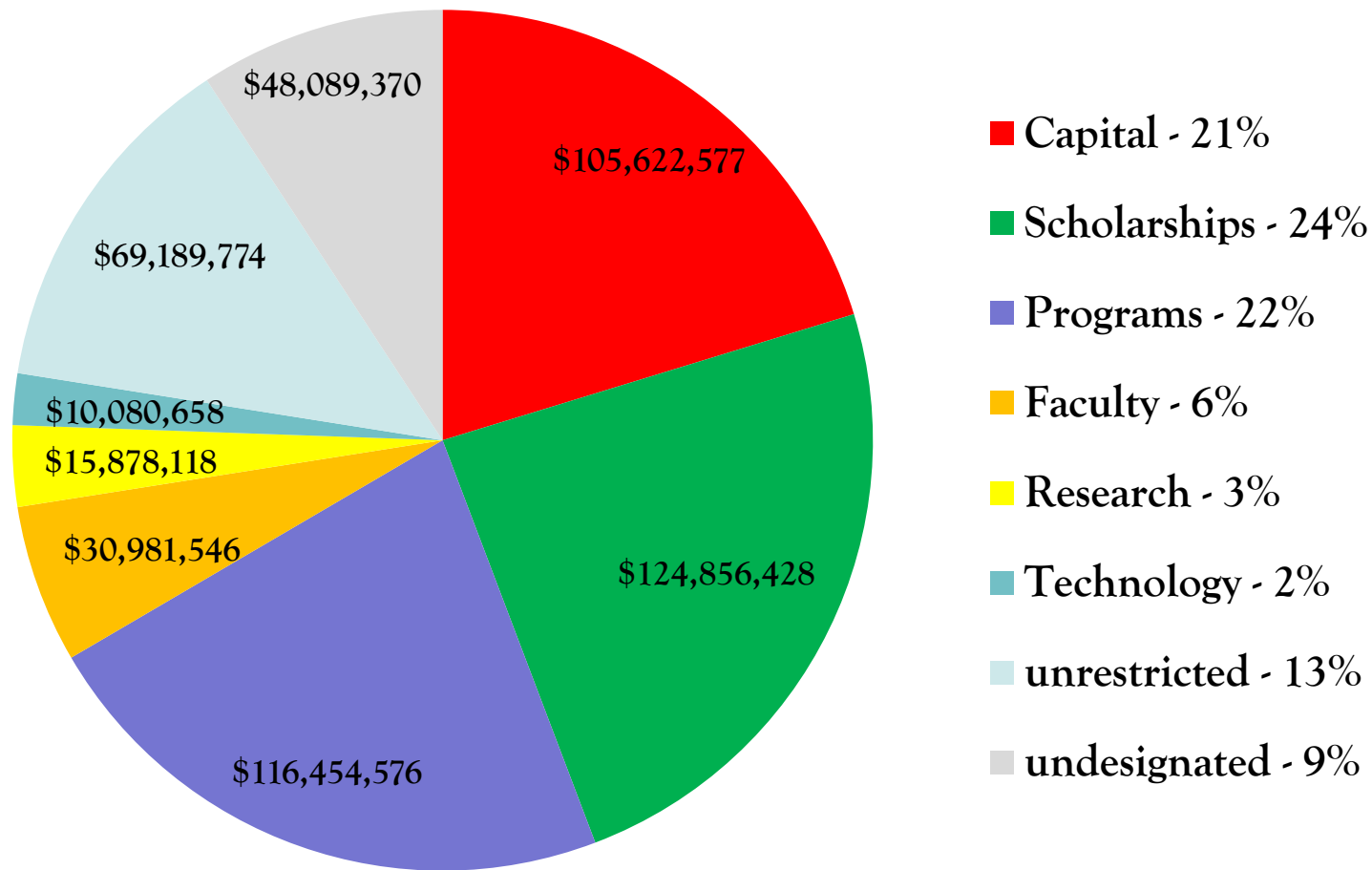
\$522.7 million

CY13 to date: \$46.2 million

CY12 to date: \$34.7 million

Campaign Impact

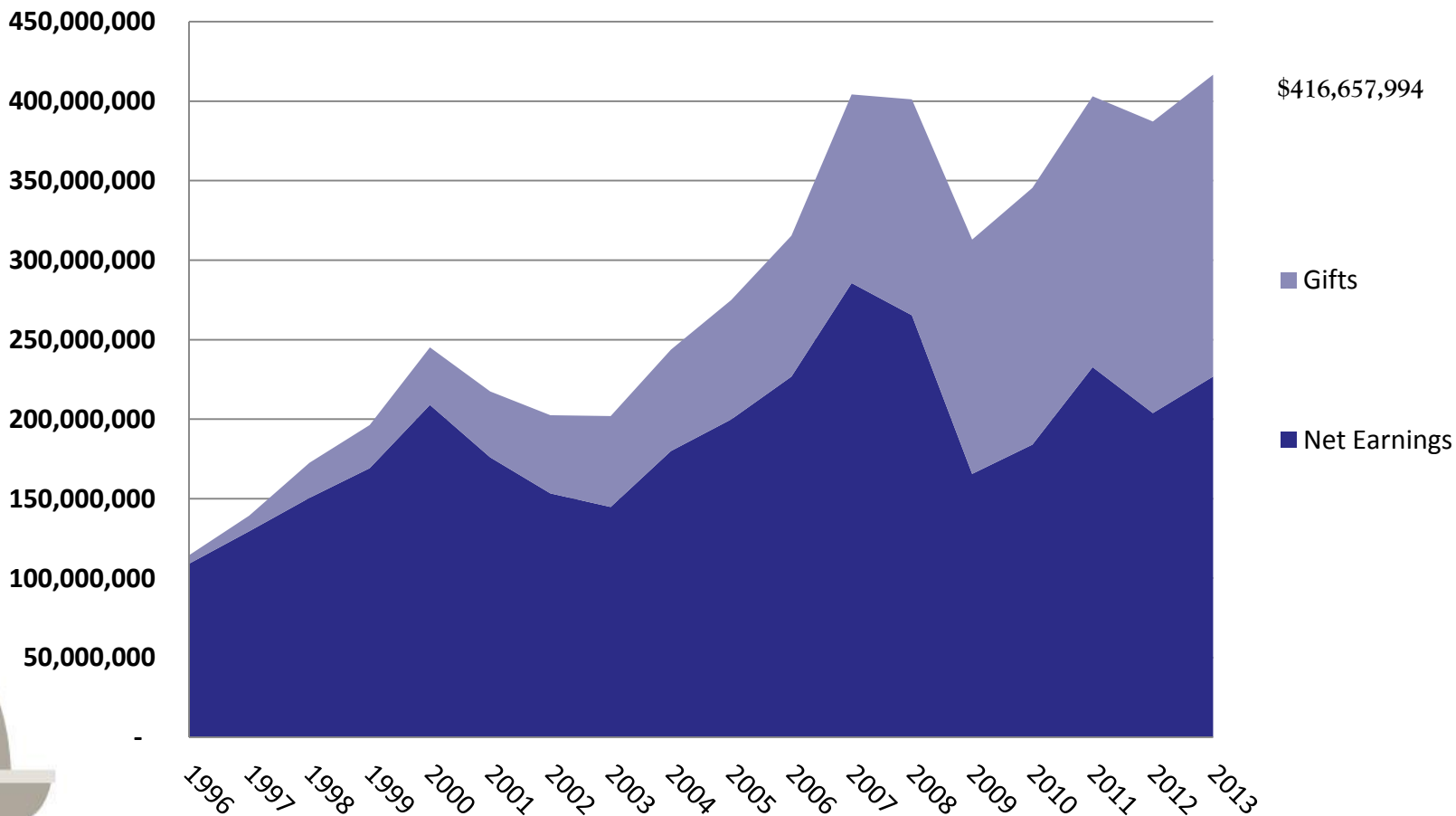
The Miami University Campaign For Love and Honor



Campaign Impact

The Miami University Campaign For Love and Honor

Combined Miami University & Foundation Endowments



Campaign Impact

The Miami University Campaign For Love and Honor

Dollars raised during Campaign: \$522.7m

Dollars raised in previous decade: \$169m



Calendar Year Numbers

The Miami University Campaign **For Love and Honor**



Total Cash Received – CY to date (Nov. 30)

The Miami University Campaign **For Love and Honor**

CY12

\$20.3m

CY13

\$27.5m

3-year avg

\$21.1m

5-year avg

\$18.9m



Cash to Annual Fund - CY to date

The Miami University Campaign **For Love and Honor**

CY12

\$2.6m

CY13

\$2.8m

3-year avg

\$2.6m

5-year avg

\$2.5m



Planned Giving Commitments – to date

The Miami University Campaign For Love and Honor

CY12

CY13

40

60

Cash received via Planned Giving in CY13: \$5.5m



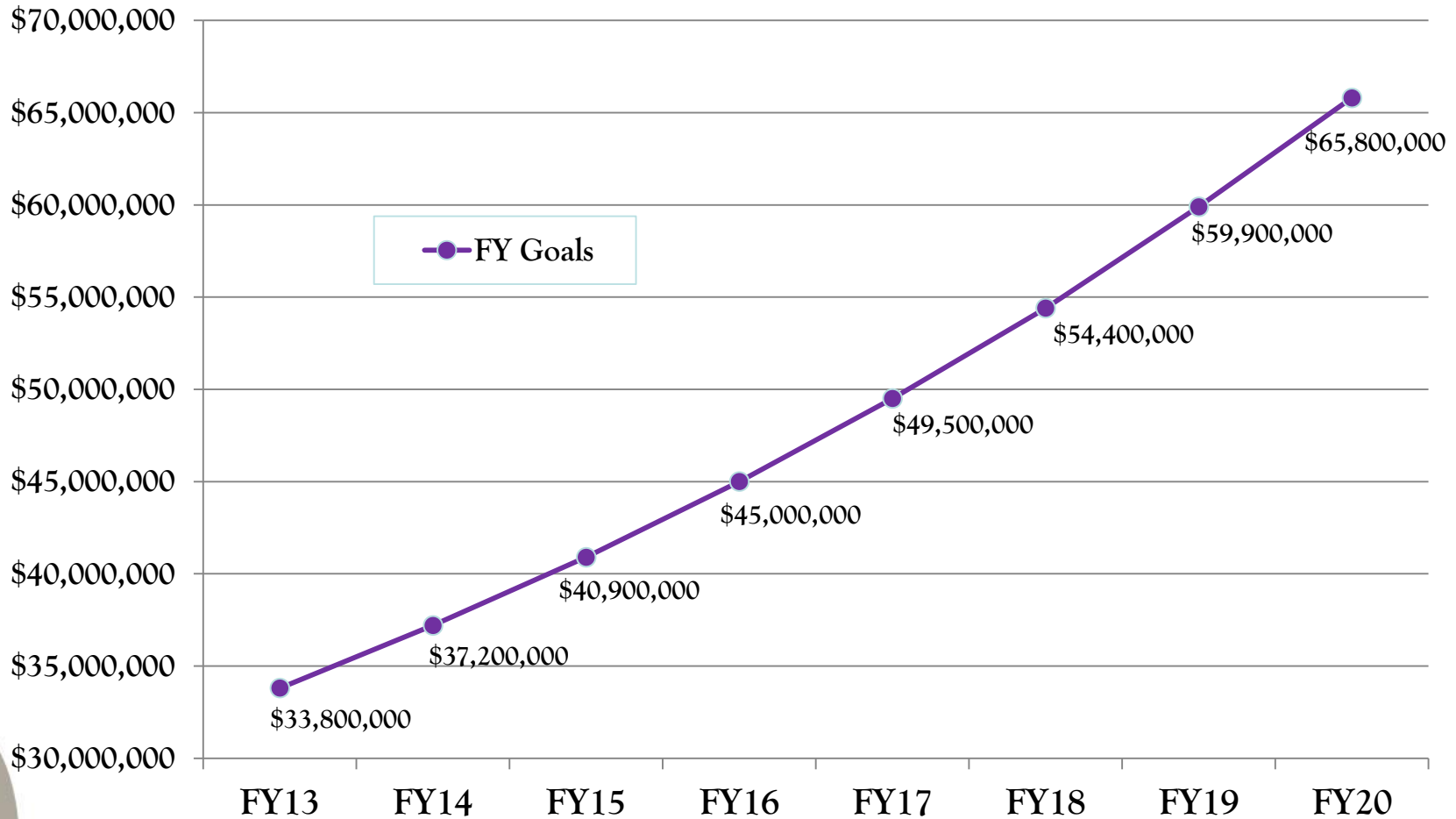
Post-Campaign Planning

The Miami University Campaign **For Love and Honor**



Advancement's Post-Campaign Development Targets

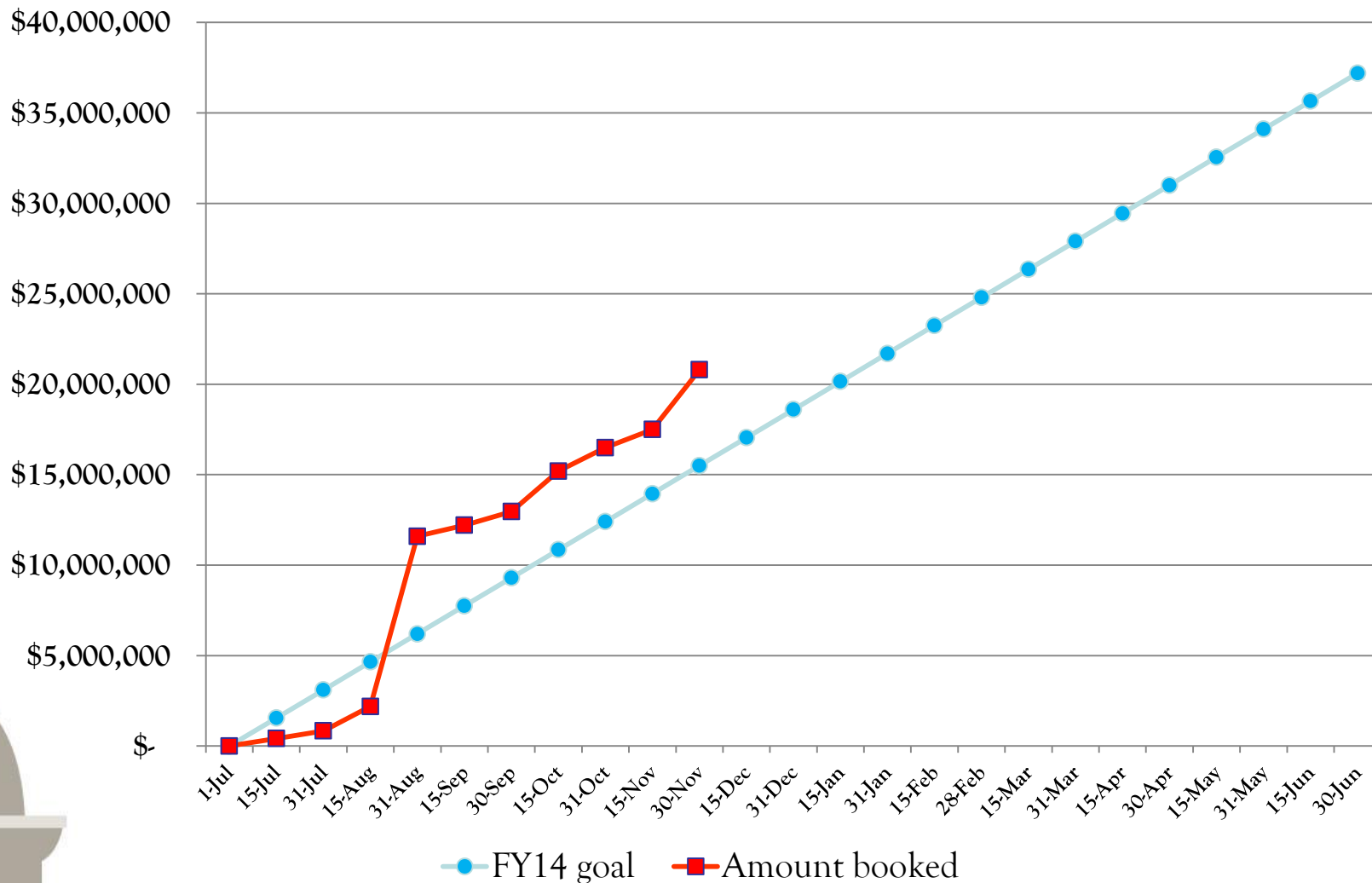
The Miami University Campaign For Love and Honor



* Based on Miami's 20/20 Plan

Progress Toward FY14 Fundraising Goal

The Miami University Campaign For Love and Honor



Post Campaign Planning – Priorities Identified

The Miami University Campaign **For Love and Honor**

- **Priorities Identified**
 - **Endowed scholarships for incoming students**
 - **Armstrong Student Center – Phase 2**
 - **ICA Initiative**
 - **Faculty support**

Post Campaign Planning – Progress on Priorities

- **Progress**
 - Endowed Scholarship for incoming students
 - *Implement Scholarship Match program*
 - ASC – Phase 2
 - *Prospects identified and strategies in process*
 - ICA Initiative
 - *Feasibility study well underway*
 - *Recruiting volunteer leadership*
 - Faculty Support
 - *Early match discussions with deans*

Post Campaign Planning – Stewardship

The Miami University Campaign **For Love and Honor**

- **Post Campaign Stewardship Plan**
- *Customized Stewardship Plans for Top Campaign Donors*
- *Create Cumulative Giving Societies*
- *SDOs and DOs “thank-you tour”*
 - *Coffee Table Book*
 - *Rookwood Tile*
- *Involve Foundation Board*
 - *Phone calls, thank-you notes*
 - *Continuing to host small, intimate events to thank high-end donors*
 - *Thank donors in person where applicable*

Post Campaign Plan Stewardship

- **President and Mrs. Hodge directly engaged**
 - *Will make personal visits*
 - *Will also issue special invitations to return to Miami*

- **Campaign Celebration and ASC Dedication**
 - *Celebration Theme: Days of Old and Days to Be*
 - *Save-the-Dates sent; invitations to drop immediately after the first of the year*
 - *ASG Board approved closing the building*

Post Campaign Planning; A look back

The Miami University Campaign For Love and Honor

- “A look back”
 - Interviewing consultants for a campaign review



Update on Advancement Initiatives

The Miami University Campaign **For Love and Honor**

- **Development Staff Metrics**
- **Enhanced Stewardship**
- **Enhanced Alumni Programming**
- **Refined Marketing and Events**
- **Foundation Board Development**
- **Scholarship Matching Program**

Update on Advancement Initiatives

The Miami University Campaign **For Love and Honor**

- **Annual Fund Matching Program**
- **Increased Student Involvement**
- **Enhanced Corps and Founds Program**
- **Enhanced Parent Program**
- **Advance Miami Women Initiative**

Advancement Initiatives

The Miami University Campaign For Love and Honor

- Development Staff Metrics
 - *Effective: Higher asks/Higher level visits*
- Enhanced Stewardship
 - *Post-Campaign planning*
 - *Scholarship thank you packets begin this month*

Advancement Initiatives

- Enhanced Alumni Programming
 - *18 of 9 society created*
 - *Cincinnati Plan*
 - *Streaming more campus events*
 - *Producing more interviews to send to alumni*
 - *First “Webinar” this month*
- Refined Marketing and Events
 - *Reorganized the “events procedures”*
 - *“L&H” celebration publication*
 - *Case Statement*

Advancement Initiatives

- Foundation Board Development
 - *Adding two members; our total is 20*
 - *Enterprise Risk Management*
 - *Direct involvement:*
 - *Communication Committee – guiding marketing efforts*
 - *Stewardship Committee – thanking donors; post-campaign plan*
 - *Development Committee – post-campaign fundraising plan and hosting events*
 - *Hosting events: 11 since October 2013*

Advancement Initiatives

The Miami University Campaign **For Love and Honor**

- Scholarship Match Program
 - *New endowed recruitment scholarships*
 - *Marketing material is close to completion*
 - *Official “roll out” in January 2014*
 - *Already closed approximately \$1.4 million in gifts*

Scholarship Initiatives

The Miami University Campaign For Love and Honor

Scholarship Match Specifics

- Title: *Match the Promise*

- *\$50K minimum gift payable over 4 years – but awarded immediately*
- *Miami match is 5% of the gift value each year for 8 years*
- *First 4 years the donor's gift grows without a distribution*
- *Example below: \$100K gift , paid \$25K per year over four years*

Scholarship Payment/Distribution	2014	2015	2016	2017	2018	2019	2020	2021
Donor Distribution	-0-	-0-	-0-	-0-	\$5K	\$5K	\$5K	\$5K
University Match	\$5K	\$5K	\$5K	\$5K	\$5K	\$5K	\$5K	\$5K

Advancement Initiatives

The Miami University Campaign **For Love and Honor**

- Annual Fund Match Program
 - *Has generated \$2 million in “new dollars” to date*
 - *6,700 new donors, and 2,700 upgraded donors*
- Increased Student Involvement
 - *Two student members on Foundation Board*

Advancement Initiatives

- Enhanced Corps & Founds Program
 - *Focus on diversity scholarships; better communication strategy with campus partners*
- Enhanced Parent Program
 - *“Family Fellows” program; more direct “asks”*
- Advance Miami Women Initiative
 - *Geena Davis is our speaker for our inaugural event on April 4th*

Challenges

- **Post-Campaign Environment**
- **Student Affairs Vice President Search**
- **College of Creative Arts Dean Search**

Accolades

- **Pride of CASE V Awards**
 - **Day Without Donors Program**
 - Excellence in Special Events (Gold)
 - Best New Alumni Program (Gold)
 - Best Program in Stewardship (Bronze)
 - Best Collaborative Program (Bronze)
 - Best Student Alumni Program (Bronze)
 - **Presidential Mountain Retreat**
 - Excellence in Event Materials (Gold)
 - **ASC Topping Out Ceremony**
 - Best Event on a Shoestring (Gold)

Questions?



Thank you!

