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**MIAMI UNIVERSITY
 BOARD OF TRUSTEES
 Oxford Campus
 Minutes of the Board of Trustees Meeting
 Shriver Center
 Dolibois Room
 Thursday, December 4, 2014**

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.

The meeting was called to order at 11:15 a.m. in the Shriver Center, Dolibois Room, on the Oxford Campus with the Board Chair, Ms. Sharon Mitchell, presiding. The roll was called with seven voting members present; constituting a quorum for the purpose of transacting business. In addition to the Board members; President Hodge, interim Provost Gorman, and Vice Presidents Brownell, Creamer, Herbert and Kabbaz were present; as were Robin Parker, General Counsel; and Ted Pickerill Secretary to the Board of Trustees, along with members of the President's Executive Cabinet and other invited attendees.

Present: John Altman (National Trustee) David H. Budig Robert E. Coletti (National Trustee) Donald L. Crain Dennis Lieberman Terry Hershey (National Trustee)	Sharon J. Mitchell Diane Perlmutter (National Trustee) Mark E. Ridenour Robert W. Shroder Stephen P. Wilson
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Absent for the call of roll were: Jagdish Bhati, and C. Michael Gooden (National Trustee) both of whom arrived following the call of roll.

Executive Session

Trustee Ridenour moved, Trustee Budig seconded, and by unanimous roll call vote, with seven Trustees voting in favor and none opposed, the Board convened to Executive Session to consult with counsel and to discuss matters required to be kept confidential by law, trade secrets, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Adjournment

Following adjournment of the Executive Session, the Board adjourned at 1:15 p.m.



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**MIAMI UNIVERSITY
 BOARD OF TRUSTEES
 Oxford Campus
 Minutes of the Board of Trustees Meeting
 Marcum Conference Center
 Rooms 180-186
 Friday, December 5, 2014**

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

The meeting was called to order at 8:00 a.m. in the Marcum Conference Center, on the Oxford Campus with the Board Chair, Ms. Sharon Mitchell, presiding. The roll was called with a majority of Trustees present, constituting a quorum. In addition to the Board members; President Hodge, interim Provost Raymond Gorman, and Vice Presidents Brownell, Creamer, Herbert and Kabbaz were also present; as were; Robin Parker, General Counsel; 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) Jagdish K. Bhati Graham Bowling (Student Trustee) David H. Budig Robert E. Coletti (National Trustee) Donald L. Crain C. Michael Gooden (National Trustee) Mary Adeline Lewis (Student Trustee)	Dennis Lieberman Terry Hershey (National Trustee) Sharon J. Mitchell Diane Perlmutter (National Trustee) Mark E. Ridenour Robert W. Shroder Stephen P. Wilson
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Absent: None

Executive Session

The meeting began with the Public Study Session.

Public Study Session

Regional Campus Task Force and Process Committee

Introduction from President Hodge

President Hodge introduced the Public Study Session topic – the Regional Campuses, relaying:

We're going to present this topic in several parts. First, I want to give just a little bit of historical context and then turn it over to the co-chairs of our task force who worked so hard this Fall. Finally, we'll hear Provost Gorman talk about the next steps and where we are going.

In 1966, Miami University had the good fortune to create the very first regional campus in the State of Ohio, at Middletown, so we are nearing fifty years of having this wonderful asset as part of our community. Two years later, in 1968, we added the Hamilton Campus and we've been in that configuration ever since, enhanced in 2009 with the addition of the Voice of America Learning Center.

The general purpose was to provide much better access for the citizens of Ohio to higher education, and at that time, this was defined in two ways. First to provide access to Associate Degrees, two-year degrees; and secondly, as a pathway to other four-year Universities, especially Miami's Oxford campus. It's a model that has been copied by many other universities throughout the State and has been in place now since 1966.

In 2008 there was a very significant change in orientation. I think as everyone now knows, the State of Ohio became committed to enhancing the availability of baccalaureate degrees. Now this is in the context of looking at all of higher education in the State of Ohio as a system and this is a profoundly important point because what makes a system work? A system works when the components do what they're supposed to do and the flows between the components are easily achieved. So there are really two real emphases here. One was on articulation, where Ohio has been a leader in making it easier for students to articulate from one area of higher education to another. But secondly then, was to change the emphasis on regional campuses away from two-year degrees and a pathway to four-year universities, to actually offering four-year degrees themselves; prior to that time we were essentially prohibited from doing so. So this is a huge pivot, a hundred and eighty degree turn from two-year degrees to four-year degrees. The challenge of course, is that we built up a structure and a history that was all about the previous orientation and mission. So as we've moved forward the challenge that we have faced, is how do we transform what these campuses are, how they interact, how they provide the services that they do in ways that achieve their mission? How do we change the administrative structure, our purposes and all of these activities to create more baccalaureate centered institutions which is the objective that we now have before us?

So we began this process by merging the two campuses so that we could have the synergies and efficiencies that make it possible to achieve these goals united under a single dean. We then continued to evolve our thinking, and were able to create a separate division so that

many of the routine activities, such as approval of degrees, no longer needed to flow through a department on the Oxford campus but could be created independently. To explore further progress, last summer a committee was commissioned by the Dean of the Regional Campuses, Mike Pratt, with Dr. Daniel Hall as the chair. The committee reviewed the Indiana University East model to help identify methods by which more autonomy could be created, and to assess the benefits and costs associated with such a move. The summary of this would be that the report suggested it could be beneficial if some version of this model were applied at Miami.

We then set up a task force chaired by Dr. Moira Casey from the Miami Regionals and Dr. Maria Cronley from the Oxford campus to take a deeper dive on this. One of the most significant aspects was to say let's not just look at Indiana East, but let's look at as many other University systems as we can to see if there are some patterns and some ideas - are there some things that we think might work better than others and how do we proceed? This group has worked very diligently, heroically nearly, I would say given the challenge that was before them, and they produced a report which has now been distributed broadly to the community with a very thoughtful set of recommendations about where we go from here. And they are going to talk about this report in just a moment.

This report brings us to the current moment and on Monday we began our shared governance process with University Senate for a fair, clear and open process regarding these possible significant structural changes to the University. Regarding this I want to share with you, before I turn the podium over, a letter that I received from the mayors of Hamilton and Middletown; Pat Moeller and Larry Mulligan, Jr. The letter is dated December 2nd, and I think it captures the flavor very nicely of what it is we're trying to do here as partners with our communities.

Dear President Hodge and Trustees,

As mayors of Hamilton and Middletown, we have had a front-row seat to gauge the importance of Miami University to our respective communities. Quite simply, the benefit of Miami University and its regional campuses to our residents, students and non-students has been immeasurable.

We understand Miami Administration's current review of the structure of the regional campuses in relation to the Oxford campus. Increasing regional campus enrollment and developing new programs at the regional campuses are goals we whole-heartedly endorse.

We also believe that increasing the autonomy of the regional campuses, while still being under the family umbrella of Miami University Oxford, is a positive.

As mayors and concerned citizens, we have reviewed the letters sent to you from the Miami Hamilton and Miami Middletown Citizens Advisory Councils, as well as the letters sent to you from the Greater Hamilton Chamber of Commerce and Hamilton Community Foundation. We concur with their bullet

point factors of importance and the need for these groups to be “at the table” for future conversations about restructuring and any role changes.

The contribution of the students who attend the regional campuses to our cities in terms of workforce enrichment, community improvement and economic development is more than significant.

Sincerely,

*Pat Moeller, Mayor of Hamilton
Larry Mulligan, Mayor of Middletown*

It's a wonderful letter and I think it goes to the spirit of where we are, particularly at this moment. We have been developing our capacity to think about the regionals in these new terms: how do we create a baccalaureate centered institution that is inside the Miami tent, that is complimentary to the things that happen in Oxford and perhaps above all, best serves the needs of our students and our region?

So it's in that spirit that I'm very pleased to introduce Dr. Moira Casey and Dr. Maria Cronley co-chairs of the task force, who will now present their findings to us.

Report from Task Force Co-chairs, Dr. Moira Casey and Dr. Maria Cronley

Dr. Maria Cronley began, relaying:

Thank you President Hodge. First of all, I want to thank everyone here today and take a moment to thank you for allowing us to spend a little bit of time to share some information on the Task Force on Differentiation of the Regional Campuses. And I'd also like, as I do in all presentations, to publically thank Moira Casey, my co-chair. She has been a wonderful collaborator and partner through this process. Our plan today is to talk briefly about the overall process that we went through, and to share some broad areas in terms of recommendations based on our investigations and our research.

Before I get into the process however, I would like to take time to recognize the other members of the task force. In addition to Moira and me, there were ten members of the team and they represented every academic unit at Miami and a variety of ranks and roles, and we also had three students on the task force; one from each of the campuses, including Cole Tyman, the Student Body President.

Our charge was rather detailed and I think President Hodge gave you an excellent historical context and how the charge was developed and its base rationale. In essence we were really asked to explore options for new inter-campus organizational models and identify alternatives for greater mission and operational differentiation. To that end, we were given four specific tasks to achieve. The first was to review and analyze various organizational models. This really did grow out of the team that examined the Indian University East model in the Summer, and we were asked to take a deeper dive and to take another look at a broader set of

organizations. To that end, we as a team identified models from all over the country. We started with about twenty models and informally also looked at a few more beyond that. We narrowed this down to about eleven schools at which we took a very close look, and Moira's going to talk a little more about the criteria that we used as we examined those models.

One of the things that we really tried to do as we took that deep dive, was that we wanted to make sure that not only did we just basically look at the systems themselves, but we also did our best to talk to people at those schools, so we did interviews, we did phone calls and we tried to get as much information as we could. Then we actually tried to identify alternatives, to clearly go through the charge items to present options and identify issues.

In terms of the process, we were given our charge on October first; we then started by meeting with President Hodge, who met with the task force to talk about the charge, to provide his rationale, and to give his insights on the history and the context. In addition, we met regularly with interim Provost Gorman. He was extremely helpful in assisting us along the way to answer questions and make suggestions, and I want to thank him. The task force met ten times over seven weeks and we also engaged, where we could, a variety of other stakeholders. We met with some administrative offices on campus to give us information and provide more context. We talked to students and faculty, and while it wasn't specifically part of our charge, we did think it was very important to engage these stakeholders. We had a variety of public forums, meeting with community members, meeting with students on all of the campuses and getting as much feedback and input as we could - and we did try in the report to relay those areas of worry and concern and anxiety, and any suggestions received as well. Finally, we had a website to provide the community with information and an email address that was used by the community; we received several emails and we also received some open letters from various departments and stakeholders.

That was our process and I'm now going to hand it over to Moira to talk a little bit about the models that we looked at and the criteria that we used.

Dr. Moira Casey began, relaying:

Thank you, Maria. Before I talk about the criteria, I want to also extend my thanks to Maria, who is a great co-chair and also to the committee members, and again, to interim Provost Ray Gorman for his help. This was a difficult task and one that, as Maria suggested, produced a lot of anxiety; not just among community, staff and faculty members, but also to members of the task force themselves, so we certainly had our challenges.

To come back to the actual charge here, and the regional models examined; we started with about twenty models and we ended up looking at eleven of them in-depth. I'm not going to talk about all of these criteria today, and we're happy to answer questions about those if we have time, but I would just like to highlight a few of these because I think they are particularly important.

The first criteria was the distance from the main campus. The close proximity of Miami's regional campuses to the main campus has often been cited as both a great advantage, in

terms of synergies and easy movement of faculty and students amongst the campuses; but also as potentially a problem, in terms of perceptions of competition and concerns about mission overlap between the campuses. So we knew if we looked at regional campuses located over an hour or more from their main campus, it wouldn't really be a viable model. So to that end, we only looked at regional campuses that were situated within about an hour's drive of their main campus. And I would say that most of them were much closer than that, with many of them within about thirty minutes of their main campus.

We also looked at accreditation. I want to highlight this because separate accreditation had been proposed as a potential help, possibly with a kind of a differentiation between the campuses. So we wanted to quite frankly ask, whether or not the campuses we were looking at were separately accredited from their main campus or not. It turned out that of the eleven; only two of the campuses were separately accredited. We also looked pretty closely at degrees, the actual bachelor degree offerings on these regional campuses. We looked at both the number of bachelor degrees that these campuses were offering and also, to what extent did these appear to be duplicate degrees from their main campus offerings. I would say that the number of bachelor degrees ranged pretty wildly. We currently offer seven bachelor degrees on the regional campuses; so we saw a range from seven degrees to over thirty bachelor's degrees at some campuses.

We wanted to look at campuses that were aspirational for us; that were offering more bachelor's degrees than we currently are and we wanted to know whether or not they were actually duplicate degrees. So, for example, if we saw the regional campus was offering a Biology degree, called Biology just like on their main campus, we wanted to find out if that degree actually was the same Biology degree as on the main campus. We found that typically it was not, that even though it was called the same thing, it was not exactly the same degree that was being offered on the main campus. We did see a number of degrees that appeared to be duplicates at least in name.

We also looked at the organizational structures; department/divisional structure and upper level administrative structure. We wanted to see in the regional campuses how they were housing their faculty in academic units on their regional campuses, and to whom, on the regional campus, those faculty were reporting. Was it a Dean, was it a Vice Provost? And then to whom that person was reporting at the highest levels of the University system.

Finally, I'm just going to discuss default retention and graduation rates and financial status. To the extent that we could, we tried to see whether or not the regional campuses we were looking at were actually successful. We weren't always able to find that information, particularly given the short timeframe of our task. So we tried to find out what their default rates look like, what their graduation rates looked like, and to see if their enrollments had been increasing; using increasing enrollments as a measure of financial success or financial health of those regional campuses.

Moving from the criteria into some of our options and our recommendations. Our first one regards the category of degrees and degree strategies, and as the President said, this is really one of the main goals to offer more four-year baccalaureate degrees on the regional campuses.

What we found in the models examined was that most of the regional campuses were offering degrees in traditional disciplines as well as in the more professional and applied disciplines - we saw a pretty traditional slate of degrees on these regional campuses. In particular, in our recommendations we noted that English, History, Communications, Psychology and Biology were fairly common traditional disciplines on these regional campuses and we did recommend that going forward, the regional campuses strongly consider those disciplinary areas as areas of opportunity for baccalaureate degree development.

We also looked at student success issues. Part of the discussion surrounding our charge was concern over whether or not our regional campus students are graduating at the numbers they should, and also if we are relocating students to the Oxford campus in the numbers that we hope for. To that end, we did look at the admissions processes on these regional campuses, and we did recommend that going forward the regional campuses might potentially consider some admissions standards. We currently operate under completely open admission standards and we did notice that some of the models did have some selectivity in their admissions process, so we wanted to keep that open as a possible area to look into as we go forward. We also looked at relocation paths and made some recommendations about how we might better transition students from the regional campuses to Oxford if that's their goal. Towards that end we recommended very clear two-plus-two pathways for students; students should be able to do a very clearly articulated two years on the regional campuses and then fully relocate to the Oxford campus.

To discuss our next set of recommendations, I'm going to turn the presentation back over to Maria.

Dr. Cronley continued, relaying:

The next broad area that we looked at, in terms of recommendations, dealt with organizational structure.

In terms of overall administrative structure the research and the models we examined have a variety of organizational structures, at least on the surface. They might have a variety of titles and a variety of ways that they label themselves; but, I think the overall theme was that they had academic units that made sense for the bachelor's degrees they were offering. They were organized in such a way that there was a clear academic unit where specific bachelor degrees sat. So, as part of our recommendations we actually continue and reinforce the idea that the regional campuses should continue to be unified and that there should be a single administrative head that reports to the highest levels of the Miami system, namely to the President, although we didn't specify exactly what should be his/her title. In addition, we recommend that there needs to be academic units for faculty to be placed into. We do currently have a division on the campuses, but we recognize that we are going to need to have some sort of departmental or academic structure so that as we develop programs, faculty can be housed and placed appropriately in those academic units. Primarily, we basically need a structure so they can develop the programs they need, and a supporting governance structure that will allow that to happen.

In terms of academic and faculty organization, the research we did revealed that for about half of the models, the faculty were actually assigned and housed on the regional campus in terms of their hire, promotion and tenure. The other half had either a combination system; as we currently have, or they were hired, promoted and tenured to a department on the main campus. Our task force recommended that as new academic units and programs are developed that new faculty need to be hired in the regional system, with governance put in place for adequate promotion and tenure processes.

We also recognized that we need to have some sort of structural organization so that current members of the faculty have opportunities to continue memberships and affiliations and ties on the main campus. We recognize that we currently do have some structures in place that allow this; but the task force spent quite a bit of time talking about this topic, and we understand that there are many differences; the Biology Department is very different from departments in the Creative Arts, or in Business, so we recognize that there may not be a one-size-fits-all solution, and recommend that we explore this further in terms of potential organizational structures for how faculty tie back and have relationships to the Oxford campus.

Differentiation - I want to talk about three areas that we looked at under differentiation. Moira already spoke a little bit about accreditation. Only two of the schools that we looked at in depth had separate accreditation. We had fairly extensive discussions within the committee about this; we recognize that there were some advantages to potentially pursuing independent accreditation around giving the regionals more autonomy to develop programs and help create the governance and structure that might be needed, at the same time, doing this may not currently be feasible or realistic, and could also create an administrative burden that might impede our other current efforts. Therefore, we are recommending that separate accreditation currently not be pursued, while recognizing that in the future, this may be something that needs to be revisited.

In terms of diplomas and transcripts, again about half of the models we looked at had no designation in terms of location or campus on the diploma and transcript, and about half of them did specify this information. So our recommendation revolved around giving suggestions if we do pursue this; if we do decide to have the campus location designated on the transcript and diploma, we gave some suggestions for what that might look like. For example, Miami University Degree awarded at Oxford; Miami University Degree awarded at (the name of the regional campus). There was a lot of discussion about this and we did talk about whether or not the divisional recognition that is currently on the diploma is sufficient or not, and there was not complete agreement among the task force members.

Regarding branding and marketing, there is probably the least amount of information in terms of the research that we did with the models. I want to share an anecdotal point that as we talked with these schools, one thing that really struck me was that they really didn't "get it." When we asked about having separate brand identities or value propositions, they're already in that space, doing that; so for those schools, they sometimes didn't necessarily understand why this needed to be researched or investigated, because they just understood that if a student, for example in the Pittsburgh system, wanted to go to Greensburg, they'd go to Greensburg, and if they want to go to Pitt, they go to Pitt. So they've already been living sort of their own independent value propositions and so, I think they assumed that we could get there. One last

thing is that we did identify that we may want to think more about branding and marketing for the regional campuses and maybe think about alternative names. We did some very shallow research and found that at campuses across the country, many are changing their name if they have a location-based component to their name; for example, southwest or southeast or north. Some universities are choosing to change their name to better fit their brand and their value proposition, so we recognized this may be something we want stay aware of as we explore any possibilities.

Dr. Casey then concluded the discussion, relaying:

I would just maybe add to Maria's discussion on the topic of branding and marketing that we're very concerned on the regional campuses that this process could make us more vulnerable, at least in the short-term, while we're trying to become stronger in the long term. So I think branding and marketing are incredibly important in the short term to make sure that our students, our community, and our faculty and staff really understand the sort of new or emerging identity of the regional campuses; I just want to emphasize this point.

President Hodge then asked if there were any questions for the co-chairs.

Trustee Mike Gooden asked about the short time frame, and if they felt a longer period of time would have allowed a more comprehensive review.

Dr. Casey replied yes, but added her thought that the timeframe has essentially been extended through the process which Provost Gorman would next explain. She added that through this process, we are actually going to get the opportunity to look even more closely at some of these recommendations.

President Hodge then thanked co-chairs Dr. Casey and Dr. Cronley, and all the committee members who put in such a great deal of work. He stated they took a very comprehensive view of this, and they worked very hard in a short amount of time. He said Trustee Gooden's question was an excellent one and that interim Provost Gorman's presentation would help address it. He then introduced Provost Gorman's presentation saying to this point, we've set up a series of recommendations that we will now vet, fine tune, alter, drop, add as the case may be, and we have a significant process for doing that, which Provost Gorman will now describe.

Co-chairs Casey and Cronley's presentation and the task force report are included as Attachment A.

Miami University Senate Resolution 14-01 Process, a Report from Provost Gorman

Interim Provost Gorman thanked the President, and Dr. Casey, Dr. Cronley and the task force for the fantastic work they did in such a short period of time with such high quality. He then relayed:

On Monday at University Senate we initiated the Senate Resolution 14-01 process regarding consolidation, partition, transfer and elimination of academic divisions, departments and programs. The primary motive for doing this is that there are a series of well-defined steps that ensure a transparency and an openness that will involve regular reports to the Council of Academic Deans, regular reports to the Senate and the involvement of the faculty, staff, the students and the community. So the intention is to make this a very open and transparent process, and therefore, we have formed a process committee to oversee the analysis of the recommendations by the task force.

Jim Oris, who is the Dean of the Graduate School and the Associate Provost for Research, is going to chair the committee. Judy Rogers, who is an Associate Dean in the College of Education, Health & Society is the process coordinator. We are delighted that Maria and Moira have decided to continue on this committee as well; and Cole Tyman, our student body president is also going to serve on the committee again, so I think it's a very strong committee. We've also added some staff members as well to make the committee more representative of the entire University.

The committee is going to be pretty busy working out lots of details, and I think it's really important as they get down into the weeds and look at all these details, that they keep their mind on what we're all about here and what the goal is. The goal is to move the regional campuses forward to better meet the needs of the current students, and our future students, as well as the region as a whole.

Therefore the charge, apropos to Trustee Gooden's point, is that we want to take the recommendations from the task force and do more analysis on them; vet them, fine tune them, extend them or even think about replacing them if further analysis says that perhaps they are not the best recommendations. There will also be additional issues that have to be addressed, so we ask the committee to identify those additional issues and then to give us well-defined timelines and milestones for how we get from where we are now to where we want to be in the future. Such timelines may be in weeks or months, or they may sometimes be in years.

As Maria and Moira indicated, there are lots of things to work on in this committee. If we form a new university division we have to think about how this affects University Senate; it may change the way we legislate at the University level and we may end up with a separate Senate on Miami's Regionals different from the Senate in Oxford, and then maybe perhaps a unifying body. There'll be some new infrastructure that will need to be invested in for the regional campuses; some combination of new infrastructure and shared services, we'll also have to be thinking about that.

We hope to have on the regional campuses a more well-defined regional campus faculty, where all the faculty on the regional campuses are promoted and tenured on the regional campuses. And we'll probably have then some separate but parallel promotion and tenure processes, and we want the committee to think about how we get from where we are now, to where we want to be in terms of a somewhat different promotion and tenure process.

On curriculum, we will be thinking about new majors and we have to think about this balance between the traditional and the professional; and beyond the traditional and professional, now to the interdisciplinary as well. I think I mentioned at one of the committee meetings yesterday, that we have an interdisciplinary grant program for the faculty this year that we just announced, and we had fifty-five proposals from the faculty! I think that's representative of the pent up demand there is for doing more interdisciplinary research and interdisciplinary programs in general. I also think that when we move forward on the regionals, in as much as we want to be thinking about English and Psychology and Business, we want to be thinking even more creatively than that, and we're going to challenge the committee to think about the curricular possibilities there, not just to think about what's in place now, but what is appropriate for the future.

For enrollment, we want more of everything I think, in terms of enrollment. We want more students from Community Colleges coming to the regional campuses to complete their four-year degree. We want more students on the regionals graduating with Bachelor's degrees; we want more students from the regionals relocating to the Oxford campus in well-defined paths to increase our relocation rate. So we want to really think about our enrollment strategy on the regionals and have more success on all levels. We do, as Maria and Moira mentioned, also have to consider accreditation, diplomas and transcripts. But, if we're successful in the way we want to be successful, then I think that aspect will be the least important of the issues we'll be dealing with.

Regarding the timeline; we're at December 5th where we have provided this update. We'll have regular reports at Senate, and we'll be back here at the February Board of Trustees meeting to report on what progress we've made by that point. We'll have community meetings, we'll have meetings with the faculty and staff and students. We'll be back to Senate for an update in March, and return to Senate again for a final report in April, then we will present to the Board of Trustees on May 1st for approval of a plan to move forward with Miami's Regionals.

Provost Gorman's presentation is included as Attachment B.

President Hodge then provided a few final comments, relaying:

I think the point that I want to make above all else is what a unique opportunity this is. We are in a very different set of conditions and circumstances today than when we began the whole process of creating the regional campuses, and recognizing that is the first step to finding solutions that are going to yield great results going forward and into the future. What we know, is that we're demographically challenged in the traditional sense by a declining number of students graduating from Ohio's high schools for the foreseeable future. We also know though that Ohio has a desperate need for more baccalaureate degrees; we are significantly below the national average in the attainment for baccalaureate degrees and so part of what we're trying to do is to accelerate that process, to enhance our regional campuses and the prospects for our students' success. The whole notion of degree attainment has become a pillar of higher education policy at the State level. So these are the ambitions that we have and it is indeed a unique opportunity which comes along very rarely; when we can have an impact not just at the margins, but actually invent a way where we can embrace the future more holistically.

I want to underscore in my final notes here just a couple of the points that Provost Gorman made, which I think are very important. The first is that if we think about this unique opportunity, it is about being creative. We have a lot to learn from what others have done and I think that is one of the hallmarks from the report that we just heard; as we look at other places, we gain a sense of what best practice looks like. But those are best practices that got us to today, through a set of contexts and circumstances that are very different from the ones that we are likely to encounter in the future. So, just as we look backwards to make sure that we understand and learn from everybody else, this is a moment when we need to be creative and think about things differently, and there are two areas to underscore that I think are very important here.

The first is how do we better blend professional and traditional academic studies? Miami has prided itself in its belief that all students, regardless of what they major in, benefit from a liberal education as a foundation. So we unabashedly believe that's an important part, but we also recognize that we live in an era where students and their parents understandably are more concerned about professional development; where are they going to go, and what's the result of all of this? I believe as a University, in all of our different components, we have worked to embrace the notion that preparing students professionally as well as intellectually is an important part of our task. The regionals have, I think, a very unique opportunity to embrace this notion, to put these two together in ways that can create superior outcomes for our students; positioning them not just for that first job, but for the opportunities to have more advancement throughout their career. This is a very exciting part of what we have to look forward to.

Then lastly, as we approach these broader issues, I want to underscore the importance of looking at this from an interdisciplinary point of view. Again, if we look backwards, we have our traditional disciplines and they have served us well. But they've also been a barrier at times to our ability to look at issues and questions and professions across these particular boundaries. So we're encouraging the committee to be particularly thoughtful about how we can create both academic structures and pathways for students that embrace the notion of the interdisciplinary. Taking issues and contexts for what they are; not ignoring our traditional roots, but building on them in new and novel ways, because both of them are indeed important.

So thank you again to everybody who has participated in the process so far. As you can see, we've got several months of vigorous and active work ahead of us where we will discover new things as we probe more deeply the recommendations of the committee.

Public Business Session

Amendment of the Agenda

Trustee Mark Ridenour moved, Trustee David Budig seconded and by unanimous voice vote, the following items were added to the agenda:

- The addition of Dr. J. Kerry Powell to the Emerita/Emeritus resolution
- Consideration of a resolution to elect Dr. Phyllis Callahan as Provost

- Consideration of a resolution to change the title of Dr. Creamer to Senior Vice President for Finance and Business Service, and Treasurer
- The inclusion of matters required to be kept confidential by law, trade secrets, to the items for discussion during the proposed executive session, following the conclusion of Other Business

Comments from the Public

Chair Sharon Mitchell addressed the public relaying:

I understand there are a number of individuals who desire to speak regarding the regional campuses. We welcome this public input. The future of the regional campuses is extremely important and we plan to receive numerous updates before any final recommendation is prepared for approval. Today's presentation was informational and we do not expect any formal votes until May, to ensure that any recommendation that comes forward is fully vetted.

We understand that the Process Committee will be holding a number of open forums and we encourage everyone to attend and take advantage of the opportunity to speak up and comment.

Dr. John Tassoni

Dr. John Tassoni, Miami Professor, was the first to speak; he passed out copies of a letter previously distributed to Trustees, following its initial receipt by the Office of the Secretary to the Board of Trustees, and relayed:

Thank you. This is a letter that's being passed around; it's one you probably saw already. It was composed by the Diversity Council at Miami Middletown in regard to the diversity issues involved with the process of differentiation, and they asked me to bring that along; they weren't actually sure everybody has seen it yet and this copy actually has the fifteen-hundred signatures attached to them as well too. What they wanted me to stress; and I think what I saw in the letter was an effort to make sure these concerns about people stay intricately a part of this process throughout. They were happy with the response of the task force; they thought they were really responsive to their concerns; I haven't done a point-by-point analysis of the charge to the process committee yet, but I saw that the task force was mentioned quite a bit in there and that's at the center of the process.

So part of my reason for being here is on behalf of the Council just to make sure that we can stress how important these concerns are and it sounds like it's very much a part of everybody else's concerns as well too. My reason in particular for being here is I used to spend a lot of time - I should say that I'm an English faculty member at the Middletown Campus, but I've just finished sort of a seven year stint in administrative gigs at Oxford, I was the Director of College Composition and the Director of Liberal Education and I'm returning to full-time teaching in the Spring - but prior to my administrative gigs, I used to spend a lot of time in the archives here at Oxford looking particularly at issues of educational access and diversity over the years. During that time, I developed an approach to Miami that sees its identity, its brand if you will, as

something that persists in the tension between its notions of high elites, some might even say elitist standards, and its efforts to include the greatest diversity of students too. Quoting President Hodge's recent comments concerning international students, "To create class environments that advance all students while using the incredible opportunities to challenge our thinking that comes with a diverse classroom."

What I found is, I think the school is at its best when it delves into that tension and it's at its worst when it tries to resolve that tension in favor of a prescribed set of standards that favor those that are already privileged. There are historical examples here and I probably don't have a lot of time to go through all of the examples that I have, but one of my favorites is the University in light of the G.I. bills in post-World War II.

The G.I. bill brought a lot of working class students to campus, who previously had been denied post-secondary education. The University kind of got off on the wrong foot, what they did was differentiate those students to begin with, they put them in barracks over in Withrow Hall. If you read President Shriver's account, he thought the soldiers thought that was luxury, but if you go back and read the archives, there were a lot of uprisings at that point. But the University responded to that and what they did was they started generating housing for married students for instance; they started putting in lights in the classrooms (there weren't lights in a lot of classrooms because all the classes were held during the day) so they could have night courses, so people could get in and out faster and they could accommodate a broader population. They started having summer classes. In classrooms they allowed writing projects where students could talk about their experiences in the military, therefore informing other people of their experiences and giving them a more global perspective.... That's the University at its best! That's its flexing and changing its infrastructure in regard to this new constituency.

At the same time they instituted a kind of qualifying exam because the President thought this was the time we have to start asking, "Who should be educated?" So this qualifying exam would help identify who was more likely to succeed at Miami and who was more likely to fail. They would contact the students who'd applied and tried to register who had the lowest scores, and bring them into sessions and try to talk them out of a college education, to try to talk them into menial labor instead. "You're probably better suited for menial labor than this education." This was sort of like one of the prize points; if you read the reports from the University from the latter 1940's, the organization that was in charge of that exam was very proud of those efforts. That's Miami when I don't think it was at its best at that point.

So what we're asking with this letter is that the concern for people be at the heart of what we're doing now in terms of sustaining the regional campuses. It's not always really apparent right now in the rhetoric about differentiation; sometimes it smacks of some of these other efforts. So I like personally the idea that we have this really creative space and this new opportunity but I think it's very important; and the letter underscores this, that we think about what we are performing now in terms of diversity issues as we're entertaining this new opportunity and moving forward.

Thank you.

Ms. Diane Delisio

The second and final member of the public requesting to speak was Ms. Diane Delisio, Associate Dean and Assistant Professor, she relayed:

Good morning. I have some prepared remarks, but I just want to say first that I've been a faculty member and administrator at Miami for thirty years and I've worked on all three campuses and I've seen the University from a lot of different perspectives.

My comments are probably too little, too late because it's pretty clear that the train has left the station, as they say, and that outcomes have already been determined. The recommendations that I have seen today sound already predetermined and that really bothers me, because I don't think that all people involved have really been participating in this process.

My comments are also about diversity and differentiation. I ask the members of the Board to consider the organizations and businesses you are a part of and if diversity and inclusion are embraced and practiced or merely words for marketing? I ask you to consider the ongoing committees that have systematically separated and differentiated regional campus students, faculty, diplomas, and courses, and if this demonstrates diversity and inclusion at Miami?

What is the goal of differentiation? Does it advantage the Oxford campus? I haven't seen any evidence that it does. Does it advantage the regionals? Again, we haven't seen any evidence that supports this, and it really is not a goal supported by regional students, faculty and staff. Miami had an opportunity to model true inclusion by valuing the regionals and their mission as complementary to Oxford's; but promoting differentiation with the clear message that "you are less than" does not really do that.

This most recent process, on a timeline much too short for such a complex issue, has been marketed as helping the regionals but has wholly originated in Oxford. If Miami truly practices diversity and inclusion we would have treated the regionals as peers and partners and the committee would have been given two simple questions: "What do you need to succeed?" and "How can the Oxford campus help you?"

Chair Mitchell

Chair Sharon Mitchell thanked those who had addressed the Board and once again encouraged everyone who has an interest in this important topic to take advantage of the open forums as we move forward with the Process Committee over the next several months.

Approval of the Minutes of the Prior Meeting

Trustee Shroder moved, Trustee Ridenour seconded, and by voice vote the minutes of the September 19, 2014 Board of Trustees meeting were unanimously approved.

Consent Calendar

Trustee Wilson moved, Trustee Bhati seconded, and by voice vote the resolutions presented on the Consent Calendar were unanimously approved.

Designation of Emerita/Emeritus

RESOLUTION R2015-12

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

Susan C. Lipnickey
Kinesiology & Health

Iris DeLoach Johnson
Teacher Education

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

Marcia Baxter-Magolda
Distinguished Professor
Educational Leadership

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

J. Kerry Powell
English

David W. Rosenthal
Marketing

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

Allan M. Winkler
Distinguished Professor
History

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:

Rodney J. Kolb
Ecology Research Center
Biology

Campus Naming

RESOLUTION R2015-13

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

Ben Roethlisberger Field
(Indoor Sports Center)

The Indoor Sports Center's 120-yard playing surface will be named "Ben Roethlisberger Field."
It is to be named in recognition of a gift from Ben Roethlisberger '12 and his wife, Ashley.

Comments by the Chair

Board of Trustees Chair Sharon Mitchell commented, relaying:

Good morning and welcome to this meeting of Miami University's Board of Trustees. Let me begin by remarking on the exceptional work of the Regional Campus Task Force. It's quite clear, from their thoughtful report that we are all striving towards the same goal of making the regional campuses stronger, meeting the needs of our students studying there, and to serving the local community – thank you to Maria and Moira and thank you to all the members of the task force. We look forward to updates and to the progress of the Process Committee.

In the time since our last meeting, Miami has received some exceptional recognition. The Institute of International Education ranked Miami second nationwide among public doctoral universities for undergraduate participation in study abroad programs. The Princeton Review recognized Miami, placing our undergraduate Entrepreneurship Program in the top 25 nationwide. Further recognition was received from LinkedIn, which ranked Miami 21st nationwide for marketers. LinkedIn's rankings interestingly, are based on career outcome data of more than 300 million LinkedIn members.

Also receiving national recognition was Miami's Urban Teaching Cohort, which received the National Network for Educational Renewal's 2014 Nicholas Michelli Award for Promoting Social Justice. Miami's Urban Teaching Cohort uses a community-based approach to teacher education, where Miami faculty and students collaborate with urban schools and community organizations.

On campus, we recognized eight exceptional students for their academic achievement and contributions to Miami via the prestigious Provost's Academic Achievement Award. Each recipient was nominated by Miami faculty for this distinction and each received a \$1,000 scholarship. Congratulations to this year's recipients.

Miami faculty have been deeply engaged in making a difference; facing the awesome challenge of training medical professionals to fight Ebola, Miami professor Glenn Platt and colleagues from Miami's Armstrong Institute for Interactive Media Studies, were called into

action. They helped create a visual, web-based training program, to assist healthcare workers in protecting themselves from infection, while working with Ebola patients. This training program is being used internationally and is strong evidence of the strength of Miami's Interactive Media Studies Program.

On campus, many have enjoyed wonderful, engaging events, such as the Janus Forum. The most recent forum saw Melissa Boteach, from the Center for American Progress, and Scott Winship, from the Manhattan Institute, address the question "What should government do about economic inequality?" As we've come to expect from these forums, all were treated to a respectful, engaging and thought-provoking exchange of varying viewpoints.

Just a few weeks ago, Miami held the opening of the One-Stop for Student Success Services. This new service center consolidates the services of Bursar, Registrar and student financial assistance. In its very short existence, it's already had over 7,000 student visits and is receiving very favorable reviews from our students. We look forward to seeing more positive input on this new innovation and the one-stop service.

Also this Fall, Miami launched the \$100 million Promise Scholarship Campaign. The campaign seeks to involve alumni and friends in helping meet the financial challenges faced by an increasing number of today's college-bound students and their families. These scholarships will help provide the opportunity for many to attend Miami University.

Finally, I'm delighted that we are considering a resolution to elect Dr. Phyllis Callahan as our new Provost and Executive Vice President for Academic Affairs. Her selection came after a national search that drew many strong candidates; we could not have a more qualified, committed and talented individual to fill this critically important role. Dean Callahan has served Miami for many years and we look forward to her leadership as Provost. I'm confident that Miami's academic programs, staff and reputation will continue to flourish and grow under her leadership. And we are very grateful for the leadership that we have had from Provost Gorman as our Interim Provost. Thank you very much.

As the 2014 year comes to an end, I'd like to take just a few moments and recap a few of the year's highlights. Last January, Miami offered its first ever Winter Term which saw 3,500 students enroll in classes on campus, online and aboard. For some, this was an opportunity to complete a requirement needed for graduation and eighty students were able to graduate as a result of the coursework they completed during Winter Term. For others, it was an opportunity for international study or to broaden their horizons by taking a course they might not otherwise have been able to take. Overall, Winter Term was an opportunity seized by our faculty and our students, and it was a huge success.

In February, we celebrated the conclusion of the Love and Honor Campaign and the opening of the new Armstrong Student Center. Many of you were here for those milestones as we all celebrated them together.

In the Spring, the Undergraduate Research Forum celebrated its 20th Anniversary and showcased the research efforts of over four hundred undergraduates, who in many cases are doing work normally performed at the graduate level at other universities.

In late Spring, we saw the launch of the Miami Women in Leadership Conference featuring Geena Davis, which brought together alumnae from decades of classes and from across the nation. It was a great start to a new program.

Throughout the year we commemorated and celebrated Freedom Summer, and also throughout the year, Miami's facilities and planning operations completed significant construction and renovation projects, including: the construction of three new residence halls on Western Campus, the renovation of Kreger Hall, the addition to the Goggin Ice Arena, and the start of construction for the new Indoor Sports Center. So, 2014 was a year with quite a lot of new buildings coming onto the campus.

This Fall we welcomed the 3,600 member Class of 2018, following a record number of more than 25,000 applications. And it's an amazing class; our academically strongest class ever, with students coming from thirty-nine states and thirty-three countries.

Our Development team created the new hashtag #MoveInMiami Day so that as the new class moved onto campus, the university community of alumni, parents and friends came together to show their support. This campaign brought together over three thousand donors, many of whom were new first-time donors and raised \$506,000 in just twenty hours and eighteen minutes; an outstanding example of innovation and creativity.

Also this Fall, we enjoyed the recognition of U.S. News and World Report which named Miami University the top public university for commitment to undergraduate teaching.

Finally, Miami's strategic plan, the 2020 plan, has really taken hold. This is definitely not a strategic plan that was created and filed away in a drawer. Miami's 2020 plan is a dynamic, living strategic plan that has each academic department and staff organization engaged in contributing to the University's strategic goals. Here are just a couple of examples; teams are strengthening academic advising to achieve higher student retention rates and graduation rates; faculty members are developing dynamic new courses for Winter Term this year so that we can achieve even greater success this year over last; faculty are providing outstanding research opportunities for our undergraduate students; faculty are also building partnerships with companies and organizations to create internships for our students; Lean teams are designing and completing projects that improve productivity and effectiveness - delivering critical savings and improved efficiency; the Advancement team is creating innovative new programs to raise funds for strategic priorities; and the staff and faculty are streamlining governance processes to cut the time required for university decisions. It's very rewarding to see so many individuals collaborating to contribute to Miami's long-term strategic goals.

Reports, Ordinances and Resolutions

President's Report

Miami University President Hodge commented, relaying:

I'm delighted to offer a few remarks today celebrating some of the changes that have occurred as well as the advancements have been made.

First, I want to recognize the great pleasure in announcing the appointment of Phyllis Callahan as the incoming Provost for Miami University. For over 26 years she has served this University extremely well in a variety of positions, most recently and currently as Dean of the College of Arts & Science. As we noted, she was one of the co-leaders of the Miami 2020 effort in which she had an opportunity to engage broadly the entire university which certainly helped to prepare her for the position ahead. I also want to make sure that I take this moment to express my appreciation for Ray Gorman. Ray has been an absolute delight to work with, and one of the barometers for that is how many times he has surprised me in the meetings that we have on a weekly basis. Just when I think I understand an issue, he comes in and says, "but..." and away we go in a different direction! So I very much appreciate the thoroughness and the values that he brings to the table; it's really been an absolute delight.

It's also my pleasure that was one of the resolutions we have before the Board is to change the title for David Creamer to Senior Vice President for Finance and Business Services, and Treasurer, by adding the word 'Senior.' David has more than earned this additional part of the title; in fact it's way over due, to be honest. His commitment to the University, his creativity, his leadership through some very difficult times, has put us in a position where we are enjoying the kind of momentum that we're describing in our reports today. So it's with great pride that we have a resolution in front of you to add the word 'Senior' to his title, which is greatly deserved.

Sadly today, I want to recognize two people that we have lost recently. In the photo on the left you see a very young picture of J.K. Bhattacharjee; Dr. B or JK as we knew him. For 37 years he had been a part of the Miami community and beyond that, to Oxford and Cincinnati. He was just an enormously positive individual and all of us who had the chance to know him were always uplifted after a conversation with him. He had a spirit about him that made us all better, and I wanted to give a special recognition to that.

Also our alum Joe Hayden, whose funeral is taking place right now actually. I had a chance yesterday to attend the visitation in Cincinnati, and let's just say there was a very long line out the door and it took us quite a while to get there. In 2009, he was named a Great Living Cincinnati as a reflection of all the things he had done to build a broader community and it exemplifies the best of what we hope our alums will do - to go out and make a difference in the world in whatever way, in whatever capacities they have, and he certainly did that. He also had an enormous impact on Miami University. He was the Chair of our Foundation Board for a number of years, served on the Business Advisory Council, and he's had three sons who all earned degrees from Miami; John, Jay, who also served as Chair of the Foundation Board, and

Tom, who currently serves on the Foundation Board, so we're very, very grateful for such devotion and service. It's a moment to celebrate a life well-lived; an alum who has made Miami proud of all that he has done to better the world around him.

More recent alums were recognized in our Eighteen of Nine Ceremony where we identify eighteen of our alums who have done something extraordinary in the nine years (or less) since graduation. This was a terrific event and to be with this group, and to see all of the energy and optimism and accomplishment was truly outstanding. It's a vivid reminder of why we do what we do. At the end of the day, what happens here is important, but what we've begun by what happens here, is even more important; so looking at their accomplishment across all these variety of fields was really terrific.

Another alum who recently received a very special award is Wil Haygood. Wil Haygood was honored with the Legacies and Legends Award in Columbus, joining a very prominent group of national figures have received this award. Wil is from Columbus and he's very, very proud of that. At the end of the ceremony, which was absolutely terrific, there was an interview-style conversation with Wil, led by the editor of the Denver Post, that was outstanding. They then completely surprised Wil with the mayor coming on stage with a sign saying the street in front of theater was to be renamed "Wil Haygood Way." It was an electric moment! You know Wil, and he's not often surprised, but this one got him and it was absolutely tremendous!

Another important role that alums play, is in nominating our Effective Educator. This is for graduates who are five years out and look back to answer the question; "Who had a great impact? Five years later, Who do you remember as having played a prominent role?" This year it's Tammy Kernodle. Many of you have seen her perform or orchestrate performances of one kind or another, she loves music and the students who take her classes learn to love music. And beyond that, she's been a role model in terms of campus groups and activities around the university, and I wanted to give a shout out to her for all she's done.

Of course the students are very active and I also wanted to give a shout out to the musical groups; this happens to be a passion for Valerie and me, so I'm just going to take this opportunity selfishly so say "Great Going!" We had the 'Grand Night for Singing', we had the Messiah this week, we had the Symphony Orchestra, and the list goes on & on. What's truly amazing is that we don't have a conservatory model here and yet, the quality of the performance of our students rivals that of many conservatories; it's absolutely extraordinary! And a great number of the student performers are non-majors, who blend in the exceptional quality of our majors, to create extraordinary performances, and it's been a great time.

The students also did something new this term, they introduced a new sport - Bumper Ball or Bubble Ball. This photo on the PowerPoint slide is a shot from the game that I played in. The idea of this game is you're playing soccer and you're inside this big bubble and you can sort of see, but you sort of can't see, and you can't wear glasses; and you get knocked around and it's amazing, you bounce right back up and away you go. Anyway, this is one of the students' newest activities.

Chair Mitchell noted a moment ago that this had been really a fantastic year of Celebrating Freedom, that we had taken the 50th Anniversary of Freedom Summer and turned it into a year-long series of events that helped us to deepen an appreciation for what had come before, and the tasks that lay ahead. Sadly, with the national events of the last few weeks, we're more conscious than ever of the work that's yet to be done in this area, and there's a greater sense of urgency than ever. But part of year-long recognition was the dedication of our Freedom Summer chimes, and the three trees to honor the three individuals who were killed when they went south to register voters, it was a very special ceremony, and was really quite moving and dramatic.

I also wanted to talk briefly about the One Stop before I go on to other areas. In the PowerPoint presentation there is a photograph of the opening and dedicating of the space. In my mind, the One Stop does two really powerful things for Miami. First and foremost, it helps us better serve our students. As I was reflecting on the One Stop opening, I remember my first couple of days at college; we all went into the gym and all the departments were lined up at tables and you went around trying to get a card from somebody to register. To students, I know it sounds inconceivable that it used to work this way - and the temptation to take somebody else's card was great if they were in a course that you wanted and it had closed out - but we nonetheless, got through it. So, first and foremost, the One-Stop is about helping our students, it's helping our students navigate the bureaucratic processes of the University that can get in way of accomplishing what they want to do. It's eliminating the barriers, it's eliminating the silos, and as the term implies - it is one stop; you come in you have one contact and it's our responsibility to find the best way to help you.

The One-Stop also has an advising component to make sure that the students who might become at risk are given the kinds of hands on, immediate attention that can help them to be successful. So the One-Stop is a big, big plus for our student body in terms of what it does.

Another important aspect of the One-Stop is what it says about us in terms of the working environment that we have here. If we go back to and think about Foundation Goal number one of the Miami 2020 Plan, it's to ensure vitality and sustainability by building a forward looking, efficient and caring culture that stimulates, recognizes and rewards creativity, entrepreneurial thinking and exemplary performance. When we put the One-Stop together, we had to take three separate units and find a way to merge them into a single unit. This is tough work, the bureaucracies were there for a long time, and I don't use the word 'bureaucracy' pejoratively, I use it as reflection of the kind of organization that we've had. So to be creative and innovative and forward-looking, was a big challenge and I just want to say thank you and kudos to everyone who was involved in helping to imagine what this could be, helping to figure out the details of how to make it be, and to now serve the students so that they can be the best they can be.

We've also begun very earnestly the process of recruiting the class of 2019, and I particularly wanted to give a shout out to the Bridges Program. We had a record number of students who participated, and the academic quality of the group is just astonishing, the wide geography of the group is also astonishing, as is the variety of disciplines that they want to study. They are the kinds of students that go to the heart of the Miami experience, students who have a real deep ambition, students who desire to serve and lead, these are the kinds of students that we

really look to. These students have now taken that first initial step to make themselves Miami students, and I just want to give a shout out to everybody involved in helping that opportunity to occur.

But this term also had a very disturbing episode and I want to talk a little bit about the incidents around our international students. It began or focused on an initial anonymous letter that was published by the *Miami Student*, a letter in which a proposed or a claimed faculty member spoke negatively about the experience of international students in his or her courses. Let me first of all say, I deplore the fact that the *Miami Student* chose to publish an anonymous letter, I believe that in a world of social media gone wild and other sorts of activities, the ability for people to hide behind anonymity is a reason to say things without accountability and I think that's just flat-out wrong. I also think, what I also deplored about this anonymous letter, is that the language which was used was careless at best, mean-spirited at worst, and I think it had no place being in there. So I wanted to be very clear that's my position with respect to the publication of the letter.

However, it turned out that the letter stimulated a response that I think has actually had a large number of positive impacts on the campus. The Council of Academic Deans, published a very powerful letter in response. Among the things they highlighted is if you think about students who make the decision to study in another country and to take on a culture that's so profoundly different from the one in which they're living, these are students who by and large have a whole lot of initiative and a whole lot of courage, and these are really good attributes to have in a student body, and they made that point most effectively. We also had the Asian and Asian American Studies Program write a very thoughtful letter, about what it means to be Asian or what the category of Asian means in a pluralistic culture. We had Stephen Quaye, a faculty member in the College of Education, Health and Society, who wrote a letter which he started; "I'm not writing an anonymous letter; this is who I am and this is what I have to say," and I thought his was a profoundly important letter.

There was one other letter though; and this is where I want to conclude my remarks, this letter came from a Miami student, an international student. And I want to read part of her letter and just interject some thoughts about where we go with what has been stimulated by these sets of exchanges that we've just heard. She writes:

I am a senior, and an international student from China, majoring in Computer Science and Psychology at Miami University. There have been a few dangerous stories targeting International Students and their worth at Miami, I think that it is time to share my story, a counter-story. I have spent three years on this beautiful campus participating in four research projects, getting two internships, volunteering in two non-profit organizations and receiving more than ten awards including the Provost's Academic Achievement Award, the highest academic award for Miami's undergraduates. The biggest support I receive at Miami is always from the knowledgeable, enthusiastic and supportive faculty members who completely understand my situation and are always willing to help. That is why I am seriously concerned about the picture of international students painted by the anonymous concerned faculty member in his article...

...During my first day at Miami, I was too nervous to talk to the staff from a different race, using a different language. I was not able to follow her incredible speaking rate and do mental translation back and forth simultaneously. At that time, a student with the staff explained their purpose and gave me his contact information in case I needed any help, which strongly encouraged me to speak up and make new friends. I've learned not to feel shame when making speaking mistakes from my outgoing and helpful friends who helped me learn American culture and improve my English skills. I've learned rigorous academic attitudes from my patient and supportive professors who helped me achieve the academic standards. I've learned team spirit and open-mindedness from my project team members who praised my unique opinions and encouraged me to share my thinking process. However, not all international students are lucky enough to have such a support group standing behind them. The demeaning attitude in the dangerous single story can strongly reduce their attempts in learning...

...The anonymous faculty member described the abhorrent English literacy and disengagement of international students in his or her class. Although the concern is totally understandable, simply portraying these students as a burden is exactly what blocks them from improving their English and engagement, because international students are eagerly in need of time and support to learn how to think in English without the mental burden...

So let me just take a sideways moment here to talk about what all this means for us. The question is, there really is no question, is it more difficult to have international students for whom English is a second language in a class? The answer, by all of our conventional purposes, is yes, it is more difficult. But the challenge is part of the opportunity. It's precisely because it's more difficult that it's so valuable, that's why we send so many students abroad, that's why we're so proud of it. It's because we want students to go into situations that are not easy, that are different, that do require us to think and act differently. Diversity is a powerful contributor to our learning environment. So yes, it's more difficult, but that is precisely what it's all about. So what do we need to do? We need first and foremost to make sure, as we invited and engaged more international students on this campus, that we've done everything to get those first steps set so that their success is ensured. We need to perhaps lengthen the time that they're here in the summer before they start their classes, and we need to be sure they have some of the cultural tools that are going to help them be successful. We perhaps need to do more testing at the beginning to figure out what they need to do in order to be successful and then make sure they have the resources to do it.

Secondly, we need to help our faculty. We need for our faculty to step up and find ways to make our classrooms take advantage of the opportunities that diversity provides for us. Many of our conventional approaches assume a homogenous population sitting in the room; and I don't mean homogenous purely in demography or racial characteristics, but in a way of thinking about the world, and when you put people in there who think about the world differently, it is a

different experience. But the quality of the experience depends on our ability pedagogically to take advantage of it, so we need to do more there.

Thirdly, we need to make sure that our student body, and I'm speaking now, specifically to our Student Trustees as well as to ASG and other parts of the University, to make sure that we do everything in our power to engage international students in the very lifeblood of student life at Miami. Having people here who are in separated groups, whatever that is, does not lead to the outcomes that we're looking for, neither for those that have come here to experience different things nor for us who have the magic of having the global brought local. These are things that we need to do.

So let me conclude my remarks by just quoting the last of her letter:

...During my volunteer interview on Miami's Suicide Prevention Team I received a question; 'Would you be able to speak up for your group as an international student from Asia, because those people are usually silent on campus?' My answer was 'Yes..Yes!!' I've made a claim to break the silence as a Miami student and take my responsibility to help create a supportive and culturally engaging campus. That is why I decided to share my story; a counter-story that challenges the dangerous single story targeting Miami students with international backgrounds. That is what I have learned from Miami.

The President's presentation is included as Attachment C.

Report of the Chair of University Senate Executive Committee

Dr. Bryan Marshall, Chair of the University Executive Senate addressed the Board, reporting on the three degrees proposed for approval:

Master of Science in Computational Electrical and Computer Engineering
 Master of Science in Computational Mechanical Engineering
 Bachelor of Science in Commerce

The Master of Science degrees are within the College of Engineering and Computing, and the Bachelor of Science in Commerce is within the College of Professional Studies and Applied Sciences.

Dr. Marshall spoke in support of the degrees, and also informed the Trustees that he expected to present two more degrees at the February meeting; a Bachelor of Science in Information Technology, and a Bachelor of Science in Liberal Studies.

Report of the Student Body President

Mr. Cole Tyman, Student Body President, was not able to attend and Student Body Vice President Natalie Bata addressed the Trustees, relaying:

Ladies and Gentleman of the Board it is an Honor to join you today, in the time since you

last joined us on campus, Miami students have been extremely busy. Our seniors have accepted job offers as nearby as Cincinnati and as far away as Australia. We have been accepted into graduate and professional schools in dozens of fields at many of the best institutions in the country. And all students have enjoyed a rigorous academic semester accompanied by a host of exciting co-curricular activities.

This semester all students have achieved very rewarding work.

- The business fraternity Pi Sigma Epsilon recently raised over \$6,000 in one night, for the Karen Wellington Foundation, a charity supporting families affected by breast cancer.
- Kids Uganda, a student group working to better the lives of children in the African nation recently arranged a virtual cultural exchange in which they communicate with Ugandan children and created relationships over the web, in preparation for a mission trip their members will take this summer.
- As we approach Winter Break, we complete our second full semester of the Armstrong Student Center. Students have taken to the building far beyond our expectations. In the building a variety of diverse and exciting events have taken place.
- The student run Janus Forum hosted their fourth biannual lecture, with the topic of Economic Inequality, and for the first time, hosted a student debate featuring members of the College Democrats and College Republicans on Government's Role in Combating Poverty.
- The Diversity Affairs Council hosted their popular annual event, The Global Holiday Party, featuring food from around the planet and presentations on how the Holiday Season is celebrated around the Globe.
- Miami's only Student Run Musical Theatre Group, Stage Left, performed their Fall show, Stephen Sondheim's Company, prior to the Thanksgiving Break.
- As the Fall semester comes to a close, our students are excited about the amazing opportunities that await them during the Winter Term.
- Approximately 50 Students will top off their Miami experience taking experiential capstone courses on the other side of the globe in Australia.
- Dozens of students will be forgoing time at home to perform service work around the world in countries like Nicaragua, Tanzania and Thailand.
- For the second year, 20 students from across the university are traveling to Cuba to study the culture, history and experience of people in the island nation 90 miles off our border, but a world away.

Lastly Associated Student Government has been hard at work.

- When we return from Winter Term, we are excited to launch Miami's commitment to the It's On Us campaign, initiated by the White House to prevent sexual assault on college campuses.
- We are hard at work creating an online portal for students to express their concerns and ideas for Miami and increase their voice on campus.

- We are in the process of developing a program for students to take part in supporting other students in the personal and academic adjustment to college.
- We have represented students' voices on a variety of issues across the university, including the changes to the regional campuses, the development of the First Year Experience Course, modification of the academic advising system, changing the student culture around alcohol, and many more.
- We are excited to see Mary Adeline Lewis joining you as our 2nd Student Trustee. As this process is ongoing we are excited to announce this Wednesday, we completed the process to select the next Student Trustee, and have selected 5 qualified students, who will be sent to Governor Kasich for appointment to the Board of Trustees.
- Lastly I am excited to announce an initiative coming forward next semester. Pending the passage of legislation within Student Senate, ASG will be creating an I Am Miami event fund, to support and encourage student organizations to host events in the spirit of I Am Miami and the Code of Love and Honor.

It has been an honor joining you for today's meeting. On behalf of ASG and the student body, I wish you a happy Holiday Season and look forward to what the next semester brings.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Bob Shroder relayed the following:

The Academic and Student Affairs Committee met yesterday in McGuffey Hall. The Committee considered three resolutions at the meeting; the creation of a Master of Science in Computational Electrical and Computer Engineering, a Master of Science in Computational Mechanical Engineering, and a Bachelor of Science degree in Commerce, to be offered on the regional campuses. All three resolutions were endorsed by the Committee and are recommended for approval by the Board of Trustees at this meeting.

The Committee was joined by our newest Trustee, Student Trustee Mary Adeline Lewis. The Student Trustees reported on the One-Stop Shop, the nomination of the next Student Trustee, the Provost search and the Winter Term. ASG student leaders informed us they are pursuing enhanced academic advising, and they also updated the Committee on a number of other initiatives they are pursuing. These initiatives included; an increase in the maximum work hours per week for student employees, and the alcohol task force, amongst others. The Senate update included the new degrees which we will consider today.

The Committee received a report and presentation from Dr. Kip Alishio, Director of Student Counseling Services. Miami's Student Counseling Services includes a professional staff of nine licensed/license eligible psychologists and a Board Certified psychiatrist, to provide a range of very important, fully accredited services. For a university of Miami's size, the staff is lean, creating a challenge in meeting the growing demand for services. This challenge is compounded by Miami's rural location, which makes Miami all but the only reliable mental health service provider for our students. This growing need has in part been addressed by

temporary part-time assistance during peak wait-list periods of the academic year, but additional staff may be required. An extremely important area is suicide prevention, and here there is a need to ensure that the practices and services supported by the suicide prevention grant can continue when the grant expires.

Admissions Director Susan Schaurer provided an enrollment update and Vice President Michael Kabbaz updated the Committee on Student Success. Ms. Schaurer reported that many of the enrollment objectives for the Fall 2014 cohort were met: overall enrollment exceeded 3,600, the ACT average increased, non-resident domestic and international student enrollment also increased, however progress towards the goal of achieving a critical mass of diverse students held approximately steady rather than advancing. Ms. Schaurer also reported that the American Culture and English Program (ACE) has proven incredibly popular, far exceeding its 150 student goal, with 218 confirmed students. The Oxford Pathway program also exceeded its goal, while transfer students fell short with 240 versus a goal of 300. The Committee was also updated on the goals for Fall 2015, which include a slightly reduced number of traditional first-time, first-year Fall students, but more students entering through programs such as ACE, keeping the total Fall entry numbers relatively constant. She also discussed recruitment strategies, enhancements to the admission review process, scholarship awards, and the Winter Term.

Vice President Kabbaz reviewed the mission of the Division and focused on retention and graduation. He outlined the goals for Academic Year 2015 which include:

- Building the new Division
- Creating a student success organization
- Providing high quality, user-friendly services
- Strategically managing undergraduate enrollment, and advancing market position

In discussing these goals, he updated the Committee on the Student Success Committee, comprised of academic, student affairs, student, and finance leaders charged with recommending aggressive actions and taking responsibility for implementing proactive, systematic changes to increase student success. Vice President Kabbaz also highlighted the many benefits of the newly opened “One Stop Shop” in meeting student needs and providing high-quality, user-friendly service to our students.

Associate Provost Carolyn Haynes updated the Committee on the progress in Academic Advising. The new advising model will include greater organization and oversight through a University Studies course, and an Academic Intervention Committee. Advising will employ a learner-centered advising philosophy, and specific success measures, which include retention and graduation rates, along with student and advisor surveys, and annual evaluations. Advising will be delivered in Academic Affairs, but is a partnership with Student Affairs and the One-Stop Shop. The new model will also take advantage of technology to provide information and resources, and to allow more proactive advising to better ensure student success.

The Committee also received a presentation from interim Dean Susan Mosley-Howard of the College of Education, Health and Society, who provided highlights and challenges of the 2014-2015 academic year. This year has featured a series of 25/50/60 events to celebrate social

justice. The year marks the 25th anniversary of the Americans with Disabilities Act, the 50th anniversary of Freedom Summer and the Civil Rights Act, and the 60th anniversary of Brown vs. the Board of Education.

Dean Mosley-Howard discussed recruitment and retention initiatives, along with partnerships and external recognition. She reported that first year retention now exceeds 90%, and that Miami's Urban Teaching Cohort received national recognition and awards for promoting social justice. She also reported that the College exceeded net revenue goals for academic year 2014, is increasing its Winter Term enrollment for 2015, and has more than tripled annual external grant revenue to more than \$3.5 million.

Dean Mosley-Howard reported that a significant challenge is declining enrollment. While Kinesiology has seen significant growth, it is offset by declines in other fields of study, in particular teacher education. This challenge is not unique to Miami, as the State of Ohio is seeing fewer high school graduates each year. Other challenges include ensuring adequate facilities, and adjusting to recent leadership change within the college, which included turnover by the Dean and three of five department chairs. However, even with the challenges, Dean Mosley Howard stated that there are many opportunities for a bright future – opportunities in hiring talented new faculty and leadership, and advantages to be gained through experiential learning and an innovative curriculum.

In addition to the presentations, the Committee also received several written reports. Additional information on the presentations and the written reports themselves will be included in the minutes from our meeting.

Resolutions Approving Master of Science and Bachelor of Science Degrees

Hearing no dissent, the resolutions to approve three new degrees were considered in a single vote. Trustee Bhati moved, Trustee Shroder seconded, and by voice vote the three new degree resolutions were unanimously adopted.

RESOLUTION R2015-14

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new masters degree program; the Master of Science Degree in Computational Electrical and Computer Engineering, in the Department of Electrical and Computer Engineering, College of Engineering and Computing.

RESOLUTION R2015-15

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new masters degree program; the Master of Science Degree in Computational Mechanical Engineering, in the Department of Mechanical and Manufacturing Engineering, College of Engineering and Computing.

RESOLUTION R2015-16

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Science in Commerce, with a proposed new major in Small Business Management, in the Department of Business Technology, College of Professional Studies and Applied Sciences.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Mark Ridenour relayed the following:

The Finance and Audit Committee met yesterday in 104 Roudebush Hall. The Committee considered two ordinances and three resolutions and received several reports. All three resolutions and both ordinances are recommended for approval by the Board of Trustees later in this meeting.

Every Fall the Committee meets with both the independent and the University's internal auditors. Both of these discussions were quite informative and on a very positive note, there were no management letter comments reported by the independent auditors. One negative piece of information to report is that next year will be the first year that the new pension accounting rules go into effect. This change will have a very negative effect on the University's financial position but all other public entities in Ohio are facing this same issue.

Much of the University's excellent audit outcome can be attributed to Associate Vice President and Controller, Dale Hinrichs. Dale will be retiring at the end of this month, and I want to thank him for the excellent work his team has provided the University under his leadership and to welcome the University's new Controller, Sarah Persinger. I know Sarah will continue the excellent leadership that Dale has provided.

Acknowledging another retirement, that of Kathy Dudley, from Dr. Creamer's office, I also want to thank her for managing the business of the Committee so very well.

The discussion of fees and facility projects comprised much of yesterday's meeting. The Committee endorsed the room and board ordinance for next Fall and also a resolution authorizing the renovation of the north quad residence and dining halls and the construction of 113 bed addition to Hahne Hall. We continue to make significant capital investments in our residential facilities while holding increases in room and board to the amount of inflation. Vice President Creamer updated the Committee on the residence and dining hall master plan as background for both of these action items. While these capital improvements are essential, the cost is very substantial and further improvement in the financial performance of the residence and dining halls is needed to fund the rising debt service obligation and provide for capital investments beyond those already financed. The Committee is pleased with the progress to date but will continue to follow this issue very closely at future meetings.

The Committee also discussed and endorsed a multi-year plan for the pricing of the PMBA program. The Committee was pleased to learn of the strong reputation that this program has garnered in a very short time and endorsed a plan to align the pricing of the program with similar programs in the region.

The discussion of fees also extended to the creation of a tuition guarantee. The Committee supports the idea of providing families and students with greater certainty about the cost of their education and has already tried to achieve this through a long-term budget plan that holds annual increases in tuition to no more than two percent. Given the interest expressed in this concept by student leaders last year and the Committee's desire to make financial planning easier for parents and students, Vice President Creamer was asked to develop policies and pricing strategies for the Committee to discuss at a later meeting this year. Such a change won't lower the cost of higher education for students but if greater certainty surrounding the cost of attending Miami would be helpful, such a concept needs to be studied further.

The last agenda item was a discussion of quasi-endowments and the use of this investment vehicle to create targeted funds for scholarship programs and enhanced academic quality. The Committee has had several discussions in the past about the growth in carry forward funds and is interested in strategies that would better demonstrate how these funds can be used for the benefit of students and to address university priorities. Under this concept such funds would be invested and used in a manner similar to an endowed gift. The Committee asked Vice President Creamer to develop a policy governing how these endowments would be created and used to meet university priorities and to bring the policy to a future meeting for further discussion and consideration.

In addition to these major topics, the Committee discussed the status report on this year's budget and the long-term budget plan for the Oxford campus and endorsed minor amendments to the Code of Regulations of the Miami University Foundation. Lastly, the Committee also received several routine reports.

Ordinances and Resolutions

Ordinance Setting Residence Hall and Meal Plan Fees for 2015-2016

Dr. Creamer spoke in support of the ordinance, stating it included a 2.92% average blended increase which holds the average increase to the level of expected inflation. However, individual room and board rates were adjusted above and below the average increase in accordance with a restructuring of the rate plan that once fully implemented is intended to offer Miami's students greater price flexibility and a rate structure comparable to Miami's peers. The proposed room and board rates also shift some student life costs from the board rate to the room rate.

He further stated his office has worked closely with the resident hall advisory committee, which provided written support of this ordinance.

Trustee Wilson then moved, Trustee Budig seconded and by roll call vote Ordinance O2015- 01, Residence and Meal Plans for 2015-2016, was unanimously adopted with eight Trustees voting in favor and none opposed.

APPROPRIATION ORDINANCE O2014-01
Residence and Meal Plans, Academic Year 2015-2016

BE IT ORDAINED: that the Board of Trustees hereby establishes the following charges to be levied and collected beginning with the first semester of the academic year 2015-2016 unless otherwise indicated.

I. Residence Halls (per semester per student)

**All rates include refrigeration cost of \$50 per semester per room.*

	<u>2014-15</u>	<u>2015-16</u>	<u>% change</u>
A. Fall/Spring Semesters-			
Traditional Halls (Non-renovated)			
<i>(A rate deduction of \$150 per semester will be provided for non-air conditioned rooms)</i>			
Single	\$3821	\$4021	5.23%
Double	\$2704	\$2924	8.14%
Triple	\$2704	\$2879	6.47%
Quad	\$2704	\$2879	6.47%
Renovated Halls			
Single	\$4225	\$4275	1.18%
Double	\$2989	\$3150	5.38%
Triple	\$2989	\$3014	0.83%
New Halls			
Single	\$4763	\$4813	1.05%
Double	\$3538	\$3724	5.26%
Modified Double	\$2989	\$3150	5.38%
Modified Triple	\$2989	\$3150	5.38%
Miami Inn	\$3821	\$3961	3.66%
Heritage Commons	\$4982	\$4982	0.00%

II. Meal Plans (per semester per student)

	<u>2014-15</u>	<u>2015-16</u>	<u>% change</u>
A. Diplomat Meal Plan			
Required Meal Program Assessment from every residence hall student occupant	\$1725	\$1625	
Most Common Meal Plan	<u>\$1100</u>	<u>\$1200</u>	
	\$2825	\$2825	0.00%
B. Summer			
Envoy Account Meal Plan	\$100 min. initial deposit	\$100 min. int. dep.	N/A

III. Residence & Meal Plan Weighted Fall/Spring Average Increase 2.93%

IV. Summer Housing Weekly

Double Occupancy	\$112	\$117	4.46%
Single Occupancy (double as single)	\$168	\$173	2.98%

Miami University
Housing, Dining, Recreation and Business Services

V. Winter Term Housing

(Available for students enrolled in class)	\$440	\$466	6.00%
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VI. Sorority Suites (Effective January 1, 2012)

Less than 800 sq. ft.	\$2940	\$2999	2.00%
800-1,200 sq. ft.	\$5140	\$5243	2.00%
1,200-1,300 sq. ft.	\$5566	\$5677	2.00%
1,300-1,400 sq. ft.	\$6130	\$6253	2.00%
1,400-1,500 sq. ft.	\$ 6908	\$7046	2.00%
more than 1,500 sq. ft.	\$7356	\$7503	2.00%

VII. Residence Halls Room Refund Policy

The refund policy for room rent for first and second semester will be as follows:

- | | | |
|-----|--|--------------------|
| (1) | Withdrawal during the first five days of the term | 100 % of room rent |
| (2) | Withdrawal during the sixth through eighth days of the term | 90 % of room rent |
| (3) | Withdrawal during the ninth through twentieth days of the term | 50 % of room rent |
| (4) | Withdrawal during the twenty-first through thirtieth days of the term | 35 % of room rent |
| (5) | Withdrawal during the thirty-first through the fortieth days of the term | 25 % of room rent |
| (6) | Withdrawal after fortieth day of the term | No Refund |

The refund policy for room rent for the summer terms will be as follows:

- | | | |
|-----|--|-------------------|
| (1) | Withdrawal during the first three days of the term | 100% of room rent |
| (2) | Withdrawal during the fourth through eighth days of the term | 50% of room rent |
| (3) | Withdrawal during the ninth through fifteenth days of the term | 25% of room rent |
| (4) | Withdrawal after the fifteenth day of the term | No Refund |

Provided further that no room rental charges will be returned upon withdrawal until thirty days have elapsed from the date of withdrawal. In the event of an emergency, the Vice President for Finance and Business Services or his designee is authorized to make exceptions to the above stated refund policy.

An advance Oxford Campus enrollment deposit of \$330.00 and an admission fee of \$95.00 are charged to all incoming first year resident students. The \$330.00 fee would be applied retroactively toward the student's final term fees.

VIII. Meal Plan Change and Refund Policy

Provided further that upon withdrawal during the first or second semester, the Meal Program Assessment for that semester will be adjusted on a prorated basis and refunded for all days during which the student is not in residence. Diplomat Account balances remaining at the end of each semester roll forward to the next semester. When a student moves off campus, any remaining Diplomat dollars are converted to the Express Meal Plan for off campus students. Upon graduation, and remaining meal plan balances are forfeited.

Diplomat Meal Plan holders are permitted to change their selected level until the 1st day of class during each semester. Meal plan holders may continue to add additional money at any time, but are not permitted to lower their plan level after the 1st day of class.

Summer Envoy point account refunds will be charged a \$20 service fee.

Ordinance Setting Professional MBA Tuition and Fees

Dr. Creamer spoke in support of the ordinance, stating this is a multi-year plan for the pricing of the Professional MBA program. The program has seen increased student demand during its short existence and has built a strong reputation in the region. The proposed increases align the pricing of the program with similar programs in the region. The pricing is a cohort based model, with level tuition across the normal completion time.

Trustee Ridenour then moved, Trustee Bhati seconded and by roll call vote Ordinance O2015- 02, Tuition and Fees for the Professional MBA Program, was unanimously adopted with eight Trustees voting in favor and none opposed.

APPROPRIATION ORDINANCE O2015-02 Appropriation Ordinance to Establish Tuition and Fees for the Professional MBA Program

WHEREAS, the Farmer School of Business will admit new classes to the Professional MBA program in the Fall of 2015; and

WHEREAS, tuition and fees for the Professional MBA program are set based on the pricing for similar programs in the Cincinnati area; and

WHEREAS, the credit hour rate has not increased since Fall 2013; and

WHEREAS, after reviewing the price of other programs in the region, the Dean of Farmer School of Business and the Provost have recommended that the instructional fee for the Professional MBA program be increased from \$825 per credit hour to \$950 per credit hour for the Fall 2015 and Spring 2016 cohorts;

THEREFORE, BE IT ORDAINED: that the President and the Vice President for Finance and Business Services and Treasurer are hereby authorized to establish instructional and general fees consistent with this ordinance; and

BE IT FURTHER ORDAINED: that the Board of Trustees approves an instructional fee of \$1,050 per credit hour for the Fall 2016 and Spring 2017 cohorts and \$1,150 for the Fall 2017 Professional MBA program; and

BE IT FURTHER ORDAINED: that the Professional MBA program instructional fee shall apply throughout the program for each class.

Resolution, Hayden Park

Dr. Creamer spoke in support of the resolution, stating the project will require an increase in its budget. Originally set at \$3 million, this cost estimate was made very early on in the project design. The budget has since been increased to enhance the scope to better facilitate the movement of all programs and activities from Withrow Court (to allow its eventual deconstruction) and to add a tunnel to the dugout.

Trustee Ridenour then moved, Trustee Budig seconded, and by voice vote the resolution was unanimously adopted.

RESOLUTION R2015-17

WHEREAS, the Board of Trustees approved Resolution R2014-34 in February 2014 that authorized the construction of a baseball support facility as an addition to the Hayden Park complex; and

WHEREAS, the project was approved with a budget not to exceed \$3,000,000; and

WHEREAS, the bids were received for the project exceeding the authorized budget even after a substantial value engineering process; and

WHEREAS, sufficient funds for the project are available to increase the budget to \$3,675,000;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes the Vice President for Finance and Business Services and Treasurer to proceed with the award of contracts for the Hayden Park Addition – Baseball Support Facility project with a total project budget not to exceed \$3,675,000.

Executive Summary
for the
Hayden Park Addition – Baseball Support Facility
December 5, 2014

This project will result in the construction of an addition to the existing facility down the third base line between the home team dugout and indoor batting cages. The addition will include team locker rooms, coaches' offices, an equipment room and related support spaces. The addition also supports relocating the varsity baseball program out of Withrow Court. This project further reduces the University's dependency on Withrow Court requiring the continued operation of this 83-year-old facility. As discussed in the December 2013 Finance and Audit Committee meeting, the McKie Field at Hayden Park Addition project will require that the cost of financing the remaining pledges be foregone.

The design development (DD) process revealed budget concerns with the project. Significant value engineering (VE) occurred in an attempt to bring the project back within the budget approved by the Board of Trustees in February 2014. The size of the building was reduced, more cost effective finishes were selected, and spaces were combined to ensure the utilization rate is maximized. The work was bid and the bids were over the approved budget. Bringing the project into the approved budget eliminates significant program space and does not deliver a project meeting the needs of ICA. Sufficient local funds exist to supplement the budget.

Funding for this project will be gift and local funds:

Project Component:	Original Budget:	Revised Budget	Funding Source:
Design and Administration:	\$205,000	\$266,000	Gift Funds/Local Funds
Cost of Work:	\$2,200,000	\$3,025,000	Gift Funds/Local Funds
Contingency:	\$395,000	\$236,000	Gift Funds/Local Funds
Owner Costs:	\$200,000	\$148,000	Gift Funds/Local Funds
Total:	\$3,000,000	\$3,675,000	Gift Funds/Local Funds

Resolution, North Quad

Dr. Creamer spoke in support of the resolution stating this is a substantial project which will continue the Residence and Dining Hall renovation and construction plan, and also includes utility projects working towards the eventual abandonment of coal. Additionally, the North Quad project includes a Hahne Hall addition that will add approximately 113 net new beds to campus housing in response to growing enrollment on the Oxford campus.

Trustee Wilson then moved, Trustee Bhati seconded, and by voice vote the resolution was unanimously adopted.

RESOLUTION R2015-18

WHEREAS, the North Quad Renovation project will result in the complete renovation of four existing residence halls, one dining hall and related infrastructure improvements; and

WHEREAS, Miami University has determined that the cost of these projects can be reduced through a single Design Build project delivery method; and

WHEREAS, the Board of Trustees previously approved a budget not to exceed \$5,000,000 for preconstruction services including planning, design, estimating, and other services necessary to prepare the Guaranteed Maximum Price (GMP); and

WHEREAS, Miami University continues to explore ways to meet increased demand for student housing in timely, cost effective ways; and

WHEREAS, an addition to Hahne Hall can be constructed during the renovation process providing an estimated 113 additional beds; and

WHEREAS, the execution of the Oxford Campus Utility Master Plan requires utility distribution upgrades for the North Quad region beyond those associated with the North Quad renovation project; and

WHEREAS, the Tallawanda Road Utility Tunnel Top Replacement project is adjacent to the North Quad Renovation project site and would address failing tunnel tops in this area; and

WHEREAS, Miami University has determined that the cost of both utility projects can be lowered by incorporating this work into a single Design Build project; and

WHEREAS, the Design Build Guaranteed Maximum Price (GMP) is to be negotiated in January 2015;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes the Vice President for Finance and Business Services and Treasurer, to proceed with the award of contracts to for the North Quad Renovation project that includes the Hahne Hall addition and other utility improvements with a total project budget not exceed \$98,300,000.

Executive Summary
For the
North Quad Renovation
December 5, 2014

This project will result in the renovation of Brandon, Flower, Hahne, and Hepburn Residence Halls as well as Martin Dining Hall as part of the Long Range Housing Master Plan. In addition, the project will include work related to site utilities and infrastructure, landscaping and site improvements. These renovations will be comprehensive upgrades of all building systems and include fire suppression, accessibility improvements, energy efficiency improvements, and new finishes throughout. The dining hall renovation will include new configurations of the kitchen and seating areas including new concepts for dine-in and take-out eating. This group of halls was selected to maintain the overall campus bed count and perform multiple renovations efficiently while minimizing the impact to the campus during construction. The project will be delivered using Design Build methodology to improve time taken from design through construction, reduce the cost of construction, and minimize the risk to the University.

Funding for this project will be local funds:

Bonds Funds: \$84,000,000

Design and Administration	7,585,200.00
Cost of Work	66,906,000.00
Contingency	3,360,000.00
Owner Costs	6,148,800.00
Total	84,000,000.00

Executive Summary
For the
Hahne Hall Addition

North Quad residence halls currently provide 1066 beds. Execution of the Long Range Housing Master Plan expected the renovated residence halls of the North Quad to provide 828 beds. Housing demand continues to be strong requiring an increase in the total number of beds available on campus. Completion of the North Quad renovation project as originally intended in the master plan leaves a significant deficit of beds to support the projected demand in 2016. During design for the North Quad Renovation, the design team recognized the potential to add 113 beds to the east side of Hahne Hall reducing the loss of beds in North Quad. Adjusting the original strategy to increase the number of beds within the existing buildings and the addition to Hahne will net 1017 beds upon completion of the work. The additional beds will be achieved in a timely manner and at a combined cost per bed that is lower than new construction.

Funding for this project will be local funds:

Bonds Funds: \$11,600,000

Design and Administration	1,047,480.00
Cost of Work	9,239,400.00
Contingency	464,000.00
Owner Costs	849,120.00
Total	11,600,000.00

Executive Summary
For the
North Quad District Utility Infrastructure Improvements

Implementation of the Utility Master Plan requires the replacement of the boilers at the Central Steam Plant that are at the end of their useful life with a more efficient system. In addition, the plan calls for the elimination of coal as a fuel to produce steam beyond 2025. To achieve these goals, buildings north of High Street are being converted to hot water heat produced by simultaneous heating and cooling. This change is partially supported through the existing East Quad and upcoming North Quad Renovation projects. However, additional infrastructure improvements are needed to achieve the overall Utility Master Plan goals, but must be coordinated with the North Quad Renovation work. This work will occur concurrently with the North Quad Renovation project's site utility and infrastructure work.

Funding for this project will be local funds:

UEA CR&R: \$1,400,000

Design and Administration	126,420.00
Cost of Work	1,115,100.00
Contingency	56,000.00
Owner Costs	102,480.00
Total	1,400,000.00

Executive Summary
For the
Tallawanda Road Utility Tunnel Top Replacement

This project will replace the utility tunnel top pavements on the east side of Tallawanda Road from Sycamore Street to just south of Withrow Hall. Deteriorating sections of the concrete tops will be replaced with structural tops and new non-integral walks on top of the tunnel system. This work will occur over the summer of 2016 as part of the site work and restoration package for North Quad.

All projects will be combined and delivered using Design Build methodology to improve time from design through construction, reduce the cost of construction, and minimize the risk to the University.

Funding for this project will be local funds:

Bond Funds:	\$95,600,000
University Building CR&R:	1,300,000
Utility Enterprise CR&R:	1,400,000

Design and Administration	117,390.00
Cost of Work	1,035,450.00
Contingency	52,000.00
Owner Costs	95,160.00
Total	1,300,000.00

Resolution, Foundation Code of Regulations

Vice President Herbert spoke in favor of the resolution outlining the changes, which were described as minor in nature, and included rolling the nominating committee into the governance committee.

Trustee Bhati then moved, and Trustee Budig seconded the resolution. Because the amendments included changes to Articles IV - Directors, approval by two-thirds of the voting Trustees was required. To ensure this threshold was met, roll was called, and the resolution was unanimously approved, with eight Trustees voting in favor, and none opposed.

Two copies of the Foundation Code of Regulations are attached; one version with lineouts showing the changes, the other a revised copy with all changes incorporated into the Code. The two copies are included as Attachment D.

Student Trustee Report

Chair Mitchell welcomed Miami's newest Trustee, Student Trustee Mary Adeline Lewis, a sophomore from Yellow Springs, Ohio, majoring in Diplomacy and Global Politics.

Trustee Lewis thanked the Board for being so welcoming and Trustee Bowling for the tremendous amount of help he has provided.

Student Trustee Graham Bowling then relayed:

I want to start by congratulating Dean Callahan on her selection as Miami's new Provost and Executive Vice President for Academic Affairs. My Human Resources professor challenged the class with an assignment to make a selection among the three Provost finalists. I am pleased to report the majority of my class chose Dean Callahan including myself as the best choice for Miami.

For those in the room who have not had the pleasure of meeting our new Student Trustee, the Governor's office appointed Mary Adeline Lewis just after the September Board of Trustees meeting. Mary Adeline is a sophomore from Yellow Springs, Ohio majoring in Geology, Global Politics and Diplomacy. It has been a pleasure working with Mary Adeline since her appointment. I believe she will be a wonderful addition to our board and provide valuable insight and direction.

Miami University Study Abroad participation was ranked #2 in the nation, which is an incredible accomplishment and a testament to our student's leading current and future lives as global citizens. The university offers an ever-increasing number of quality opportunities for students to study away in the domestic United States and in dozens of countries throughout the world. Based on my personal experiences studying abroad and learning of the fantastic experiences of my peers, I believe it is critically important to continue encouraging and supporting students in study abroad participation.

As we continue to seek out non-alcohol related programming for Miami students, especially underclassmen, I want to take a moment to highlight a group called Miami University Sketched Out. Perhaps you have seen their funny posters posted on the walls around campus advertising their next event. This group specializes in improve and sketch comedy routines. They are truly hilarious and perform regularly scheduled events throughout each semester. They fill out their performance venues each night and I appreciate what they accomplish as a safe and alternative fun activity for all Miami students.

Earlier this semester, I had the chance to meet with a group of students at First Stop, the breakfast location at MapleStreet Station. I was interested in learning about the online ordering system implemented there this year. Students are able to order using iPads and their Miami IDs. at their table. The process is intended to streamline the dining experience and increase convenience for busy students. I was impressed with the electronic option and we will likely see it implemented in additional Miami dining locations in the future.

One of my favorite lines from the Code of Love and Honor is, "I respect the dignity, rights, and property of others and their right to hold and express disparate beliefs". This semester, Miami students took part in a couple distinct opportunities for positive social engagement through peaceful protest of the Anderson Lecture Series hosting George Will in October and in response to the events unfolding in Ferguson, Missouri. I think it is refreshing to see Miami students active and expressing their beliefs on challenging issues facing higher education and our nation.

Finally, this week, as Natalie mentioned, Mary Adeline and myself, along with members of ASG cabinet and senators met and interviewed candidates for the Student Trustee position. This process is one of my favorite roles and it is important as we are tasked with selecting the next student voice of Miami University.

I wish students luck on finals next week, happy grading for faculty in two weeks, and everyone a safe and enjoyable holiday. Thank You.

Other Business

Election of Officers for Calendar Year 2015

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

Chair – Mr. David Budig
Vice Chair – Mr. Mark Ridenour
Treasurer – Mr. Jagdish Bhati
Secretary – Mr. Dennis Lieberman

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

Trustee Crain then thanked Chair Mitchell, stating she was a wonderful Chair, and the financial performance of Miami and its quality as an institution have been the finest in over fifty years. Trustee Budig also thanked Chair Mitchell for her service. Their comments were met with a round of applause.

Chair Mitchell then announced the Committee Chairs and appointments for Calendar Year 2015, they include:

Academic and Student Affairs Committee:

Robert Shroder (Chair)
 Graham Bowling,
 David Budig
 Donald Crain
 Terry Hershey
 Mary Adeline Lewis
 Dennis Lieberman
 Diane Perlmutter

Finance and Audit Committee:

Mark Ridenour (Chair)
 John Altman
 Jagdish Bhati
 David Budig
 Robert Coletti
 C. Michael Gooden
 Sharon Mitchell
 Steve Wilson

Representatives to the Foundation Board;

Jagdish Bhati
 Sharon Mitchell

Resolution to Elect Dr. Phyllis Callahan as Provost and Executive Vice President of Academic Affairs, Effective February 1, 2015.

President Hodge spoke on behalf of Dr. Callahan's election as Provost, relaying:

First of all, I really appreciated Graham's report and student perspective on the Provost selection, and I also want to thank the search committee. Liz Mullenix was the chair of the committee, and there's a lot of work involved in doing a major search like this. The committee provided for us three wonderful candidates who each offered a different strength to bring to the University. And I think that speaks all the more highly of the selection of Phyllis, when you go through a process like this and you have alternatives that are also very attractive.

With Phyllis, we have an individual who has served this University very, very well for over 26 years. Certainly as I expressed earlier, I think she not only has demonstrated her ability to be a leader as Dean of the College of Arts & Science, and that's certainly largest and one of the most complicated parts of the University, but also through her co-leadership of the Miami 2020 Initiative which provided her with both the opportunity to become better acquainted with the rest of the University, and also to shape her understanding of what we can do as we go forward. I found her to be all the things I described in Foundation Goal number two, very forward-looking, creative, and entrepreneurial in her thinking, and with an emphasis on exemplary performance. So it's with great enthusiasm that I endorse this wonderful resolution.

Trustee Bhati then moved, Trustee Crain seconded, and by voice vote the resolution was unanimously adopted.

Chair Mitchell thanked Dr. Raymond Gorman for his dedicated service as interim Provost, and welcomed Dr. Callahan as Provost elect. Her comments were met with a round of applause.

Resolution to change the title for Dr. David Creamer to Senior Vice President for Finance and Business Services, and Treasurer

President Hodge spoke of behalf of the proposed title change, relaying:

Again, I recommend approval, and most enthusiastically. David has done a tremendous amount in terms of creating an approach towards our financial future that has really given us greater transparency in everything we do, as well as a clearer sense of what we need to accomplish in order to be successful into the future. I think the introduction of RCM into the campus has been a tremendous success and believe me, this is a very difficult process. It's real easy for an RCM process to develop the wrong values; but at the end of the day, that's one of the things that's made David's efforts so successful, is the fact they are grounded in values; his strong belief in the value of higher education and our commitment to our students and to our future.

Two other points that I would make about David, I think are terribly important. First of all, he has a great capacity to see the bigger picture and this is especially true for the State of Ohio. When we had the search process for David, quite some number of years ago now, I actually had two other University Presidents call me up and say, "You've got to hire this guy, he can't leave Ohio." I think that's a huge testament to the vision that he brings. In the Intra - University Council of Presidents, which includes groups of CFO's and Provosts, his voice is one of the most respected, if not the most respected, voice at the table. What I have admired, especially in this context, is his ability to not just put Miami's interests on the table before the others, but to try to think about what's best for, in a more global sense, all of the students in all of our universities within Ohio's higher education system.

Lastly, I have great expectations of our senior leaders that they go beyond their immediate positions at the University. We have an extraordinary group, in the President's Executive Cabinet, who do precisely that to achieve the broader visions of the University, and

none have contributed more to that effort than David. David is not just a leader who knows about the budgets and about finance and business functions, but one who thinks deeply about our core mission; who were are, where we're going and how the parts can fit together. He is in private, as well as you've seen him in public, a fierce advocate on behalf of our students, and on behalf of our future. And so it's with great delight that I endorse the addition of Senior to his title to become Senior Vice President of Finance and Business Services, and Treasurer.

Trustee Ridenour then moved, Trustee Budig seconded, and by voice vote the resolution was unanimously adopted.

Trustee Crain, as the longest serving Trustee, then recognized Dr. Creamer, stating he has served Miami well, placing the university in a state of financial strength which defies description. His comments were met with a round of applause.

Written Reports

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

Executive Session

With no more public business to come before the Board, upon the recommendation of the Chair, Trustee Bhati moved, Trustee Ridenour seconded, and by unanimous roll call vote, with eight voting in favor and none opposed, the Board convened to Executive Session to consult with Counsel to discuss pending litigation, and matters required to be kept confidential by law, trade secrets, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Adjournment of Meeting

With no other business to come before the Board, the meeting was adjourned at 1:00 p.m., following executive session.



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

Task Force on Differentiation of the Regional Campuses

Moira Casey

Regional Associate Dean for Academic Affairs &
Associate Professor, English, Regional Campuses

Maria Cronley

Senior Associate Dean & Professor,
Farmer School of Business, Oxford Campus

December 5, 2014



Task Force Members

Ayodele Abatan	Chair & Professor, CPSAS, Engineering Technology, Regional Campuses
Andrew Au	Coordinator & Associate Professor, Art, Middletown Campus
Susan Brehm	Chair & Professor, Speech Pathology & Audiology, Oxford Campus
Beth Dietz	Professor, Psychology, Middletown Campus
Doug Meikle	Chair & Professor, Biology, Oxford Campus
Howard Karger	Chair & Professor, Family Studies & Social Work, Oxford Campus
Beverley Taylor	Coordinator & Professor, Physics, Hamilton Campus
Cole Tyman	Student Body President, ASG, Oxford Campus
Sabrina Cox	Student, Middletown Campus
Shan Qureshi	Student, Hamilton Campus
Betsey Dietrich	Administrative Assistant, Office of Regional Campus Dean



Task Force Charge

- *“...explore options for a new intercampus organizational model...identifies alternatives for greater mission and operational differentiation.”*
 - Review and analyze various organizational models
 - Present alternative structures and strategies for fiscally viable growth in bachelor degree program enrollment
 - Present options for clearly differentiating the Miami Regionals while maintaining a Miami identity
 - Identify issues that will need to be resolved as a result of the proposed changes



Process

- Charge given October 1, 2014
- Report due November 21, 2014
- Ten Task Force Meetings
- Regular Meetings with Interim Provost Gorman
- University-wide Stakeholder Feedback
 - Students & Faculty
 - Community
 - Administration – eLearning, Finance, Development
 - Website: emails and open letters



Regional Models

- Began with 20 models; 11-indepth
 - Distance from main campus
 - Accreditation
 - Number of bachelor's degrees
 - Number of “duplicate” degrees and level of duplication
 - Central or separate course catalogs
 - Size of student body
 - Departmental and divisional structure
 - Upper level administrative structure
 - Centralized services
 - Diploma
 - Faculty promotion and tenure process
 - Community context
 - Default/retention/graduation rates
 - Financial status
 - Admissions process

Board of Trustees Meeting, December 5, 2014



Options and Recommendations

➤ Degree Strategies

- Traditional disciplines and “levels of duplication”

➤ Student Success Issues

- Admission
- Relocation paths



Options and Recommendations

- Administrative and College Structures
 - Academic Units and Structure
 - Faculty Organization
 - Governance

- Differentiation
 - Accreditation
 - Diploma/Transcript Notation
 - Branding and Marketing



**Report from the
Presidential Task Force
on Differentiation of the Regional Campus**

November 21, 2014

Task Force

Moira Casey	(Co-chair) Regional Associate Dean for Academic Affairs and Associate Professor, English, Regional Campuses
Maria Cronley	(Co-chair) Senior Associate Dean and Professor, Farmer School of Business, Oxford Campus
Ayodele Abatan	Chair and Professor, Engineering Technology, College of Professional Studies and Applied Sciences, Regional Campuses
Andrew Au	Coordinator and Associate Professor, Art, Middletown Campus
Susan Brehm	Chair and Professor, Speech Pathology and Audiology, Oxford Campus
Beth Dietz	Professor, Psychology, Middletown Campus
Doug Meikle	Chair and Professor, Biology, Oxford Campus
Howard Karger	Chair and Professor, Family Studies and Social Work, Oxford Campus
Beverley Taylor	Coordinator and Professor, Physics, Hamilton Campus
Cole Tyman	Student Body President, Associated Student Government, Oxford Campus
Sabrina Cox	Student, Middletown Campus
Shan Qureshi	Student, Hamilton Campus
Betsey Dietrich	(Support) Administrative Assistant, Office of Regional Campus Dean, Regional Campuses

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Executive Summary

On October 1, 2014, President Hodge convened the task force and asked the members to provide “analysis of the opportunities and challenges of increased differentiation between Miami’s regional campuses and the Oxford campus,” and explore alternatives for greater mission and operational differentiation of the intercampus organizational model.

The task force met ten times over seven weeks and worked extensively on the charge items. Subgroups were assigned to investigate specific campus models and to meet with specific University stakeholders. Although the task force’s charge did not specifically include this, the team felt it was also important to gather University-wide feedback, provided via a variety of regional faculty forums and senates, community advisory events, open public forums, and an email address devoted to the task force.

In our work, the task force has recognized the complexity and scope of our charge. For each charge item, the task force has attempted to perform a thorough analysis, make constructive recommendations, and delineate the benefits and challenges of each. Specifically, the task force attempted to select and analyze a breadth and depth of regional campus systems that would provide rich information from which to draw our recommendations, examining twenty models in general, and eleven models in depth. Related to “structures and strategies for fiscally viable growth,” the task force focused on and developed recommendations on issues related to degree strategies; paths to graduation and student success; campus, administration and faculty organizational structures; and the use of centralized services.

Although the report makes specific recommendations and suggestions related to multiple aspects of our charge, to simplify the decision-making and implementation that will necessarily result from this report, we emphasize the following three priorities:

1. The Miami regional system, like the models we examined, needs to be enabled to offer certain, select “traditional” degrees that will be able to be launched very quickly and use existing faculty resources. These degrees might be packaged and/or configured in slightly different ways, than their Oxford counterparts. We specifically identify Biology, Communication, English, History, and Psychology as areas of opportunity.
2. For recruitment of high quality faculty and the maintenance of high quality curricula, newly hired or assigned regional system faculty should have opportunities to maintain connections to the relevant Oxford department; we therefore recommend opportunities for affiliation or joint faculty appointments for all incoming regional faculty, who previously would have been hired into Oxford departments.
3. We recommend against separate accreditation at this time. The models examined do not demonstrate the necessity of separate accreditation to accomplish priorities #1 and #2.

The remainder of the report is organized into four sections. The first and second sections detail the President’s charge and the process of the task force’s work. The third section, Report and Recommendations, addresses each charge item and provides analysis and recommendations where applicable. The last section includes appendices.

Charge to the Task Force

The Task Force received its official charge from President Hodge on October 1, 2014:

“I write to invite you to serve on a task force charged with the analysis of the opportunities and challenges of increased differentiation between Miami's regional campuses and the Oxford campus. In this memo, I will briefly summarize the context and explain the details of the charge.

As you know, the landscape of higher education is undergoing rapid changes including an explosion of higher education choices from private and public, large and small colleges, universities, community colleges, and for-profits. With this increase in choices comes increasing, and often fierce, competition for students among the many universities and colleges across the state, nation, and globe. At the same time, the need for more accessible and affordable higher education has never been more essential, especially among under-served populations.

In 2008, in an effort to address these challenges, the Chancellor of the Ohio Board of Regents called for the state's regional colleges to focus on providing baccalaureate degrees and the community colleges to focus on providing associate degrees. Five years later, Miami University responded by establishing the College of Professional Studies & Applied Sciences and creating six departments and seven bachelor degree programs.

Despite these changes, the regional campuses continue to confront significant enrollment and other challenges. Quite simply, the current trajectory of the regional campuses is not financially sustainable nor is it programmatically sufficient to meet the needs of the students and the region.

Last year, Provost Gempesaw asked Dean Pratt to examine the Indiana University/IU East relationship to generate ideas that would advance the mission of the regional campuses and “provide the best regional campus experience in the state, enhanced by accessible and affordable undergraduate and graduate degrees.” This past summer, Dean Pratt assembled an ad hoc committee to conduct a S.W.O.T. (strengths, weaknesses, opportunities, and threats) analysis of the IU/IU East relationship and its application to the relationship between the Oxford and regional campuses. The committee's report concluded by recommending, “the establishment of a differentiated brand for the regional campuses that identifies the campuses as Miami, while distinguishing them from the Oxford Campus.”

I am asking that you further explore the options for a new intercampus organizational model at Miami. In particular, I am asking you to produce a report that identifies alternatives for greater mission and operational differentiation. Specifically, I ask you to accomplish the following:

- Review and analyze various organizational models (beyond the IU/IU East model) that may be applicable to the Miami context;
- Present alternative structures and strategies for fiscally viable growth in baccalaureate degree program enrollment on the regional campuses;
- Present options for clearly differentiating the Miami Regionals while maintaining a Miami identity;
- Identify issues that will need to be resolved as a result of the proposed changes.

Betsey Dietrich, administrative assistant in the office of the regional campuses dean, will serve as support staff for the task force.

Please submit the report to Interim Provost Ray Gorman by November 21, 2014. Provost Gorman and I, in consultation with senior university leadership, will then determine a recommended course of action.

It is anticipated that on December 1, 2014 the results of your report, and the proposed course of action, will be presented to the University Senate. Per Senate Resolution 14-01, a process coordinator would then be announced and an ad hoc committee formed to move forward on a specific proposal for greater differentiation, mission focus, and sustainability of the regional campuses. On December 5, 2014 the Board of Trustees will be apprised of the recommendations and process. Following the 14-02 guidelines, the proposal will be vetted with the university and community through the Winter and Spring terms, and a final course of action, including any appropriate modifications, presented to the Board of Trustees for action at their May 1, 2015 meeting.

I want to thank you for your willingness to join this task force and work on this important endeavor which is of great strategic importance to the university and its stakeholders, especially those served by the regional campuses.

Task Force Process and Activities

The task force began work with the co-chairs by meeting with Interim Provost Gorman to discuss the formal charge and to discuss potential activities and direction for the task force work. Subsequently, the co-chairs met bi-weekly with the interim provost to discuss task force progress. In addition, the co-chairs met the members of COAD and presented information at the Chairs and Directors Breakfast, to review the task force's charge and activities, and to answer questions and solicit feedback.

The task force met ten times over seven weeks and worked intensely and collaboratively on the charge items. Subgroups of the task force were assigned to gather information, investigate specific campus models and to meet with specific stakeholders. Subgroups reported at each meeting and did additional research as necessary. Stakeholder meetings included representatives from University Finance and Business services, University and regional campus eLearning units, regional development offices, Citizens' Advisory Boards for Hamilton and Middletown campuses, and the Corporate and Community Institute.

The task force also had access to, and examined, financial information and student information data and information relevant to the charge, provided by Institutional Research, as well as past reports of various s and task forces related to the regional and Oxford campuses, dating back to 2009. Of note is the summer 2014 SWOT Analysis of the Indiana University Intercampus Model report. The task force considered this report as part of our analysis and investigation.

Additionally, although the charge did not specifically include this, the task force decided it was crucial to gather University-wide community feedback. Task force representatives were thus present at two Faculty Forum meetings (one on each regional campus), one regional Senate meeting on the Hamilton campus, two Citizens' Advisory Board meetings (one on each regional campus), one open student government meeting (on the Middletown campus), and two open forums for faculty, staff, students, and the public. The input the task force received demonstrated that the charge was of great interest and concern to the University community. The feedback the task force received from the various meetings and community engagements is represented in the set of supporting documents that accompanies this report.

Feedback was also provided via a website and email address devoted to the task force. The task force received and responded to over 40 e-mails and inquiries. The task force also examined group and individual letters of concern, and information related to regional campus systems at other universities that were made available to the task force members.

Of particular note, are the open letters we received from various departments (see supporting documents set). In reviewing these letters, as well as our notes from the various community meetings and open forums, we note the following common issues that were raised:

- doubts about the legitimacy and/or meaning of the rationale behind the task force's charge;
- confusion around the meaning of "differentiation," and doubts about the relationship of financial sustainability of the regional campuses and the need for a differentiated brand;

- views that differentiation could work counter to Miami's mission as a public university and the University's commitment to diversity as outlined in the 2020 Plan;
- regional faculty members being viewed and/or valued as equal members of their Oxford-based department;
- concerns that students will no longer be able to complete degrees in Oxford;
- concerns that changes to the diploma and changes to the relocation pathways will deter students from enrolling in regional degree programs.

In summary, the task force review and analysis, and subsequent recommendations and suggestions that follow, are based on the data and information gathered, along with the task force's collective interpretation and judgment of this information. Based on this work, the task force offers the information as outlined in this report.

Report and Recommendations

In looking at each of the charge items, the task force has attempted to perform a thorough analysis, make constructive recommendations and suggestions, lay out options when appropriate, and delineate the benefits and challenges of each.

Charge Item 1: Review and analyze various organizational models (beyond the IU/IU East model) that may be applicable to the Miami context.

Summary and Analysis

The task force initially created a spreadsheet of approximately twenty possible state regional campus systems that had potential as organizational models. These were based on specific recommendations (e.g., the University of Washington system), systems that have been examined before in relation to Miami (e.g., the Penn State system), and task force members' knowledge of specific systems. The task force attempted to select and analyze a breadth and depth of regional campus systems that would provide rich information from which to draw.

We initially examined a set of 15 criteria. These criteria, although not exhaustive, were chosen to reflect issues the task force thought would be most relevant to its analysis. Additionally, we purposely chose criteria that would allow for comparisons to the Miami regional campuses and provide insights relevant to our charge. However, we are unique. No *one* model matches the size, current situation, and organization (two regional campuses operating as one) perfectly; these criteria thus were not used to eliminate campuses necessarily, but to assist with analyzing the advantages and limitations of using any aspect of these models at Miami:

1. Distance from main campus: The close proximity of Miami's regional campuses to the Oxford campus has been discussed as both a strength in terms of faculty and student relationships, course offerings, and collaboration opportunities, and as a weakness in terms of the perception of competition if similar degrees are offered on the regional campuses. To help the task force see how other systems address these issues, all of the models examined are located within an hour's drive of the system's main campus.
2. Separate accreditation: Nine of the eleven campuses we examined are not separately accredited. Accreditation does not appear to be significantly correlated to numbers or types of degrees and majors or to the catalog system used; it also does not appear to be particularly related with brand differentiation.
3. Number of bachelor's degrees: Miami's regional system currently offers seven bachelor's degrees. The number of degrees offered by the systems we examined range from six to seventy. While we cannot assert a direct causation between enrollment and retention and number and types of degree offerings, many of the apparently successful models examined (e.g., University of Washington - Bothell and University of Pittsburgh - Greensburg) offer over twenty bachelor's degrees.

4. Number of “duplicate” degrees and the level of duplication: Miami’s regional campuses are currently not permitted to offer complete four-year degrees housed in Oxford divisions and they are discouraged from proposing degrees that overlap substantially with Oxford degrees. In almost all of the models examined, duplicate or similar degrees are offered on the regional campus, although the level of duplication varies (see #11, “central or separate course catalogs”). “Traditional” degrees, most notably in the disciplines of English, Biology, History, Psychology, and Communication, are offered on most of the campuses we examined, campuses that share many of the characteristics of Miami’s regionals.
5. Size of student body: Size of the models ranged from 2000 students to 9000 students. Although some of the models are aspirational in terms of size, others (such as IUPUI - Columbus) are smaller.
6. Departmental and divisional structure: Charge item #2 asks the task force to present “alternative structures” for the development of bachelor’s degree programs. The divisional structures of the models ranged from having no divisions to having eight, with the majority of models having three to five divisions. Departmental structures also varied considerably, with some models having faculty located within departments on the regional campus and others having faculty located within departments housed on the main campus. The departmental and divisional structure did not seem strongly correlated with regional campus success.
7. Upper level administrative structure: Titles of the campus leaders range (Dean, Executive Dean, Chancellor, Vice Chancellor, President) and their reporting structure also varies. Some report to the head of the university systems, some report to a vice-provost in charge of the regional campuses, and some report both to a vice-provost for regional campuses and to the leader of the entire system.
8. Centralized services: Almost all models appear to have a centralized human resources and benefits system. Most have centralized library and IT services, and they pay a fee for those services (as Miami’s regional campuses currently do). Localized services include (in some instances) bookstores, food services, and maintenance/physical facilities.
9. Name on diploma: All of the models examined had the name of the university system on the diploma (e.g., University of Washington), and approximately half of the regional campuses also specified the campus (e.g., “University of Washington” appears across the top of the diploma, but in the text of the diploma it is noted that the degree was “awarded at Bothell”).
10. Faculty promotion and tenure process: The promotion and tenure processes varied widely, with about a third of the models promoting and tenuring faculty on the regional campuses, a third promoting and tenuring faculty to the main campus, and another third either doing some combination of the two processes.

11. Central or separate course catalogs: Approximately half of the models are working from the same course catalog as their main campus; the other half are not, but in most cases the courses are accepted as equivalent to courses on the main campus. There appears to be no correlation between whether campuses have a central catalog and whether they offer “duplicate” degrees.
12. Community context: With some exceptions, the task force tried to examine models situated within communities that demographically resemble the communities of Middletown, Hamilton, and the Cincinnati-Dayton corridor. We looked primarily at campuses with suburban and/or rural communities. Because regional campuses tend to be more vulnerable to the financial state of the local community and its industries, we felt that community context is significant in determining why a given regional campus might be struggling or thriving. Community context is also significant because some regional campuses may offer some degrees that are connected to local industries and employment opportunities.
13. Default/retention/graduation rates: Examination of retention, graduation, and student loan default rates, along with the overall financial status of the campus helped the task force to see to what extent the models are successful given their current configuration. However, the long-term sustainability of the models is somewhat unknown, since the task force did not always have access to full data.
14. Financial status: As with default, retention, and graduation rates, the financial outlook for each model was not always obtainable. The task force looked primarily at whether enrollments appeared to be increasing or decreasing, whether the campus was experiencing expansion in the form of degrees, residential services, etc., and the general robustness of the economy in the surrounding community.
15. Admissions process: Although we did not rule out schools that have a selective admissions process, we tried to take this into consideration in our analysis, particularly when evaluating the “success” of the campus.

Based on the twenty models initially examined, we ultimately examined eleven models in depth. Appendix A provides summaries of the schools we examined closely. These schools include:

- University of Washington - Bothell
- IUPUI at Columbus
- Kent State University - Stark
- The Ohio State University - Newark
- The Ohio State University - Marion
- Ohio University - Lancaster
- Ohio University - Zanesville
- Penn State - Harrisburg
- University of Houston - Clear Lake and Downtown
- University of Michigan - Dearborn
- University of Pittsburgh - Greensburg

From these models, a few characteristics stood out to task force members as particularly informative, and thus are included here:

- UW - Bothell has been very successful at attracting and hiring well-qualified tenure track faculty by specifically giving them the opportunity to build new degrees. The Vice Chancellor indicated that she uses this as a distinct advantage to draw like-minded faculty, excited about the opportunity of building new programs.
- UW - Bothell has degrees in traditional areas, such as Biology, but the classes in the degrees vary; they try to find a component of the degree that makes it distinctive and serve their students. This helps to market it to students. Courses are designated with unique prefixes by campus. Overall, the campus has built a reputation as a campus that really cares about students and a faculty that is highly engaged. The students feel the faculty really care about them. It feels intimate. They are the most diverse campus in the state and 50% are first-generation.
- UW - Bothell faculty have some affiliations to main campus (e.g., in science); depth of relationships vary individually, but there is no required arrangement. These faculty members can access labs and facilities on main campus and engage in collaboration with faculty across campus, however, the assumption is that faculty members bring resources or potential resources to the main campus affiliation in the form of grant monies or research, etc. All faculty members are under a single University Provost, but otherwise, hiring and promotion and tenure reside in Bothell.
- The Ohio State University regional system explicitly uses a referral system to funnel non-admitted main campus students to the regional schools. The University of Pittsburgh regional system does the same.
- Within the Ohio State University regional system, it was also very telling that the campuses that look most like our regional campuses in terms of numbers of degrees (e.g., OSU - Marion), are struggling with decreasing enrollments.
- The Kent State system uses a "Regional College" to house certain degrees and some (but not all) of the regional faculty. Faculty members not in the Regional College are members of departments on the main campus and are evaluated for tenure jointly by that department and by a regional campus committee.
- Kent State - Stark can propose "duplicate" degrees through the relevant main campus department. If approved (based on demand and demonstrated faculty resources), they can market the degree as being offered in its entirety on the Stark campus.
- University of Pittsburgh - Greensburg boasts a very successful graduation rate (50-58%) and despite the fact that enrollment is declining, they are financially sound - note that tuition is only slightly less expensive (approx. \$13k) than the main campus (approx. \$16k). Thus, from a financial perspective, this is not a model we are able to emulate. They have 24 majors, all of which duplicate, in part or in full, those on the main campus. They have autonomy with regard to course and degree creation, although they must have majors approved by a University Curriculum Committee and the Provost. Faculty promotion and tenure is through the regional campus.
- IUPUI-Columbus began tenuring faculty to the regional campus about five years ago, and seem to be moving towards greater independence and more four-year degrees. They use the same course catalog but assemble those courses uniquely in their degrees given their more limited faculty resources; they recently received approval to offer an English degree in this way. Their faculty members have a 3-3 course load.

Charge Item 2: Present alternative structures and strategies for fiscally viable growth in baccalaureate degree program enrollment on the regional campuses.

Summary

The models we investigated reveal a wide range of organizational structures and programming configurations across the schools that were examined (identified in charge item #1). Drawing on this information, the task force developed a number of recommendations related to organizational structure and programming strategies, along with multiple possibilities for consideration in some cases. For this charge item, the task force focused in on a number of issues related to degree strategies; catalog and course strategies; paths to graduation and student success; administrative structures; college and faculty organizational structures; and use of centralized services. The recommendations are based largely on the examination and analysis of the information we collected on models we investigated, as well as input from a broad range of faculty, staff, students, University sources, and community members.

It should also be noted that few of these options and recommendations stand in isolation to the others. Adoption or rejection of a given path will, of course, have consequential effects on other strategies and outcomes.

Recommendations

Degree Strategies

For the regional campuses to become fiscally successful in the long term, the number and type of four-year baccalaureate degree programs needs to increase. To this end, degree structure, including the types, numbers of degrees, and the amount of “duplicate” or very similar degrees was a key issue that we examined and considered. Based on this examination, the task force recommends that the regionals be enabled to develop degrees that meet the needs of regional students, including degrees in those disciplines currently offered on the Oxford campus.

While the creation of new specialized degrees just to serve the local workforce may enhance enrollments, we believe it is not sufficient to maintain the long-term financial sustainability of the regional system. Our examination of the models supports offering a core set of “traditional” majors, in disciplines such as English, Biology, History, Psychology, and Communication, in their entirety on the regional campus, which primarily serves a distinctly different target audience than the Oxford campus, a target market that is time and place bound and, for various reasons, cannot realistically be expected to pursue permanent relocation to the Oxford campus. Within Ohio alone, there are 12 regional campuses offering an entire Psychology degree, 11 offering English, 11 offering Communication, 9 offering History, and 2 offering Biology. Among the regional campuses examined closely by the task force, 7 offer Psychology, 7 offer English, 7 offer History, 9 offer Communication, and 6 offer Biology.

Additionally, most models that we examined suggest that degrees/majors/curriculum should be proposed, justified, and developed, based on:

- clear alignment with the existing regional campus faculty resources and expertise, but with the independence to create new programs and degrees that may necessitate additional faculty and/or staff lines;
- the use of the foundation of the Miami Plan for Liberal Education;
- the use of components and/or areas of emphasis or specialization that draw on the strengths and expertise of faculty, that best serve the needs and interests of the students, and are responsive to the demand for recognizably traditional degrees, while also being aspirational in the creation of new degrees;
- an impact and demand analysis of how the program would serve the region, including the broad demand for more employees with baccalaureate degrees (Section 4.2 of the Ohio Board of Regents' degree proposal form requires a "needs assessment/market analysis" to determine if a degree meets the needs of the region and fits with the institution's mission).

The task force recognizes that in some cases there are majors where the regional system does still serve as a true feeder system (e.g., Art, Family Studies). For these models, we must ensure we are reinforcing the 2+2 system (or a similar pathway configuration). Further we must not compromise the fiscal viability of degrees that currently exist, and this should be considered. One option the task force discussed was a model where students would complete the first two years on the regional campus, then fully relocate to Oxford for an existing degree or alternatively, remain on the regional campus for a more general version of degree. Thus for example, all students in the creative arts discipline that begin on the regional campus could take their first two years on that campus (as is the current practice), then to complete a Studio Art major, the student would have to relocate, but if the student wanted to complete a general Art Studies degree (a degree that would be developed for the regional campus), they could do so in the regional system. This would encourage systematic relocation to Oxford, while at the same time retaining those students who cannot relocate to Oxford.

Approval for new/revised regional campus degrees, majors, and courses should flow through the regional campus governance system (assuming such a supporting governance system is developed), and the University Provost for submission to the Ohio Board of Regents (OBOR), as is the current practice in the Oxford campus system and as per MUPIM. This process will depend on the campus administrative and organizational structure that is put in place; this will be a key consideration for future process and implementation planning.

The task force also recommends that regional academic units continue to have the ability to offer programs that carry unique admission requirements, and/or differential fees or tuition models, as is currently the case with the nursing program. See the section below entitled, "Admissions."

Course Catalog and Course Designation Strategies

Approximately half of the models we examined are working from the same course catalog as their main campus; the other half are not, but in some cases the courses are accepted as

equivalent to courses on the main campus. The task force recognizes that this issue is intertwined with the issues of faculty departmental membership and input on curricular changes. In situations where offering programs in regional divisions requires teaching and incorporating existing classes, faculty affiliation must exist to ensure long-term curricular consistency. Whichever path is chosen, we recommend that a system be developed that works to maintain and create the highest quality curricula on all campuses.

Due to the complexity of this issue, the task force agreed to outline two options with their respective strengths and weaknesses. Options:

1. Continue with a central catalog and our current course designation system: With this option, the regional campuses would continue to use the same courses in the Miami Plan with the option to develop new discipline-specific courses in new degrees (as the regional campuses have been doing through CPSAS curricular processes). Faculty would need to continue to have joint or affiliated status in Oxford-based departments to maintain curricular input, and Oxford-based departments would need to lift any restrictions currently in place that control the offering of 300- and 400-level courses on the regional campuses. The strengths of this option are that it requires few immediate changes other than the establishment of joint or affiliated appointments for future faculty hires, and it aids in ensuring a high quality *Miami* education across all campuses because the decision-making lies with the appropriate departments. The possible weakness of this option is that it may not provide sufficient autonomy, and constrict the regional campuses from developing courses that specifically meet the needs of regional campus students and programs in fields or areas that have Oxford-based departments.
2. Develop a separate regional campus course catalog and/or course designation system: With this option, the regional campuses would develop their own courses, including Miami Plan foundation requirements, and follow the model of the University of Washington - Bothell campus, where the courses may have the same name and number but a clear campus designation. The courses could count the same for relocating students (i.e., a regional ENG "111r" would count the same as an Oxford-based ENG 111), although course equivalency may need to be evaluated over time as courses evolve. The primary strength of this option is the ability of the regional campuses to make curricular decisions that address the particular needs of regional programs and students, without needing to consult with Oxford-based departments and divisions. The weaknesses include the length of time the separate catalog would take to develop, the potential for a regional degree to be perceived as academically weaker or less rigorous than an Oxford degree due to the different Miami Plan courses, and the dependency of this option on current faculty being willing to devote their energies to the development and instruction of an entirely new course catalog.

Paths to Graduation and Student Success

A key component to the consideration of fiscally viable organizational structure is the perceived and actual path to graduation for the student. Some Miami students have clearly communicated to the task force that the ability for regional students to complete the vast range of degrees at

Oxford is a major factor in their decision to attend the regional campuses, even if they do not actually relocate and graduate, as data suggests. It also follows that this attitude could naturally shift, if a wider variety of desired degrees were offered for completion in the regional system. Task force members also recognize the marketing and retention power of offering as many bachelor degree programs housed on the regional campuses as is possible, given the capacity and faculty resources.

Thus, the goal is to clearly show a path for relocation to Oxford, for those students for whom this is most appealing, while expanding the ability of students to successfully complete degrees in the regional system. This involves a consideration of admission practices, pathways for relocation, and policies related to the “swirling” of full-time students (“swirling” is the term for students taking classes on campuses that are not their officially declared campus in Banner). The recommendations that follow are designed to grow and retain both groups: students who will come to the regional campuses to finish a degree in Oxford and students who will come to the regional campuses and complete their degree there.

Admissions. The task force recommends that the regional campuses investigate the impact of establishing some type of admission requirement. Most of the models we analyzed, except those in Ohio, were not open enrollment and had admission standards, as well as differential fees and tuition models. Consistent with research on retention rates and strategies to improve retention and graduation rates, the task force believes that moving away from an open-admission policy to admission requirements will help to improve the retention and graduation rates on the regional campuses. The more successful regional campus systems are selective, even if only minimally. Accepting better prepared students to the regional campuses should help to improve retention and graduation rates and also likely decrease student loan default rates. Related to this recommendation of an admission requirement, the task force recommends that Miami’s ACE program be investigated as a potential model for continuing to admit students through an open admissions policy. Students who do not meet the admission requirement could still attend the regional campuses, but their course options would be restricted and they would not be counted as degree-seeking until they have met certain criteria. These students would be in a program that would specifically support them and help them work towards a specific degree, and ultimately become degree-seeking college students.

The task force recommends that the Oxford Office of Admission directly and explicitly refer in-state students who have been denied admission to Oxford to the regional campus system. Our research revealed that the University of Pittsburgh’s Greensburg campus gets one-third of its enrollment through such direct referrals. The Ohio State University system also uses this type of direct referral system. Our analysis of our enrollment and financial projections shows that the regionals will need to increase enrollment rapidly in order to meet our short- and long-term financial goals. Direct referrals from Oxford will help the regional campuses weather the recent negative publicity and downward Ohio regional campus enrollment trajectories by building our target markets, growing Miami’s overall enrollments, and helping the University market the regional campuses as a pathway to an Oxford degree.

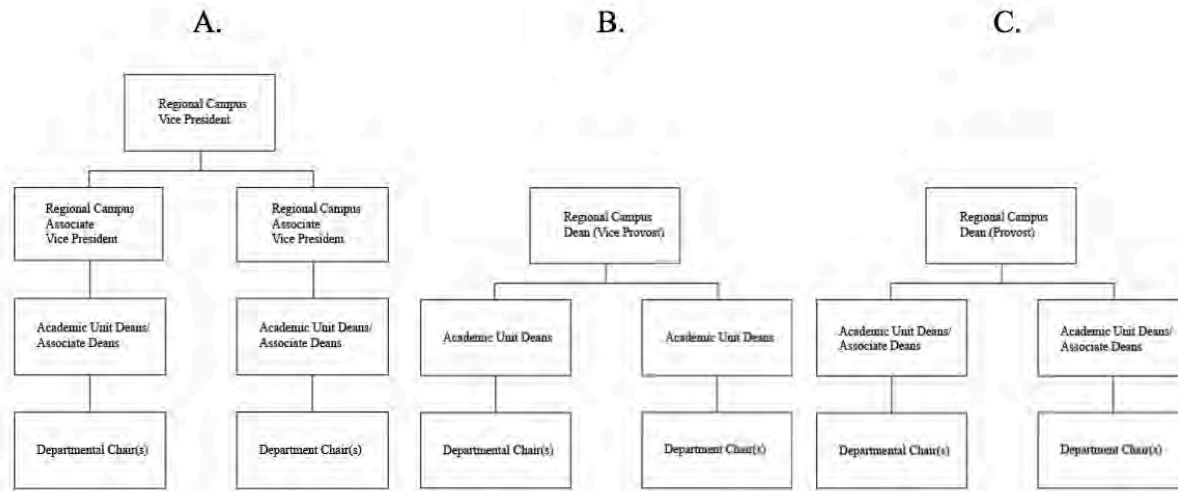
Relocation. To strengthen the fiscal viability of the regional campuses, the task force recommends the pathways to official relocation to Oxford be clarified and simplified for students, and that resources in advising and marketing be dedicated to better communicate the process of relocation, the recommended timeliness for official relocation, and the support students will have for relocating. Clear 2+2 or 1+3 pathways (depending on the individual degree program) should be outlined for all Oxford degrees that can be started at the regional campuses in order to encourage relocation after the completion of the equivalent of a student's sophomore year (at the latest). Likewise, clear pathways should also be outlined for regional campus degrees that can be started at Ohio community colleges. The task force also recommends that greater mission and operational differentiation not cause "relocation" to be redefined as "transfer." Miami students taking Miami courses at any campus should continue to be able to relocate without any adverse impact on their accumulated Miami credits. Additionally, the task force encourages the establishment of financial structures and scholarships that assist regional campus students with the cost of official relocation. Without clear pathways and support structures for official relocation, the task force fears that the project of differentiation will result in a decrease in regional enrollments due to students perceiving there will no longer be a path to graduation from the Oxford campus. Our mission includes providing access to majors that meet urgent local needs and some of those such as social work, will likely only be available via the Oxford campus. Thus, it is mission critical that there be a financially viable option for regional campus students to relocate to Oxford.

To help students see the recommended timeliness and clear pathways for official relocation, limiting swirling during the regular academic year between the regional and Oxford campuses would be helpful. The task force recognizes that the unofficial swirling of full-time regional campus students to the Oxford campus presents some concerns. To address this while also maintaining the advantages of students having three campuses of classes to choose from, the task force recommends not eliminating this practice entirely but setting a cap on the number of credit hours students can complete without officially relocating or changing their campus of student. (For example, a Miami student may be limited to two courses per year on any campus other than the declared home campus.) This permission might be accompanied with a fee for those courses, or possibly a fee only for classes that exceed the course limit. Implementation of this type of policy would also likely require current students to be "grandfathered" in some fashion, since we currently have students that have been taking classes part-time for several semesters.

Administrative Structures

The task force recognizes that there are multiple issues associated with campus and administrative structures, both from the perspective of the upper administration and the faculty. Across the models the task force examined, titles of campus leaders and their reporting lines varied widely, but generally, the regional systems operated as mirror versions of their main campus, with similar organizational structures. Because Miami faces the unique challenge of operating multiple geographic locations under the single regional system, our examination of models suggests that we should continue to operate with a single head that reports to the President. Further, each academic unit will need administrative support. Regardless of the administrative ranks and "titles" of these individuals, it is likely the system will need a regional administrative head; dean-type divisional heads; and departmental chair-type heads that oversee

majors or disciplines. Although these models might appear to be adding multiple layers of costly administrative positions, the task force agrees that in the immediate future, it would be possible to establish these positions with minimal numbers of new administrators (one additional associate dean, for example, could ensure that each regional division has an associate dean as a leader -- see the section below on “College and Faculty Structures”). The existing administrative positions might only need minimal enhancement and revision during the transitional period. Possible administrative models might include:



College and Faculty Structures

Charge item #2 asks the task force to present “alternative structures” for the development of bachelor’s degree programs. The task force’s investigation shows that most regional models operate with a divisional-type system, similar to the Oxford campus, with three to five divisions typical. The task force envisions the need for one to three additional regional campus units, in addition to CPSAS, such as a unit housing “arts and sciences” and one housing “social sciences and education.” The additional academic units could be based on the current regional coordinators, but with some combining and regionalization, taking the numbers of full-time faculty into consideration. A regional unit in arts and sciences (e.g., College of Humanities and Sciences), for example, would house approximately 75 full-time faculty, and a regional division for social sciences and education would house approximately 23 full-time faculty, compared to CPSAS which currently houses approximately 65 full-time faculty. With a regionally based Psychology degree, the social science and education division would be an area that might be expected to grow considerably and soon reach a better balance in full-time numbers compared to the other divisions. A key consideration to the establishment of divisions is the level of autonomy they will have. CPSAS, as it was created, is still severely limited in the manner in which programs are developed. Divisions that are created as part of the regional system need to have sufficient independence for degree development.

Promotion and Tenure. Departmental faculty structures also varied considerably, with some models having faculty located within departments on the regional campus and others having faculty located within departments housed on the main campus. If a college structure that mirrors the Oxford campus is adopted for the regional system (i.e., divisions/departments), then MUPIM could apply across contexts. Thus, the task force recommends that new faculty should be hired, promoted, and tenured in the new divisional units. This will fully enfranchise faculty in the regional divisions, giving them the autonomy to develop and approve degrees and provide for a system of faculty member shared governance for the regional system. It is also recommended that current faculty have the opportunity to maintain membership in Oxford divisions, while also being assigned to the applicable regional division, upon the formation of those divisions.

Feedback we have received from many individual faculty and some Oxford departments is that regional campus faculty are an integral part of many Oxford departments, and it is important for Miami to maintain this relationship in a variety of situations. Currently, most CPSAS faculty do not have an affiliation with an Oxford department, and as new programs are created there will be certainly be new faculty for whom an association is not needed. However, in other cases where the connection is clear, particularly where faculty may be teaching courses originating in Oxford departments, faculty connections must be maintained. The task force debated how to best accomplish this; both affiliate status and joint appointments have benefits and drawbacks, and thus the task force hesitates to recommend a “one size fits all” model for these connections.

Centralized Services

Most of the models the task force examined appear to have centralized human resources and benefits systems, to take advantage of economies of scale for the whole university system. Many systems have centralized library and IT access and pay a fee for those services (as Miami’s regional campuses currently do). Localized services include (in some instances) bookstores, food services, and maintenance/physical facilities. The task force recommends continuing to offer a mix of centralized and local services, as is current practice. Likewise, the task force recommends that the regional campuses continue to organize around a unified “regional” system structure, thus, localized services would need to continue to be considered holistically across the regional campuses.

Charge Item 3: Present options for clearly differentiating the Miami Regionals while maintaining a Miami identity.

Summary

The models we investigated were not particularly informative in revealing opportunities for more fully differentiating the Miami regional system. In most cases, the campuses we examined already enjoyed a fairly distinct and differentiated mission and value-proposition from their main campus, and so there was little insight to be gained in how to help transition our regional system in this regard. Thus, for this charge item, the task force focused on separate accreditation, diploma and transcript designations, and marketing and brand messages, as potential mechanisms for greater differentiation.

Recommendations

Accreditation

The task force recommends against separate accreditation for the regional campuses at this time. Although separate accreditation is not specifically part of the charge, the task force discussed how “greater mission and operational differentiation” as well as a “differentiated brand,” might be achieved in part through separate accreditation. Only two of the models examined have separate accreditation, thus demonstrating that separate accreditation does not have a clearly objective relationship to differentiation. The task force does recognize, however, that there may be some perceived advantages to separate accreditation. Specifically, separate regional system accreditation could ease some of the obstructions that exist on the main campus as new curricula and programs are developed. Separate accreditation may also give the regional system a sense of autonomy and responsibility. Despite these potential advantages, the task force remains concerned that seeking separate accreditation at this time would add an administrative burden to regional system. Most importantly, because accreditation requires financial viability, seeking separate accreditation at a time when the regional campuses are facing significant financial challenges would be unadvisable.

Diploma and Transcript Designations

As with separate accreditation, the specification of the regional campus on a diploma could be considered a step towards achieving a “differentiated brand.” About half of the models the task force examined had some type of regional designation on the diploma. A common designation could read “Miami University, awarded at Oxford Campus,” and “Miami University awarded at [name] Campus.” Likewise, the transcript could have a like designation. The task force recommends that Oxford degree diplomas and transcripts also specify the campus, if the regional degree diplomas and transcripts do. It should be noted, the task force members did not fully agree on the extent to which there is a relationship between campus location being listed on the diploma and a differentiated brand. There was also debate among the task force members about whether the current process of listing the divisional unit on the diploma is sufficient. Finally, input from current students across all of the campuses, parents of regional campus students, and regional campus community members, reveals that changes to the diploma are controversial.

Marketing and Brand Messages

One key feature of Miami's regional campuses that is fairly unique from the systems we examined is that our current structure combines multiple locations into one regional campus system. Based on our analysis, most regional campuses (e.g., UW - Bothell vs. UW - Tacoma) operate independently, serving distinct target markets. This presents Miami with a rather singular challenge of how to brand and identify the Miami regional campuses in such a way as to convey a unified regional system that is one system with multiple locations. At the same time, capturing the distinct personality of each campus, while remaining quintessentially "Miami" is also extremely important. Finally, to add a layer of complexity to this branding question is anecdotal evidence that suggests that regional campuses that designate themselves based on geographic direction (e.g., "east" or "southwest") are perceived by potential students and stakeholders as less appealing. In looking at Truman University (formerly Northeast Missouri State University) and the University of Louisiana at Lafayette (formerly the University of Southwestern Louisiana), we found that name changes can work to better reflect the institution's mission as well as help establish a positive reputation beyond the local region.

Based on these factors, the task force recommends that, at the very least, the regional campuses should be designated as a singular, holistic unit - "Miami Regional System" or "Miami Regional Campus." Further, the task force suggests that future process and decision planning teams consider a potentially more inspirational name for the regional system that captures the sense that we are one "Miami" with a variety of locations, spaces, and purposes that go beyond geographic constraints.

While there was not consensus on this issue among task force members, an examination of the regional campuses mascots, colors, logos, etc. should be considered to see if these might be vehicles for greater regional campus unity and brand differentiation. The task force recognized that students are passionate about these symbols on all three campuses, but that these symbols are highly visible communication vehicles that could be leveraged to "differentiate the Miami regionals while maintaining a Miami identity."

As process plans and decision and implementation strategies are put into place, it is clear that the potential for misinformation and uncertainty about the regional campuses identity will arise. It will be imperative to address this uncertainty with clear reinforcement of regional campus' commitment to its value-proposition and mission with aggressive marketing and public relations strategies.

Charge Item 4: Identify issues that will need to be resolved as a result of the proposed changes.

Summary

For this charge item, the task force tried to simply identify issues that will arise and need to be addressed based on our examination of the regional system models and based on the recommendation categories detailed in charge items #2 and #3. While the list is far from exhaustive, we hope it provides some guidance as future process plans are developed.

As a general statement to the teams that work on future processes and decisions, the task force recommends that consideration be given to any area in which the regional campuses might need additional support and resources. Substantial organizational changes such as those being deliberated in this report have created uncertainty and the potential to render the regional system vulnerable. Moreover, building new academic units and growing programs also requires support and resources.

Potential Issues for Consideration and Resolution

Issues related to degree strategies:

- As noted in the recommendations related to degree strategies, future process and implementation plans will need to clearly define a path for approval of new/revised regional system degrees, majors, and courses. This process will depend greatly on the campus organizational structure that is put in place.
- Processes that address how programs strategically and holistically best serve the entire Miami University system should be considered. Current and future programs being developed in Oxford that overlap significantly with the regional mission or could experience higher demand and enrollment regionally (i.e., online degree programs and applied or professional programs that serve the specific needs of the region) should be considered for relocation to the regional campuses.

Issues related to catalog and course designation strategies:

- A separate course catalog cannot be created immediately. Should the reorganization involve the creation of a separate course catalog, the implementation should occur slowly, over time. Regional curricular input on current Miami Plan courses will need to be protected.
- Banner presents technical challenges that will certainly need to be addressed with changes to class organization and registration processes.

Issues related to admissions/relocation/swirling:

- The details of how to refer students from the Oxford denial list directly to the regionals will also need to be decided. Oxford Admissions could potentially put language into their denial letters that clearly admits the denied student to the regional campuses or the Oxford denial list could be turned over to the regional Admissions office. A combination of both strategies could be utilized and is preferred.
- Changes to the current practices of relocation and swirling may require current students to be “grandfathered” in some fashion, since we currently have students that have been taking classes part-time for several semesters. The exact process for how to grandfather current students will need to be determined.
- Current “backdoor” practices of temporarily changing official campus of registration (especially by Oxford students) will also need to be addressed.
- The details of how to provide financial support for relocating students will need to be outlined. The task force feels that limiting swirling will be perceived as an increase in costs for regional relocators, and since diversity and access is key to Miami’s mission, financial aid for regional relocators is crucial.
- As we draw higher enrollment in the long-term, we might consider some residential options. Many of the campuses examined by the task force have a residential option. In some cases the dorms are operated by the campus, and in some cases the residences are operated by a separate provider.

Issues related to administrative and campus structures:

- As policies related to organizational structure, administration, and faculty members are adapted for the regional system, MUPIM will need to be revised accordingly.
- Shared Governance: The task force was not able to examine in much detail faculty senate structures at the regional campus models. It is difficult to tell how much decision-making power regional faculty senates have in comparison to the decision-making power of the main campus and/or university-wide senates. Although regional faculty will certainly need to have a voice in shared governance on the university senate and/or a regional senate, if one were to be created, a more important priority will be having the new divisions or academic units establish their own governance systems as CPSAS did. Eventually, the current system of having faculty and staff forums and a Hamilton Campus Senate needs to be reexamined in favor of some type of regionalized senate body.

Issues related to faculty structures, promotion and tenure:

- Current faculty members' relationships to both the newly created academic units on the regional campuses, as well their Oxford-based home departments, will need to be defined to facilitate faculty support for students who choose to major in programs housed on the regional campuses, as well as students who choose to relocate.
- It is advisable that a close collaborative relationship be established between some Oxford departments and regional campus units for the processes of hiring and granting promotion and tenure. Close collaboration in those processes will facilitate the availability of Oxford campus resources (e.g. research lab space) to the regional campus faculty.
- While joint appointments and affiliate status may work initially, it may be that neither correctly categorizes the relationship that is needed between regional campus faculty and Oxford departments as we move forward. Affiliate status in some cases may be too weak a connection, yet joint appointment may be too strong, as it implies shared salary lines and shared teaching assignments that may not be appropriate when discussing cross-campus appointments. Thus, we may need a new structure that allows regional campus faculty to have an association to an Oxford department without being categorized in ways that currently exist at Miami.

Issues related to centralized services and regional infrastructure:

- As we reorganize, we need to recognize that some ancillary units such as registration, advising, and business services may need to be reevaluated as to how they operate in relation to the main campus.
- Close consultation with staff members who will be affected by any changes will be necessary; since staff were not represented on this task force, they must be represented going forward.
- Cost-effectiveness across the entire institution needs to be a primary consideration in making any decisions related to changes in centralized services. Decentralizing many services could place an unnecessary and damaging financial burden on the regional campuses.
- The regional campuses will need the freedom to make decisions related to the development of the physical plant (repairs, renovations, new construction, etc.) in order to best meet the needs of the campuses.

Issues related to diploma and transcript designations:

- If the campus name ultimately appears on the diploma and transcripts, the manner in which it appears will need to be determined and incorporated into the DAR system.

Issues related to marketing:

- Strategies will need to be considered that support the regional campuses having the ability and means to aggressively market their new degrees utilizing their key strengths: small classes, affordable prices, a high quality education, and accessible admission standards.
- The task force suggests that future process and implementation teams investigate the establishment of marketable name for the regional system that captures the sense that we are one “Miami” with a variety of locations, spaces, and purposes that go beyond geographic constraints.

Issues related to development:

- Community and regional foundation feedback indicates that we need to have dedicated work in advancement and public relations to ensure the community and our donors understand the process of differentiation and the changing identity and focus of the regional campuses.

Appendix A

Review of Regional Models

Appendix A provides summaries of the twelve schools we examined closely. These schools include:

1. University of Washington - Bothell
2. IUPUI - Columbus
3. Kent State University - Stark
4. The Ohio State University - Newark
5. The Ohio State University - Marion
6. Ohio University - Lancaster
7. Ohio University - Zanesville
8. Penn State - Harrisburg
9. University of Houston – Clear Lake and Downtown
10. University of Michigan - Dearborn
11. University of Pittsburgh - Greensburg

University of Washington - Bothell

Distance from Main Campus: 20 miles

Accreditation: Accredited with the University of Washington main campus.

Number of Bachelor Degrees: The campus offers 29 degrees.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: Many of their degrees are named the same, but they use a separate course catalog. Some degrees are quite unique, as are those housed in the division of Interdisciplinary Arts and Science.

Departmental/Divisional Structure: Bothell has 8 Divisions, led by Deans and Associate Deans, or Directors; majors have coordinators.

Higher Administrative Structure: A Chancellor, with three Vice-Chancellors. The deans and directors report to the Vice-Chancellor for Academic Affairs.

Centralized Services: Bothell relies pretty heavily on many centralized services, and they pay a “tax” back to the Seattle campus for those services. What is included in that tax is a constant negotiation; this arrangement seems to be problematic for the Bothell administration.

Name on Diploma: University of Washington across the top, given at Bothell in the text.

Faculty Promotion and Tenure Process: Faculty are hired, promoted, and tenured to the Bothell campus.

Faculty Hiring Process: They recruit faculty who have a specific interest in developing new programs and serving the mission of the regional campus; they try to capitalize on the opportunities they offer prospective faculty.

Faculty Relationship with Main Campus Department: Faculty generally have no formal relationship with the main campus department. About 20% of them have a connection and may sit on graduate student committees, etc.

Central Catalog: No. Courses are different, but generally are accepted as equivalent to main campus courses.

Autonomy of Degree/Course Creation: They appear to be permitted to develop their own programs. Although their IAS (Interdisciplinary Arts and Science) division offers unique interdisciplinary degrees, and would seem to be a strategy for avoiding competition, this division was created by the choice of the Bothell faculty. Thus, their "Community Psychology" program seems to simply be a program they felt would better serve their students than a traditional Psychology degree, and not something they were forced to create because the Seattle campus offers a traditional Psychology degree.

Community Context: The Bothell area is a flourishing suburb of Seattle, with biotech, tech, and telecommunications industries.

Default/Retention/Graduation Rates: Very low default rates (3.9%); 68% six year graduation rates.

Financial Status: Based on the growing enrollments, Bothell appears to be financially strong.

Other Information: Their interdisciplinary division houses unique interdisciplinary programs and humanities/social science faculty. This division was developed by the faculty from the bottom up. Faculty members are organized into "curriculum area interest groups," but they move across those groups as their interests warrant. They aren't organized into departments within the division, an arrangement that can make curriculum approval and development tricky.

Links: <http://www.bothell.washington.edu/>

IUPUI - Columbus

Distance from Main Campus: 37 miles to Bloomington, 40 miles to Indianapolis

Accreditation: Accredited with the IUPUI main campus.

Number of Bachelor Degrees: The campus offers 11 Bachelor degrees (including a relatively new English BA).

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: All 11 degrees are also offered at Bloomington, but in some cases, as with English, the courses are packaged differently in the major according to faculty resources and the different size of the department.

Departmental/Divisional Structure: They have six divisions, which operate like large departments with divisional heads that function more like department chairs.

Higher Administrative Structure: They have a Vice Chancellor and Dean as their chief officer.

Centralized Services: Most are centralized, as they are currently too small to localize much.

Name on Diploma: Unknown

Faculty Promotion and Tenure Process: They just recently (about 5 years ago) began to tenure faculty to the Columbus campus. Before that, tenure line faculty were teaching more than main campus counterparts and still held to same research expectations, and they were having trouble retaining people.

Faculty Hiring Process: Unknown

Faculty Relationship with Main Campus Department: Some of the faculty members who pre-date the Columbus tenuring system maintain a close relationship with the main campus department, but new faculty members don't have much connection.

Central Catalog: They use the IUPUI central catalog.

Autonomy of Degree/Course Creation: They use the same courses, but package them differently. Approval process is unclear.

Community Context: Columbus is a city of about 44 thousand and it seems to be holding its own; major industries are automobile-related and architecture. People in nearby towns commute in to Columbus for work.

Default/Retention/Graduation Rates: Their five-year graduation rate is around 25%, with 73% for one-year retention rates.

Financial Status: They seem to be doing fine. Between 2009 and 2013, their overall enrollments increased 6.6%.

Other Information: IUPUI-Columbus looks to be growing. In 2011, they added a Mechanical Engineering degree to meet the needs of the area auto manufacturing industry. They are also recently added an English degree, and it appears as if they would like to continue to grow and add degrees. They also have some private student housing partnerships.

They market themselves now, though, similarly to Miami's regionals: Text from their website:

"The advantages IUPUC offers include: (1) a campus that is close to where its southern Indiana students live and work, making it geographically convenient; (2) the ability to earn prestigious IU and PU degrees in Columbus, and (3) an affordable, cost-effective alternative to relocating and/or commuting to campuses in Bloomington, Indianapolis, or elsewhere."

Note that #2 boasts the prestige of the degrees -- competition is not an issue here.

Links: <http://www.iupuc.edu/about/>

Kent State University - Stark

Distance from Main Campus: 27 miles

Accreditation: Accredited with the Kent State main campus.

Number of Bachelor Degrees: The campus offers 17 degrees. The degrees that are unique to the Stark campus tend to have multiple concentration options. Also, they have three Associate degrees and two Master's degrees.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: Thirteen of the Bachelor degrees are the same degree (both in name and requirements) as on the main campus. Five of the degrees are offered only on regional campuses.

Departmental/Divisional Structure: There are 18 departments. Those that offer degrees that are not offered on the main campus are organized into three divisions, which are part of the Regional College. The College includes departments from all regional campuses, not just Stark. The other departments seem to function more like our coordinator-ships outside of any division, while their faculty are part of a main campus division via their home departments.

Higher Administrative Structure: The top administrator on campus has the title of Dean and CEO. She reports to the Provost at Kent State, but on a day-to-day basis mostly deals with the Vice-Provost for Regional Campuses. There is an Assistant Dean for Academic Affairs and an Assistant Dean for Enrollment Management.

Centralized Services: As at Miami most services are centralized. The campus pays a "franchise" fee to the main campus for their portion of those services.

Name on Diploma: Kent State University

Faculty Promotion and Tenure Process: Faculty in traditional academic disciplines (i.e. outside the Regional College) are full members of the department on the main campus. The P & T dossier is submitted in a parallel process to a Stark faculty committee and to a departmental committee. These committees make recommendations to the Stark Dean and the department Chair, respectively, who then each make recommendations to the Provost. In cases of disagreement, the Provost decides what recommendation to make to the President. Faculty members hold tenure at Stark, but hold rank in their department.

Faculty Hiring Process: Tenure-track faculty are hired by collaboration between the main campus department and the regional campus. Adjunct faculty must be approved by the main campus department at initial hiring. There is a differential in faculty starting salaries between campuses with Stark's being lower than main campus. However, raise pools are the same, because that is part of the collective bargaining agreement.

Faculty Relationship with Main Campus Department: Faculty that are not in departments that reside in the Regional College are members of a department on the main campus.

Central Catalog: Yes. HST 101, for example, is the same course on all campuses.

Autonomy of Degree/Course Creation: New degree creation process is the same as the main campus. If they want to offer a degree that already exists on the main campus, they put together a proposal to the main campus department showing demand, adequate number of qualified faculty,

etc. If the department approves the proposal, then they can offer the degree without further approvals. In this context “offer” means that they can advertise that students can complete all requirements for the degree on the Stark campus.

Community Context: The surrounding area has had some economic problems, but is recovering.

Default/Retention/Graduation Rates: 24% 6-year graduation rate, 59% first year to second year retention rate. The Assistant Dean did not know the default rate.

Financial Status: The Assistant Dean feels the Stark campus is doing well even though enrollment was down a bit this semester, but some of the smaller campuses are not. Stark is the largest of the Kent regional campuses. Default on student debt is a big problem for them and costs them a significant amount of money every year. This is primarily an issue with students who register, but never complete the semester. I asked specifically if he thought their model worked well and initially he said yes. However, he went on to say that in some instances the main campus feels that Stark competes with them and that online courses have been a particular sore spot. The problem was the main campus students could register for online courses at Stark and pay the Stark tuition rate for those courses so they would do so instead of taking a main campus online course. The solution has been to make online courses have the same tuition rate across all campuses, which makes them much more expensive than face-to-face classes for regional students.

Other Information: The regional campuses are open admission and students are admitted to a particular campus. However, once admitted, students can take courses on any campus including the main campus. There is no minimum number of hours on the regional campus before moving to the main campus.

Links: www.stark.kent.edu

www.stark.kent.edu/about/offices/faculty/council/upload/regional_system_vision_2015.pdf

The Ohio State University - Newark

Distance from Main Campus: 33 miles

Accreditation: Accredited with The Ohio State University main campus.

Number of Bachelor Degrees: The campus offers 7 degrees. Two of the degrees are a Master’s in Education, Integrated Teaching and Learning and a Master’s of Social Work.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: All degrees are available to all students within OSU system.

Departmental/Divisional Structure: All faculty on all campuses are members of one department.

Higher Administrative Structure: Dean and Associate Dean(s). Reference also made to Regional Campus Cluster <http://oaa.osu.edu/regional-campus-cluster.html>

Centralized Services: In the description from the home page of the Regional Campus Cluster is the following statement: "Each of Ohio State's four smaller campuses is co-located with one of Ohio's two-year colleges. The co-located institutions [*each has its own* president] share resources and connect programs to provide multiple pathways for student education. This creates more opportunities for students, reduces resource redundancy, and promotes the effective use of state fiscal, physical, and personnel resources."

Some faculty, particularly those in the sciences may utilize equipment and other laboratory resources at the Columbus campus.

Name on Diploma: The Ohio State University

Faculty Promotion and Tenure Process: The regional tenure committee submits recommendation to OSU Columbus personnel committee for that department, which makes a recommendation for the candidate. That recommendation is voted on by all faculty in that department on all campuses. The recommendation then goes to the Provost.

Faculty Hiring Process: Search committees composed primarily of members of regional campus with at least one main campus departmental member. Starting salaries more or less comparable except for the sciences, where they may be quite a bit higher at OSU Columbus campus.

Faculty Relationship with Main Campus Department: All faculty are members of one department. There may be some joint appointments for programs.

Central Catalog: Yes

The Ohio State University - Marion

Academics: There is a 67% retention rate among first year students. Also, 14% graduate "on time" (either within 2 or 4 years, depending on degree). Eventually 44% graduate. That statistic is based on 944 students (of 1,224 total) that were "full-time undergraduate degree seekers."

Administration: The top administrator on campus has the title of Dean and Director.

Degrees Offered: General Business Degree: Business Majors in regional campus programs may choose a [Specialization](#), but doing so requires completion of some courses at the Columbus campus. Education: For Majors, the website redirects to the College of Education and Human Ecology at the main campus (Columbus) website. Engineering: First 2 years only, then students relocate to OSU College of Engineering. English: has a duplicate degree to main campus History: Website redirects to the History Department at OSU Columbus Psychology: Has its own website and major Nursing: Website redirects to OSU Columbus College of Nursing

Social Work: Can earn a Bachelor's from Marion, courses taught by regional and main campus faculty

Faculty: Data from 2007 shows they had: 16 Assistant Professors, 15 Associate, and 6 Full Professorships, all faculty are tenured to Main Campus Divisions. They had 72 Auxiliary Faculty, 50 of those at the Lecturer designation, teaching 56% of the undergraduate coursework.

Context: Enrollment at OSU Marion has grown over recent years, with the bulk of that growth at its Delaware Center. OSU Marion expects to continue to grow by 400-800 students by the year 2015. The larger growth would be contingent upon adding a residence hall. At the same time, OSU Marion faces a new challenge as Columbus State Community College (CSCC) prepares to open a new campus in Delaware in Summer 2010. CSCC Delaware expects to enroll 1900 to 2400 students initially.

OSU Marion, together with OSU Extension, is involved locally in workforce development and corporate education. Marion's Alber Enterprise Center provides programs in leadership skills, information technology, workforce training, organizational performance consulting, and safety and compliance management.

Autonomy of Degree/Course Creation: Not much autonomy. Proposals for curriculum can come from any source, but the regional campuses do not have curriculum committees. The proposals are reviewed by the main campus departmental curriculum committee and then go up the "chain." The curriculum is the same for all students in the OSU system.

Community Context: Very strong support from community, particularly financial support from local businesses and private individuals. One couple recently gave \$10M for scholarships. There is the Central Ohio Technical College imbedded (Associate Dean described as "interwoven") within the Newark campus. That more vocational piece may help connections with some local industries.

Default/Retention/Graduation Rates: The Dean and Associate Dean did not have the exact numbers but guessed they were close to the national average.

Financial Status: Down 8% in enrollment since 2011. They rely heavily on per-credit-hour adjuncts. The per-credit-hour rate varies among cognate groups and some departments and is based on degree of experience as well. They are making investment in additional housing. The campus currently has 180 residential "beds" and is planning on 180-280 additional beds in next two years. Their fifty-year-plan is to have 800 beds.

Other Information: The campus has an Honors program with two tiers; each requires maintaining a 3.4 gpa. "Honors distinction" requires students to take six honors courses in their first two years. There is also an Honors Lounge located on the campus.

Each OSU regional campus has its own Board of Trustees.

About one third of students spend their first year at OSU-Newark and then move to Columbus (not considered a transfer). However, the Associate Dean said graduation rates are about the national average (i.e., low).

They have the same tuition structure as Miami. If just over half of the credits that a student is taking are on the main campus, then the student pays the main campus tuition rate for those courses.

The strategic plan indicates OSU has different strategy than the current one of “differentiation” at Miami. From the strategic plan statement is the following phrase regarding Ohio State’s values “Collaboration as one university.”

Links: <http://newark.osu.edu/>
<http://newark.osu.edu/academics/honors-program/>

Ohio University - Lancaster

Distance from Main Campus: 43 miles

Accreditation: Accredited with the Ohio University main campus.

Number of Bachelor Degrees: The campus offers 11 bachelor degrees: Applied Management, Biology, Communication Studies, Criminal Justice, Early Childhood Education, Health Services Management, History, Middle Childhood Education, Specialized Studies, Social Work, Technical and Applied Studies.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: It appears that Applied Management and Technical and Applied Studies are only offered at Lancaster and not in Athens. The other degrees appear to be basically the same as on the main campus.

Departmental/Divisional Structure: They have just two divisions: “Arts and Sciences” and “Professional Studies.” Each division has a coordinator.

Higher Administrative Structure: The campus has a dean and an associate dean. The Deans report to an Executive Dean of Regional Campuses as well as the main campus Provost.

Centralized Services: Most services links on the Lancaster and Zanesville websites link back to the main OU website; therefore, most of the services appear to be centralized.

Name on Diploma: Ohio University

Faculty Hiring/Promotion and Tenure Process: All new faculty hires must be vetted and hired through the main campus department (if outside of the College that is exclusive to the regional campuses). However, the P&T process takes place on the regional campus with standards from that campus.

Faculty Relationship with Main Campus Department: Unknown

Central Catalog: They use a central catalog

Autonomy of Degree/Course Creation: Unknown

Community Context: Lancaster has about 38,000 people. It is located about 33 miles southeast of Columbus. The median income is between 33 and 39,000.

Default/Retention/Graduation Rates: The six-year graduation rate is about 27%.

Financial Status: Enrollments up slightly in 2012 and 2013, but seem to be dropping in 2014.

Other Information: Lancaster is an open admissions campus. Lancaster also operates another location, the Pickering Center, where, according to the website, “students can complete a limited number of Associate’s and Bachelor’s degrees without leaving the center.” However, students can also start there and relocate to either Athens or Lancaster, and they also offer some graduate programs. The operation of the Pickering Center bears some similarity to Miami’s regional campuses and the Greentree Health Science Academy and Voice of America Learning Center.

Links: <http://www.ohio.edu/lancaster/>

Ohio University - Zanesville

Distance from Main Campus: 54 miles

Accreditation: Accredited with the Ohio University main campus.

Number of Bachelor Degrees: The campus offers Zanesville offers 12 complete bachelor degrees and the first two years of more than 150 degrees offered in the main campus. They offer 5 associates degrees.

Associates degrees include Arts; Electronic Media; Individualized Studies; Nursing; Science

Bachelor Degrees include: Applied Management; Communication Studies; Criminal Justice; Early Childhood Education; Health Services Administration; History; Middle Childhood Education; Nursing; Social Work; Specialized Studies; Sports and Lifestyle Studies; Technical and Applied Studies

Student body size: 1600-2000 students per year (this represents a mix of part-time, full-time and high school students); Zanesville is the largest of the OU regional campuses. The number of students that transfer to the main campus after 2 years is not known.

Department/Divisional Structure: There is a College that is exclusive to the regional campuses and there are degrees that are only offered out of that college (e.g. B.S. in Applied Management). Other degrees are administered through the main campus college (e.g., B.S. in Nursing is housed in College of Health Science).

Higher administrative structure: Each regional campus has a Dean and an Associate Dean. Those Deans report to an Executive Dean of Regional Campuses as well as the main campus Provost.

Promotion and Tenure process: All new faculty hires must be vetted and hired through the main campus department (if outside of the College that is exclusive to the regional campuses).

However, the P & T process takes place on the regional campus with standards from that campus.

Diplomas: All OU diplomas are the same regardless of the campus (main or regional) where the degree was obtained.

Enrollment/outlook: Enrollment at the OU-Zanesville campus is up right now and it is largely attributed to the recent addition of a RN to BSN degree program. In general, the enrollment on the regional campuses is down right now and up on the main campus. The Dean of OU-Zanesville has only been at that campus for less than a year, but she said the higher administration has noted that when the economy is good – enrollment at the main campus tends to be higher; when the economy is not as good – enrollment at the regional campuses are higher.

Community context: A community member indicated that many high schools students in that region are choosing options that are closer to home (commuting) vs. enrolling in Athens. This community member (who has strong involvement with graduating college-bound high school students) indicated that OU-Zanesville continues to have a strong reputation in the region and does not know of any recent economic challenges.

Penn State - Harrisburg

Distance from Main Campus: 97 miles

Accreditation: Accredited with the Penn State main campus.

Number of Bachelor Degrees: The campus offers more than 65 Associate, Bachelor, Masters, and Doctoral degree programs.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: Many of the degrees offered are either duplicate or similar.

Departmental/Divisional Structure: The college's academic units are divided into five schools: Behavioral Sciences and Education; Business Administration; Humanities; Public Affairs; and Science, Engineering, and Technology. The schools are administered by Directors, who are considered as campus Deans.

Higher Administrative Structure: The Harrisburg campus is administered by a Chancellor who reports to the President of Penn State's main campus.

Centralized Services: The benefits are the same for faculty and staff on all campuses. They also share library resources with the main campus, along with excellent campus facilities.

Name on Diploma: Graduates of baccalaureate degree programs at Penn State Harrisburg receive a Pennsylvania State University diploma; the same distinction received by graduates of Penn State University Park. The same renowned and respected diploma from Pennsylvania State University ensures that graduates from Penn State Harrisburg receive the same consideration and respect in the job market.

Faculty Promotion and Tenure Process: Faculty tenure at the campus is compatible with tenure to the main campus and the guidelines feed into each other. Review and approval goes through the main campus.

Faculty Hiring Process: Unknown

Faculty Relationship with Main Campus Department: There is a strong tie between Faculty and the main campus departments.

Central Catalog: Yes. Courses transfer completely between all 24 campuses.

Autonomy of Degree/Course Creation: Unknown

Community Context: The campus has expanded considerably since being founded in 1966. Today, the college enrolls more than 4,000 students.

Default/Retention/Graduation Rates: Unknown.

Financial Status: Unknown

Other Information: As of fall 2013, there were 237 full-time and 125 part-time instruction faculty.

Harrisburg has on-campus housing for more than 400 students including single-, double-, or triple-occupancy apartment-style housing. They also offer double-occupancy suite-style housing for first year students. Ninety percent of Harrisburg students live off-campus.

Links:

<http://hbg.psu.edu/>

<http://harrisburg.psu.edu/about-us/>

<http://www.psu.edu/this-is-penn-state>

University of Houston - Clear Lake

Distance from Main Campus: 22 miles

Accreditation: Accredited separately from University of Houston.

Number of Bachelor Degrees: The campus offers 40 degrees.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: Traditional degrees such as psychology, political science, communications, etc. are offered. Many of the bachelor degrees are highly specialized and tailored to more closely match specific jobs common to the area.

Departmental/Divisional Structure: The campus has four schools: Business, Education, Human Sciences and Humanities, and Science and Computer Engineering.

Higher Administrative Structure: Clear Lake has a President who is under the Chancellor and the Board of Regents.

Centralized Services: Some of the services are centralized but not all.

Name on Diploma: Unknown

Faculty Promotion and Tenure Process: Faculty are promoted and tenured through Clear Lake. There is little cross-fertilization between faculty on the downtown and main campus.

Faculty Hiring Process: Faculty are hired through the Clear Lake campus.

Faculty Relationship with Main Campus Department: The relationships between faculty and the main campus departments are separate in most ways.

Central Catalogue: The campus uses its own catalogue.

Autonomy of Degree/Course Creation: All degree and course creation are done separately from the main campus.

Community Context: Clear Lake area has 141,000 people and is fast growing. It is a wealthy area having median income household income is more than \$95,000 a year compared to \$58,000 in the Houston area. It is dominated by high tech and the home of NASA. The community is by no means comparable to southern Ohio in both population size, income and other characteristics.

Default/Retention/Graduation Rates: In an ominous sign, Clear Lake's overall retention and 6-year graduation rates are not public. Or if they are, they are hidden away in some obscure document that I cannot locate. Hence, I suspect their graduation rate is similar or even lower than that of the Downtown campus.

Financial Status: Given the overall stagnant enrollment (1% drop for UG's and a 0.5% rise for GR's), I imagine UHCL is experiencing a fiscal crisis. While overall enrollment was stagnant, Human Sciences & Humanities enrollment dropped by more than 6% from 2010 to 2014. Only business courses grew by 5%.

Other Information: There are 8,100 students enrolled in Clear Lake, with 40% in graduate study. The average age is 31. Clear Lake's student body is 42% Hispanic, African-American, Asian-American and Native American students, with 11% international students. In 2010, Clear Lake was designated as a Hispanic-Serving Institution. Enrollment was stagnant from 2010-2014.

University of Houston-Downtown

Distance from Main Campus: 4.5 miles

Accreditation: Accredited separately from University of Houston.

Number of Bachelor Degrees: The campus offers 48 degrees.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: Traditional degrees such as psychology, political science, communications, etc. are offered. Many of the bachelor degrees are highly specialized, such as control and instrumentation engineering technology;

structural analysis and design option in engineering technology; safety management; biology with environmental biosciences concentration; and enterprise information systems, and so forth. Many of the degrees offered are tailored to more closely match specific jobs common to the area.

Departmental/Divisional Structure: The campus has five colleges: University College; College of Business; College of Humanities and Social Sciences; College of Public Service (only BSW is offered which is not offered on the main campus); and the College of Sciences and Technology.

Higher Administrative Structure: University of Houston Downtown has a President who is under the Chancellor and the Board of Regents.

Centralized Services: Some of the services are centralized but not all.

Name on Diploma: Unknown

Faculty Promotion and Tenure Process: Faculty are promoted and tenured through the University of Houston Downtown. There is little cross-fertilization between faculty on the downtown and main campus.

Faculty Hiring Process: Faculty are hired through the Downtown campus.

Faculty Relationship with Main Campus Department: The relationships between faculty and the main campus departments are separate in most ways.

Central Catalogue: The campus uses its own catalogue.

Autonomy of Degree/Course Creation: All degree and course creation are done separately from the main campus.

Community Context: Houston is one of the fastest growing cities in the country with an inner city population of 2.16 million and a metro population of 6.18 million in 2014. The community is by means comparable to southern Ohio in both population size and other characteristics.

Default/Retention/Graduation Rates: The 1-year retention rate is 63% but the six-year graduation is only 14%.

Financial Status: Given overall stagnant enrollment, I imagine the campus is experiencing a fiscal crisis. While overall enrollment was stagnant, Arts & Humanities enrollment dropped by almost 12%. Only the business courses grew by 12%.

Other Information: The average student age is almost 27, and the total student population of the campus is almost 14,000. Only 25% of students are day only, with the others being evening, weekend, online, etc. Only 12% of students are full-time. The acceptance rate is 95%. The student-faculty ratio is 21 to 1. Enrollment was stagnant (overall rise of only 0.2%) from 2008 to 2013.

University of Michigan - Dearborn

Distance from Main Campus: 35 miles

Accreditation: Accredited separately from University of Michigan.

Number of Bachelor Degrees: The campus offers about 70 degrees.

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: Many of these degrees duplicate degrees offered by the main campus.

Departmental/Divisional Structure: Dearborn has departments that pull together related disciplines in a single unit such as Behavioral and Social Sciences. These departments are organized into five divisions: College of Arts, Sciences, and Letters; College of Business, College of Education, Health and Human Services, and College of Engineering and Computer Science.

Higher Administrative Structure: The top administrator at Dearborn is a Chancellor who reports to the Regents of the University of Michigan.

Centralized Services: Only Human Resources is truly centralized. The library partners with main campus library, but is not centralized. This is also the case for Admissions and Registration. This may be due to the fact that Dearborn is considerably larger than Miami Regionals, having about 9000 undergraduates.

Name on Diploma: University of Michigan in large print, then University of Michigan-Dearborn in smaller print.

Faculty Promotion and Tenure Process: Tenure is governed by the University Of Michigan Board Of Regents, so tenure is to the University of Michigan system.

Faculty Hiring Process: All hiring decisions are made at the Dearborn campus.

Faculty Relationship with Main Campus Department: Dearborn faculty are not members of University of Michigan departments.

Central Catalog: No

Autonomy of Degree/Course Creation: Degree and course creation at Dearborn is mostly autonomous. It is subject to approval of Board of Regents.

Community Context: The University is closely tied to the community and in turn the surrounding community is heavily tied to the auto industry. Dearborn has fared better than Detroit, but was hard hit by the recession.

Default/Retention/Graduation Rates: 4-yr graduation: 15%, 6-yr graduation: 52%, first to second year retention: 84%

Financial Status: Dearborn has normal concerns about potential enrollment declines.

Other Information: University of Michigan-Dearborn is an autonomous institution that shares little with University of Michigan other than a name and a Board of Regents.

University of Pittsburgh - Greensburg

Distance from Main Campus: 35 miles

Accreditation: Accredited with the University of Pittsburgh main campus.

Number of Bachelor Degrees: The campus offers 24 majors, 19 minors, 10 relocation programs, and two certificate programs. Regional campuses are very de-centralized, including general education requirements (all students have humanities, social science, etc., requirements, but how they achieve them differs from campus to campus).

Number of "Duplicate" Degrees and "Level/Depth" of Duplication: All are duplicate degrees. A sampling of degrees indicates that in some cases, the courses (name and course number) are close to being the same as main campus; in other cases, names and course numbers differ.

Departmental/Divisional Structure: There are three Divisions (each with "Chairs"): Behavioral Science; Humanities; and Natural Science.

Higher Administrative Structure: Academics: President; Vice President of Academic Affairs; Three Chairs. Other Administration: Many Directors (e.g., Director of IT; Director of Human Resources)

Centralized Services: Some services are centralized, such as computing and library; but all rest (e.g., bookstore, food, maintenance) are local.

Name on Diploma: University of Pittsburgh with a location noting Greensburg.

Faculty Promotion and Tenure Process: Regional campus faculty hold their tenure on the home campus. The initial review and second-tier review committees for promotion and tenure are mostly campus faculty, although the second-tier committee does have two members from other Pittsburgh campuses. Recommendations from the two campus committees are reviewed by the Provost and Chancellor, who then make the final decision.

Faculty Hiring Process: For the most part, the regional campus has control over their own hiring process for faculty and staff. They are not required to have main campus representatives on their own search committees. Search committee recommendations are honored by the Provost's office.

However, there are controls that they must abide by along with other Pitt schools and campuses. The Provost must approve search requests. The issues here are about budget and consistency with the campus plan. In addition, each search plan must be vetted by the affirmative action office. Finally, they must gain approval from the Provost to make job offers to their selected candidates.

Faculty Relationship with Main Campus Department: Faculty members are not formally members of their main campus department. Many faculty members, especially those in the biological sciences, spend time on the main campus and are tied with their main campus department.

Central Catalog: There is no central catalog. Greensburg tries to use same numbers as main campus; other regional locations do not.

Autonomy of Degree/Course Creation: New majors or certificates must be reviewed by a University curriculum committee and approved by the Provost. This is true for schools on the main campus as well as the regional campuses. However, this process has offered them the latitude to create programs based on their goals, needs, and resources. They can create new classes on their own authority.

Community Context: Greensburg is holding economically. It is a Tool & Die Manufacturing community and serves as a bedroom community for Pittsburgh. The western part of Greensburg is more suburban, while the eastern part is more rural. Greensburg has a big hospital system. The high school population in area is declining and will continue to do for next half-dozen years.

Default/Retention/Graduation Rates: Freshman retention rate = 75-90%; Graduation rate = 50-58%; No data on default rates.

Financial Status: Enrollments are down, but they "generate more tuition than they spend." When enrollments are down, main campus wants more money back (to pay for "Chancellor, Provost, lawyers"). "Even with declining enrollments, we still generate more tuition than we spend."

Other Information:

- 1,606 full-time and 117 part-time students (1/3 are first generation college students)
- More than 8,000 alumni
- 78 full-time and 62 part-time faculty members
- 18:1 student-to-faculty ratio
- Average class size: 25 students
- In-state tuition: \$13,128
- Out-of-state: \$23,732
- Some form of financial aid was awarded to 95.8 percent of Pitt-Greensburg freshmen that enrolled in fall 2009.
- Students can apply directly to Greensburg (2/3) or apply to Oakland and if not admitted, can be referred to Greensburg (1/3).

Links: <http://www.greensburg.pitt.edu/>

Appendix B

Supporting Document Set

Appendix B contains a set of supporting documents and files that the task force used in its analysis. Because of the scope and variety of these documents, we have provided them as a separate set of materials available for review. We also believe these documents will be valuable to future task forces and teams that move forward with the next process steps and potential implementation activities. The documents are organized under the following categories:



1. **Stakeholder Meeting Notes:**
These are summary notes and observations from the various University and community stakeholder meetings.
2. **Group Open Letters:**
The task force received emails and letters from a variety of University faculty and community members. We have decided to include in the set of supporting documents open group letters from across the University.
3. **Research on Four-Year Degrees**
This set of documents contain research shared with the task force that was conducted by Miami faculty member, John Heyda, and presented at AURCO earlier this year. This data tracks the development of four-year degrees statewide on Ohio's regional campuses since 2009.
4. **Institutional Research:**
The task force had access to, and examined, a variety of documents related to University and higher institutional metrics, including information related to regional student admission profiles, retention and graduation, default rates, enrollment trends, and faculty information.
5. **HLC Policies:**
The task force examined documentation from the Higher Learning Commission, Miami's accrediting body, commission procedural guidelines related to university organizational control, change, or structure.
6. **Miscellaneous State Regional Campus Systems:**
This set of files reflects additional miscellaneous research done by the task force of various regional campus systems from across the U.S. These schools were not included in our focal set of regional systems examined, but provided additional background and contextual information.



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To: Jim Oris, OARS, Graduate School, BIO; Committee Chair
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 Chris Connell, UCS, Regionals
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 Ellen Paxton, UCS, Regionals
 Judy Rogers, EHS, EDL, Process Coordinator
 Scott Sportsman, UCS, Oxford
 Cole Tyman, Student
 Roscoe Wilson, CCA, Art
 Whitney Womack-Smith, CAS, ENG,

From: David C. Hodge, President 
 Raymond F. Gorman, Interim Provost 

Date: December 1, 2014

Re: Charge to the Regional Campuses Process Committee

BACKGROUND AND CONTEXT

From their inception, regional campuses at public universities across Ohio have sought to provide more access to higher education and to contribute to the state's prosperity. Since the founding of the first regional campus in Middletown over forty years ago, the importance of higher education to our region and to Ohio has increased dramatically. With the structure of the economy greatly changed, higher education is now considered to be absolutely essential to attracting and growing jobs in the region and to strengthening our civic and social culture.

The regional campuses were originally established to offer only associate degrees. While the regional campuses provided a pathway to baccalaureate degrees to be earned elsewhere, the regional campuses were prohibited from offering baccalaureate degrees. The regional campus model changed dramatically in 2008 when the State made offering baccalaureate degrees the priority and discouraged further growth in associate degrees. Unfortunately, Ohio lags significantly in baccalaureate attainment, so it was—and still is—viewed as imperative for both the state's future and the employment prospects of our citizens that we increase the number of baccalaureate degree holders. This imperative involves regional campuses offering more opportunities for students and also increasing student success in

degree completion. As codified in the state's SSI funding formula, degree completion has become a priority for higher education institutions in Ohio.

Our goal is to better position the Miami Regionals for success so that they can develop quickly into a more complete baccalaureate granting institution under the Miami umbrella; one that will offer more baccalaureate degrees, graduate more students, and raise the prospects of success for all of its students.

Our ability to attain this goal is being challenged by changing demographics. At the same time that the demand for college graduates is increasing, there is a decreasing number of high school graduates. Most of the state's regional college campuses have experienced decreases in enrollments as they struggle to adapt to this challenging and changing environment.

Declining enrollment is leading to current and projected budget deficits. This fiscal trend is exacerbated by a change in the state funding model that links the amount of funding to numbers of graduates. Unless enrollments begin to increase, regional campuses across the state will incur increasingly large deficits. Consequently, dramatic steps are required to better position the Miami Regionals to increase their attractiveness to potential students and improve their success in graduating those students.

In response to the ever-changing landscape of higher education in Ohio, Miami University has taken several ambitious steps in recent years to better position our regional campuses to meet this new state mission, including:

- Merging Hamilton and Middletown campuses and the VOALC under one administrative unit with the hiring of G. Michael Pratt as Associate Provost and Regional Campuses Dean in 2010. The goal of this step was to galvanize greater cooperation and coherence between the two regional campuses through a singular mission.
- Establishing a new academic division called the College of Professional Studies and Applied Sciences in 2013, which led to the creation of several exciting degree programs, including forensic science and investigation and civic and regional development.
- Creating an ad hoc committee chaired by Daniel Hall in summer 2014 to study one model--Indiana University and Indiana University East--to glean lessons and insights that could be applied to our context for possible further improvement. Among the recommendations of the committee was that the University establish a differentiated brand for the regional campuses that identifies the campuses as Miami while distinguishing them from the Oxford Campus. Secondly, it was recommended that the regional campuses remain true to their historic open access and opportunity mission and focus on serving the needs of their communities and those in their service area.

- Appointing a task force, co-chaired by Moira Casey and Maria Cronley, in fall 2014 to research additional models, gather appropriate data, hear concerns from constituent groups, and develop a report with recommendations for consideration. The Task Force identified a wide range of issues related to providing the regional campuses greater autonomy and increased differentiation.

Although these steps represent important progress in enhancing the regional campuses to better meet the challenges of our region, data trends related to their enrollment, retention, college completion, and finances show that more aggressive action is required to ensure the long-term success of one of our most important assets: the Miami Regionals.

CHARGE

Our goal is to ensure a vibrant, financially sustainable future for the regional campuses that will better meet the current and future needs of our students and the region. We ask that the committee follow Senate Resolution 14-01, "Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs" in developing and proposing a plan for the creation of a more autonomous and fiscally viable regional campus unit that embraces and advances the emerging identity as a baccalaureate-centered institution.

The Task Force has set a strong vision for the Regionals and provided a broad set of recommendations for accomplishing this vision. We ask that you:

- Evaluate these recommendations, vetting them with relevant constituencies to fine tune, extend, or replace them.
- Identify additional issues to be addressed and methods for addressing them.
- Create proposed timelines and milestones for transitioning the Miami Regionals.

As you approach these tasks, we strongly encourage you to seize the unique opportunity before us to reinvent the Miami Regionals for the 21st century. While we have much to learn from the experiences of others, this is also a time when we can be a leader in creating new structures and processes that will better serve the region's and our students' future needs. How should we organize ourselves academically to embrace the rising emphasis on interdisciplinarity? How can we better blend traditional liberal education with professional education? We ask that the committee's review and thinking not be restricted by the structures currently in place and that the committee think boldly in envisioning a highly successful, efficient institution that raises the bar and establishes a model regional university system for Ohio.

We also ask that in addition to setting specific recommendations, you outline the path to achieving the transformation needed to reach our goals. Although we want to be deliberative in this transformation, there is also a sense of urgency. We need to quickly

establish Miami Regionals as the preferred regional provider for baccalaureate degrees in the state of Ohio. Doing so effectively and expeditiously will help to ensure a sound financial future and maximum impact on our students and our region.

As you review and evaluate all of the recommendations of the task force we ask that you give special attention to the issues we highlight below:

1. *Organization Structure and Governance:* Beyond the appointment of a vice president reporting directly to the president as the administrative leader, identify other structural changes necessary to ensure the future success of the Regionals. It is most important to consider how academic units can be effectively and efficiently organized into a small number of academic divisions. We urge you to think creatively about how these divisions can generate synergies and visibility. It is also important to consider what new administrative positions or departments might need to be created, being mindful of our desire to keep administrative functions as streamlined as possible. Following the Task Force report, identify changes in governance (e.g., University Senate and other governing bodies) that will be needed to achieve the goal of making inclusive yet agile decisions on this more autonomous regional campuses unit. Finally, please consider the extent to which the regional campuses should house their own support services and share services with the Oxford campus
2. *Faculty:* To promote the autonomy of the regional campuses needed to ensure its long-term success, regional campus faculty should have a strong connection with the mission of the regional campuses. Please identify the steps needed to transition from our current arrangement for tenure-track faculty (who teach on the regional campuses while being promoted and tenured on the Oxford campus) to a new arrangement whereby all (beyond those who might qualify for being grandfathered with tenure in an Oxford based department) tenure-track faculty are located, evaluated, promoted and tenured on a single campus. Consistent with the Task Force suggestion that we may need new associative structures that link cognate area faculty on one campus to their counterparts on another identify the transition issues and structural changes and required steps that need to be taken before mature departmental structures can be fully operational. As part of this consideration, please recommend additional departments or forms of support that may be needed to achieve this outcome. In addition, consider how a separate but parallel promotion and tenure process for faculty on the regional campuses should be enacted; and identify additional issues regarding university-wide promotion and tenure that require resolution before a new process may be implemented.
3. *Curriculum:* The Task Force presented two different approaches to the structure of the course catalog. Please evaluate these, or other options, to determine a recommended approach. Given that the Global Miami Plan forms the foundation for a Miami undergraduate education, make recommendations for how the regional campuses can ensure that the appropriate set of Global Miami Plan courses are

offered to meet the needs of regional campus students and that existing and new courses are consistent with the stated Global Miami Plan learning objectives on the Oxford campus. As suggested by the Task Force, consider how any structural changes to the Global Miami Plan may necessitate changes to the oversight of the Plan to ensure appropriate regional campus input. The future success of the Regionals is tied directly to the ability to provide the types of education that are most important to the region and most appealing to students. Identify an approach to evaluating the demand for existing and new degrees, with particular attention to how the implementation of novel and interdisciplinary approaches to the curriculum can be implemented. Consider how these new programs will meet the needs of the students and surrounding communities in ways that are consistent with the regional and Oxford campuses maintaining their distinctive identities. Identify a process for approving new degrees at the university level, especially when a duplicate degree may be proposed

4. *Inter-campus Enrollment Strategies:* As recommended by the Task Force, identify new and improved strategies to encourage students with a preference for beginning their college experience at the Miami Regionals and eventually earning a degree offered on the Oxford campus to be able to do so in a timely and fulfilling manner. These strategies should include steps for expanding the TOP program leading to additional pathways between the regional and Oxford campuses. They should also include identifying other well defined programmatic opportunities for students on the regional campuses that are structured for seamless transition from the regional campuses to Oxford. Please be sensitive to the unique needs of the nontraditional students and consider ways to increase our investment in the development of online learning opportunities to meet the needs of students bound by time and place. Finally, as recommended by the Task Force, in order to accommodate specific needs for individual students, please consider alternatives for allowing students on one campus to take a limited set of courses on a different campus without additional tuition charges.
5. In addition to the above issues, please address the more focused issues listed below as well as other important issues that emerge as a result of your work.
 - *Accreditation with the Higher Learning Commission:* Confirm the recommendation of the Task Force that not pursuing separate accreditation is the better course of action, at least for the near term.
 - *Diplomas and Transcripts:* Given the Task Force recommendation of consistency between the practice of identifying the location of one's degree on a diploma or transcript, how might diplomas and transcripts be designed to properly convey the autonomy and connection between the Oxford and regional campus units?

Your recommendations should be the product of an inclusive process involving the university's many stakeholders: students, faculty, staff, advisory boards, and community members. In your report, please describe your processes and provide your major findings to us and to University Senate by April 13 with the expectation that your report will lead to recommendation for the Board of Trustees to consider at its May 1 meeting. The President's Executive Cabinet, the Council of Academic Deans, and University Senate should receive regular updates on the committee's progress.

Thank you for your willingness to undertake this significant task that is vital to the success of the Miami Regionals. We believe that, with your efforts, we will continue on a pathway that will lead to our regional campuses better fulfilling their mission to our students and our region. In fact, we expect that by embracing creativity, innovation and change throughout this process, Miami's regional campuses will soon serve as an exciting example of best practices for other regional college campuses across the state.

Next Steps For Regional Campuses

Miami University Board of Trustees
December 5, 2014

Raymond Gorman
Interim Provost and Executive Vice President for Academic Affairs



MIAMI UNIVERSITY

Next Steps For Regional Campuses

Following University Senate Resolution 14-01
Guide for the Consolidation, Partition, Transfer, or
Elimination of Academic Divisions, Departments, or
Programs

Formation of a Process Committee

Next Steps For Regional Campuses

Regional Campuses Process Committee

- Jim Oris, OARS, Graduate School, BIO; Committee Chair
- Judy Rogers, EHS, EDL, Process Coordinator
- Debbie Boston, CS, Regionals
- Moira Casey, CAS, ENG
- Roland Coloma, EHS, EDT
- Maria Conley, FSB, MKT
- Chris Connell, UCS, Regionals
- Sabrina Cox, Student
- Jim Janik, CAS, BIO
- Jim Kiper, CEC, CSE
- Ted Light, CPSAS, BTE
- Ellen Paxton, UCS, Regionals
- Scott Sportsman, UCS, Oxford
- Cole Tyman, Student
- Roscoe Wilson, CCA, Art
- Whitney Womack Smith, CAS, ENG,

Next Steps For Regional Campuses

The Goal

Ensure a vibrant, financially sustainable future for the regional campuses that will better meet the current and future needs of our students and the region.

Next Steps For Regional Campuses

The Charge

- Evaluate the task force recommendations, vetting them with relevant constituencies to fine tune, extend, or replace them.
- Identify additional issues to be addressed.
- Create proposed timelines and milestones for transitioning the Regionals.

Next Steps For Regional Campuses

Issues to be addressed:

- *Organization Structure and Governance*
- *Faculty*
- *Curriculum*
- *Enrollment*
- *Accreditation, Diplomas, Transcripts*

Next Steps For Regional Campuses

Process Committee Timeline 2014-2015

- **November 21** - Task Force report due to the Provost
- **November 24** – Provost/President determine a course of action
- **December 1** – Process committee charged to examine issues relevant to increased autonomy and differentiation for the regional campuses.
- **December 5** - Board of Trustees notified of process in place
- **February 2** - Senate receives update from process coordinator
- **February/March** – Campus meetings for faculty, students and staff held on Oxford, Middletown and Hamilton campuses; meetings with advisory boards and local community members as well
- **February 20** - Board of Trustees notified of process in place
- **March 16** - Senate receives additional update from process coordinator
- **April 13** - Committee and process coordinator report to University Senate
- **May 1** – Seek Board of Trustees approval for proposed recommendations

Board of Trustees

Remarks by David Hodge
December 5, 2014



MIAMI UNIVERSITY

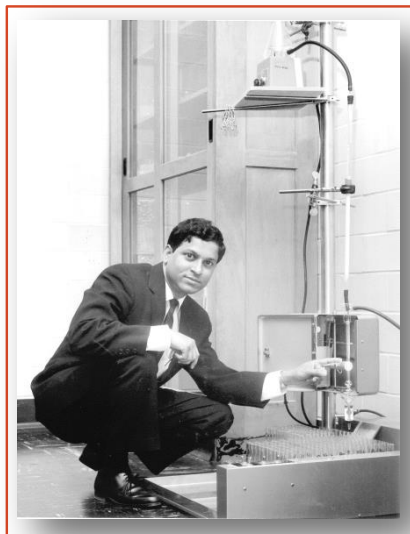
{*Announcements*}

- Phyllis Callahan
- David Creamer

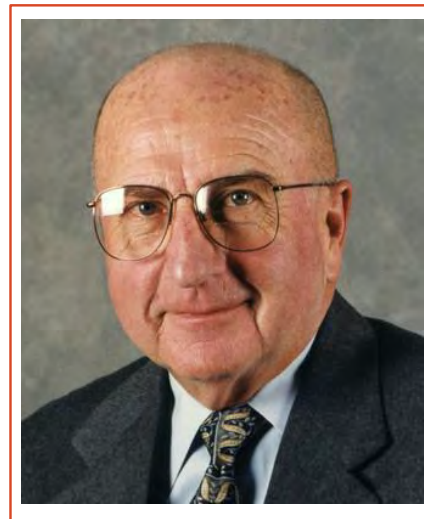


MIAMI UNIVERSITY

{*In Memory*}



{ *J.K. Bhattacharjee* }



{ *Joseph Hayden '51* }

{ 18 of THE LAST 9 | HONORING EXCEPTIONAL YOUNG ALUMNI }

- William Angsten, 2008**
- Rachel Chase, 2008**
- Pulkit Datta, 2008**
- Brian Dean, 2006**
- Jamie Eckert, 2007**
- Whitney Thompson Feld, 2005**
- Jessica Hohman, 2006**
- Jessica Jones-Hughes, 2007**
- Chester Mason, 2005**
- Brad Moore, 2008**
- Cheryl Murray Miyamasu, 2005**
- Jonathan Nielsen, 2005**
- Erin Bower Patterson, 2006**
- Nick Seguin, 2007**
- Beth Stebner, 2008**
- Beth Stelling, 2007**
- Ashley Mallon Walters, 2006**
- Bradley White, 2007**



{Wil Haygood '76}



MIAMI UNIVERSITY

{*Tammy Kernodle*}



{*Music, Music, Music*}



MIAMI UNIVERSITY

{*And some fun...*}



MIAMI UNIVERSITY

{Celebrating Freedom: A Conference and Chimes}



MIAMI UNIVERSITY

{Bridges}



MIAMI UNIVERSITY

{Thanksgiving with International Students}



MIAMI UNIVERSITY

{One Stop}



Board of Trustees



MIAMI UNIVERSITY

RESOLUTION R2015-19

WHEREAS, the Miami University Foundation desires to amend Article IV: Directors.

WHEREAS, Articles III and IV of the Code of Regulations of the Miami University Foundation, providing for the selection of Directors and defining Members, shall not be amended without the approval and consent given by the affirmative vote of two-thirds of all voting members of the Board of Trustees of Miami University;

NOW, THEREFORE BE IT RESOLVED: that the Miami University Board of Trustees hereby approves and consents to the amendment of Article IV of the Code of Regulations of the Miami University Foundation as set forth in the changes indicated below:

ARTICLE I: OFFICES

The principal office of Miami University Foundation (the "Corporation") at which the general business shall be transacted and where the records of the Corporation shall be kept shall be located in the City of Oxford, Butler County, Ohio. The Corporation may have such other offices, either within or without the State of Ohio, as the Directors may designate or as the activities of the Corporation may require from time to time.

ARTICLE II: FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July in each year and end on the last day of the following June, or be such other period as the Directors designate by resolution.

ARTICLE III: MEMBERS

The Corporation shall have no Members. The Directors shall be considered the Members in accordance with Ohio Revised Code section 1702.14, as it may be amended.

ARTICLE IV: DIRECTORS

4.1 Powers. The Board of Directors (collectively hereinafter referred to as "Directors" or individually referred to as a "Director") shall have the control and management of the business and property of the Corporation. It may adopt by-laws not inconsistent with these Regulations. A Director shall perform his or her duties as a Director of the Corporation, including his or her duties as

a member of any committee of the Corporation, in good faith, in a manner he or she reasonably believes to be in, or not opposed to the best interests of the Corporation and with the care that an ordinarily prudent person in a like position would use under similar circumstances.

4.2 Number. The number of Appointed Directors shall be seven (7) and be such persons provided in Section 4.3 of these Regulations. The number of Elected Directors shall not be less than fifteen (15) persons elected as provided in Section 4.4 of these Regulations. The Board of Directors shall determine and fix the exact number of persons to serve as Elected Directors from time to time provided, however, that no decrease in the number of Elected Directors shall have the effect of removing an Elected Director prior to the expiration of such Elected Director's term of office.

4.3 Appointed Directors. The persons holding the following positions shall serve as Appointed Directors:

(a) The Chair of the Board of Trustees of Miami University or a member of the Board of Trustees of Miami University appointed by the Chair of the Board of Trustees of Miami University;

(b) The President of Miami University;

(c) The Executive Vice President for Academic Affairs and Provost of Miami University;

(d) The Vice President for Finance and Business Services of Miami University (who shall also serve as the Treasurer of the Corporation);

(e) The Vice President for University Advancement of Miami University (who shall also serve as the Executive Director of the Corporation);

(f) The Vice President for Student Affairs of Miami University; and

(g) A representative of the Board of Trustees of Miami University appointed by the Board of Trustees of Miami University.

4.4 Elected Directors.

4.4.1 Election. The Elected Directors shall be elected by the Directors from the slate of candidates nominated by the Nominating Committee (as that term is hereinafter defined). Election shall be by a majority vote of the Directors constituting a quorum at a meeting of the Directors. At least two thirds (2/3) of the Elected Directors shall be alumni or former students of Miami University.

4.4.2 Term. Elected Directors shall serve and hold office for a term of three (3) years commencing at the conclusion of the Annual Meeting at which the Elected Director is elected (or if elected at a meeting of the Directors other than the Annual Meeting then such term shall commence at conclusion of the next Annual Meeting unless filling an Elected Director vacancy or otherwise provided by the Board in the election of such Elected Director) and ending at the conclusion of the third Annual Meeting thereafter, or until such Elected Director's successor is elected and qualified, except in the event of such Director's earlier resignation, removal or death.

4.4.3 Term Limits. Elected Directors may serve a maximum of two (2) consecutive three-year terms. After serving two (2) consecutive three-year terms, an Elected Director again may be elected to serve as an Elected Director after such Elected Director has not served as a Director for one (1) year. Service as an Elected Director for a term of less than three (3) years shall not count as a term for the purposes of the term limits provided in this Section 4.4.3. Nevertheless, if an Elected Director is serving as President of the Corporation and his or her second three-year term as a Director will expire prior to the end of his or her term as President, such Elected Director shall continue to serve as an Elected Director until the expiration of his or her term as President regardless of the term limits described above.

4.4.4 Staggered Terms. The Elected Directors may be divided into three (3) groups or classes consisting of approximately one-third of the then current total number of Elected Directors. The Elected Directors in each group shall be elected for a term of three (3) years such

that the term of office of one such group shall terminate each year. To maintain three classes of Elected Directors consisting of approximately the same number of persons, certain Elected Directors may be assigned to and shall serve one-year and two-year terms so as to establish or maintain staggered terms whereby approximately one-third of the Elected Directors' terms expire each year.

4.4.5 Removal of Elected Directors. Any Elected Director may be removed from office upon the affirmative vote of a majority of the total number of Directors then serving.

4.4.6 Vacancies. The Board of Directors may fill any vacancy that may occur in an Elected Director position by election of a successor to hold office during the remaining unexpired term of the vacant Elected Director position. Election shall be by a majority of the Directors constituting a quorum and entitled to vote at such meeting.

4.5 Meetings.

4.5.1 Annual Meeting. The Annual Meeting of the Directors for the election of officers and the transaction of such other business as the Directors determine shall be held at the time and place, within or without the State of Ohio, the Board of Directors designates.

4.5.2 Regular Meetings. The Board of Directors may establish regular meetings of the Board of Directors. Such meetings shall be held at such place or places, within or without the State of Ohio, the Board of Directors designates.

4.5.3 Special Meetings. Special meetings of the Board of Directors may be called by the President, by the Board of Directors or upon the written request of two (2) or more Directors. Such meetings shall be held at such place or places, within or without the State of Ohio, as the Board of Directors designates. —

4.6 Notice of Meetings.

4.6.1 Annual and Regular Meetings. Written notice of each annual and other regular meeting of the Board of Directors stating the time and place thereof shall be delivered personally, sent by fax or email, or sent by U.S. mail or courier service with postage and fees

prepaid or by means of any authorized communications equipment- not less than seven (7) days before the meeting, excluding the day of the meeting, to each Director at his or her address according to the current records of the Corporation, unless notice is waived.

4.6.2 Special Meetings. Written notice of each special meeting of the Board of Directors stating the time, place and purpose thereof shall be delivered personally, sent by fax or email, or sent by U.S. mail or courier service with postage and fees prepaid or by means of any authorized communications equipment not less than seven (7) days before the meeting, excluding the day of the meeting, to each Director at his or her address according to the current records of the Corporation, unless notice is waived. No business shall be transacted at any special meeting other than the business specified in the notice of such meeting.

4.6.3 Waiver of Notice. Notice of any meeting of the Board of Directors may be waived in writing before, at or after such meeting by any Director. Such waiver shall be filed with or entered upon the records of such meeting. Attendance of any Director at any meeting of the Board of Directors without protesting, prior to or at the commencement of the meeting, the lack of proper notice of such meeting shall be deemed to be a waiver of such notice by such Director.

4.7 Attendance. Directors may attend meetings in person, or participate by any authorized communications equipment (as provided in Chapter 1702 of the Ohio Revised Code) including, but not limited to, by telephone conference, video conference or other electronic technology or communications equipment as long as all persons participating in the meeting can contemporaneously communicate with each other. Participation by authorized communications equipment shall constitute presence at such meeting.

4.8 Quorum. The attendance by any means authorized pursuant to section 4.7 above of a majority of the total number of Directors then serving shall be necessary to constitute a quorum for a meeting of the Directors. At all meetings of the Board of Directors, each Director shall be entitled to cast one vote on any question coming before the Board. Unless otherwise provided in these Regulations, a majority vote of the Directors present at any meeting, if there is a quorum, shall be

sufficient to transact any business. A Director shall not appoint a proxy for himself or herself or vote by proxy at a meeting of the Board of Directors.

4.9 Written Action. Any action which may be taken at a meeting of the Directors may be taken without a meeting, if authorized in a writing or writings signed by all of the Directors, which writing or writings shall be filed or entered upon the records of the Corporation. Any electronic transmission by authorized communications equipment (as provided in Chapter 1702 of the Ohio Revised Code) that contains an affirmative vote or approval of a Director is a signed writing for such purposes.

4.10 Committees.

4.10.1 Authority. The Directors shall appoint such committees as shall be necessary from time to time and shall designate the duties of such committees. The committee members shall serve at the pleasure of the Directors. No committee shall consist of fewer than four (4) members. At least one member of each committee shall be a member of the staff of Miami University, whether or not such member is also an Appointed or Elected Director. A majority of the members of any such committee may determine its action and fix the time and place of its meetings unless the Board of Directors otherwise provides. All committees at all times shall be subject to the control and direction of the Board of Directors and shall report all actions taken at the next succeeding meeting of the Board of Directors.

4.10.2 ~~Executive Governance Nominating~~ Committee. The Corporation shall have an Executive Committee to help the Miami University Foundation Board of Directors function efficiently and effectively. The Executive Committee shall have the broad authority of the Board of Directors to act on behalf of the full board during the interval between meetings of the Board of Directors on any matters that the Executive Committee determines should not be delayed until the Board's next regularly scheduled meeting, or until a special meeting of the Board is called as specified in these Code of Regulations. The Executive Committee shall be composed of the President of the Corporation, who shall act as the Chair of the Executive Committee, the Executive Director of the

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Corporation, and such other Directors appointed by the Board of the Corporation upon the recommendation of the President of the Corporation.

~~The Corporation shall have a Board of Directors. President of the Corporation shall appoint a committee ("Governance Nominating Committee") to (a) provide oversight of the Corporation's structure, policies and processes to ensure compliance with the Corporation's mission and general good governance practices and (b) identify, recruit, nominate and educate qualified and diverse candidates to serve as make recommendations for new Elected Directors and Officers to the Board of Directors of the Corporation (unless such persons are otherwise designated or appointed under the terms of these Regulations). The Governance Nominating Committee shall be composed of not less than five (5) nor more than seven (7) Directors, including within that number the immediate past President of the Corporation (whether or not still serving as a Director), the then-current President of the Corporation, the Executive Director of the Corporation and at least two members of the Executive Committee and a fourth member to be appointed by the President of the Corporation. The Governance Committee Chair and the Governance Committee members (other than the Executive Director) shall be appointed by the Board of the Corporation upon the recommendation of the President of the Corporation. The Nominating Committee shall also nominate officers of the Corporation (unless otherwise appointed pursuant to the terms of these Regulations).~~

4.10.3 Governance Executive Committee: The Corporation shall have a Governance Committee to (a) provide oversight of the Corporation's structure, policies and processes to ensure compliance with the Corporation's mission and general good governance practices and (b) identify, recruit, nominate and educate qualified and diverse candidates to serve as Elected Directors and Officers of the Corporation (unless such persons are otherwise designated or appointed under the terms of these Regulations). The Governance Committee shall be composed of not less than five (5) nor more than seven (7) Directors, including within that number, the Executive Director of the Corporation and at least two members of the Executive Committee of the Corporation. The

~~Governance Committee Chair and the Governance Committee members (other than the Executive Director) shall be appointed by the Board of the Corporation upon the recommendation of the President of the Corporation. The President of the Corporation shall appoint a committee ("Executive Committee") to help the Miami University Foundation Board of Directors function efficiently and effectively. The Executive Committee shall have the broad authority of the Board of Directors to act on behalf of the full board during the interval between meetings of the Board of Directors on any matters that the Executive Committee determines should not be delayed until the Board's next regularly scheduled meeting, or until a special meeting of the Board should be called as specified in these Code of Regulations. The Executive Committee shall be composed of the President of the Corporation, who shall act as the Chair of the Executive Committee, the Executive Director of the Corporation, and such other Directors appointed by the President of the Corporation or the Board of Directors.~~

4.11 Special Appointees; Advisory Board. Special Appointees may be appointed by the Directors to an Advisory Board to serve for a term of one (1) year or until their successors are elected and qualified. Special Appointees may serve more than one (1) term on an Advisory Board. The Directors shall fix the number of Special Appointees, which number may vary from time to time as the Directors shall determine. Special Appointee shall have no voting rights at any meeting of the Board of Directors or any committee meeting. Special Appointees may review and make comments on the general direction in which the Board of Directors proceeds with specific reference to the purposes of the organization as stated in its Articles of Incorporation. Special Appointees shall be advisory only to the Board of Directors, but substantial weight will be given to their suggestions. Special Appointees may meet with the Board of Directors at such times and places as the Directors shall designate.

ARTICLE V: OFFICERS

5.1 Generally. The officers shall be a President, Vice President, Secretary, Board Treasurer, Executive Director, Treasurer of the Corporation, Chief Investment Officer, Chief Development Officer, Chief Administrative Officer and any other officers the Board of Directors designates.

5.2 President. The President shall preside at all meetings and perform such other and further duties as may be from time to time required by the Directors. The President shall be an Elected Director.

5.3 Vice President. The Vice President shall perform all of the duties and have all the authority of the President in case of the latter's absence or disability. In case both the President and Vice President are absent or unable to perform their duties, the Directors may appoint a President pro tempore. The Vice President shall be an Elected Director.

5.4 Secretary. The Secretary shall review and certify all minutes of the Corporation as prepared by the Executive Director. The Secretary shall be an Elected Director.

5.5 Board Treasurer. The Board Treasurer shall review all statements prepared by the Chief Investment Officer or the Treasurer of the Corporation. The Board Treasurer shall be an Elected Director.

5.6 Executive Director. The Executive Director shall be the Vice President for University Advancement of Miami University as referenced under Section 4.3(e) of these Regulations. The Executive Director shall oversee the hiring of staff personnel and have overall responsibility for the day to day operation of all functions of the organization. The Executive Director shall provide reports on the operation of the organization to the Board of Directors on a periodic basis or as requested by the Board of Directors. The Executive Director shall keep an accurate record of all transactions of the Corporation. The Executive Director shall give all notices required by law or these Regulations. The Executive Director shall keep a proper record book and shall properly record therein all minutes of all corporate meetings and such other matters as shall be proper or necessary. Further, the Executive Director may also advise the Directors with respect to potentially problematic transactions.

5.7 Treasurer of the Corporation. The Treasurer of the Corporation shall be the Vice President for Finance and Business Services of Miami University as referenced under Section 4.3(d) of these Regulations. The Treasurer of the Corporation shall be responsible for the oversight of the financial operations of the Foundation.

5.8 Chief Investment Officer. The Chief Investment Officer (CIO) shall be the Chief Investment Officer of Miami University. Unless otherwise directed or provided by the Directors the CIO shall have the duties and responsibilities provided in this section. The CIO shall oversee the finances and supervise the custody of all monies and investments, financial records and documents of the Corporation unless otherwise determined by the Directors. The CIO shall supervise the annual preparation of the Corporation's financial statements and the external audit of such statements. The CIO shall support such committees as determined by the Directors and the committee chairs. The CIO shall not be an Elected Director nor an Appointed Director of the Corporation and shall have no voting rights.

5.9 Chief Development Officer. The Chief Development Officer (CDO) shall be the manager of the Office of Development within the Division of University Advancement of Miami University. Unless otherwise directed or provided by the Directors the CDO shall have the duties and responsibilities provided in this section. The CDO shall oversee the donor development activities of the Corporation. The CDO shall support such committees as determined by the Directors and the committee chairs. The CDO shall not be an Elected Director nor an Appointed Director of the Corporation and shall have no voting rights.

5.10 Chief Administrative Officer. The Chief Administrative Officer (CAO) shall be the Director of Advancement Administration of Miami University. Unless otherwise directed or provided by the Directors the CAO shall have the duties and responsibilities provided in this section. The CAO shall oversee the administration of the Corporation and stewardship of gifts to the Corporation. The CAO shall coordinate and schedule the meetings of the Corporation, prepare resolutions, and fulfill such other duties as determined by the Executive Director or the Directors. The CAO shall

support such committees as determined by the Directors or Committee chairs. The CAO shall be not be an Elected Director nor an Appointed Director of the Corporation and shall have no voting rights.

5.11 Term. Except with respect to the President, Executive Director, Treasurer of the Corporation, CIO, CDO and CAO, each officer of the Corporation shall be elected for a one (1) year term commencing at the conclusion of the day of the Annual Meeting at which the officer is elected and ending at the conclusion on the day of the next Annual Meeting, or until such officer's successor is elected and qualified. Each of these officers may serve two (2) consecutive one-year terms. The President shall serve for one (1) two-year term and shall not be eligible for re-election to such position.

5.12 Removal. Except with respect to the Executive Director, Treasurer of the Corporation, CIO, CDO and CAO, the Board of Directors may remove any officer at any time, with or without cause by the affirmative vote of a majority of the Directors present at a meeting, if there is a quorum.

5.13 Vacancies. Except with respect to the Executive Director, Treasurer of the Corporation, CIO, CDO, and CAO, the Board of Directors may fill any vacancy that may occur in any office by electing a successor to hold office during the unexpired term of the vacant office.

ARTICLE VI: INDEMNITY

The Corporation shall indemnify to the full extent permitted by the nonprofit corporation laws of the State of Ohio each person who was, is or will be a Director, officer, volunteer or employee of the Corporation (including the heirs, executors, administrators or estate of such person) against any liability, cost or expense incurred by such person in such person's capacity as such a Director,

officer, volunteer or employee, or arising out of such person's status as such a Director, officer or employee (including serving at the request of the Corporation as a trustee, director, officer, partner, member, employee or agent of another organization). The Corporation may, but shall not be obligated to, maintain insurance at its expense to protect itself and any such person against any such liability, cost or expense.

ARTICLE VII: CONSISTENCY WITH ARTICLES OF INCORPORATION

If any provision of this Code of Regulations shall be inconsistent with the Corporation's Articles of Incorporation (as they may be amended), the Articles of Incorporation shall govern.

ARTICLE VIII: SECTION HEADINGS

The headings contained in this Code of Regulations are for reference only and shall not be construed as part of or as affecting the meaning or interpretation of this Code of Regulations.

ARTICLE IX: AMENDMENTS

This Code of Regulations (as it may be amended) may be amended or restated by the affirmative vote of a majority of the total number of Directors then serving. Any proposed amendment shall be submitted in writing to each Director at least fifteen (15) days prior to the meeting at which the same is to be voted upon by mailing, faxing or otherwise sending a copy thereof to each Director in any manner authorized for delivering notices of meetings under Section 4.6 of these Code of Regulations. Provided, however, that Articles III and IV, providing for the selection of Directors and defining Members, shall not be amended without the approval and consent of the Board of Trustees of Miami University given by the affirmative vote of two thirds (2/3) of all members of the Board of Trustees of Miami University.

ARTICLE X: EMERGENCY REGULATIONS

In the event of an "emergency" as defined in Ohio Revised code section 1701.01(U), as it may be amended, corporate actions may be taken in accordance with Ohio Revised Code section 1702.11(C) and (G), as they may be amended.

ARTICLE XI: PROVISIONS FOR REGULATIONS OF BUSINESS
AND CONDUCT OF AFFAIRS OF THE CORPORATION

11.1 Books and Records. The Corporation shall keep correct and complete books of account and minutes of the proceedings of its Directors and any committees.

11.2 Conflicts of Interest.

11.2.1 Gifts. As provided in further detail in the Corporation's Conflict of Interest Policy (the "Policy), no Covered Person (as defined in the Policy) shall solicit or accept, directly or indirectly, anything of substantial monetary value (including any gift, gratuity, favor, entertainment, loan or other consideration) from any person or entity which has, or is seeking, a contractual, donative, employment, financial or other beneficial relationship with the Corporation without first making a disclosure of such conflict of interest to the Board of Directors. All of the Directors, officers, employees, committee members and certain other volunteers of the Corporation are "Covered Persons" as defined under the Policy (with respect to volunteers of the Corporation the Policy applies to such other volunteers determined and identified as a "Covered Person" under the Policy).

11.2.2 Conflict of Interest Procedure. When the Board of Directors is considering a proposed transaction that may benefit the private interest of a Covered Person of the Corporation,

the procedure outlined in the Conflict of Interest Policy adopted by the Board of Directors shall be followed.

11.2.3 Appointed Directors. Appointed Directors (under Section 4.3 of these Regulations) are subject to all applicable laws and University policies including Ohio Ethics laws and related University policies. In the event of any conflict between such Ohio Ethics laws and University policies for Appointed Directors, the Ohio Ethics laws and University policies shall prevail and take priority over the conflict of interest procedures and provisions contained in this Section 11.2.

11.3 Compensation. Service by Elected Directors shall be strictly voluntary and such Elected Directors shall not receive compensation for their services to the Corporation as Directors.

11.4 Dissolution. The Corporation shall be dissolved only upon the affirmative vote of a majority of the total number of Directors then serving and with approval of two-thirds of the members of the Board of Trustees of Miami University voting at a regular meeting of the Board of Trustees of Miami University.

Upon dissolution, all of its property of whatever nature and wheresoever situated shall vest immediately and absolutely in Miami University, to be used in total for the purposes of Miami University, subject, however, to any and all limitations and conditions under which it is held by the Corporation at the time of dissolution.

ARTICLE XII: DEADLOCK

In the event of deadlock in the Directors' management of the corporate affairs, the provisions for the appointment of the provisional Director under Ohio Revised Code section 1702.521 shall be used to resolve the deadlock.

ARTICLE XIII: SUPERSEDES PRIOR CODE OF REGULATIONS

This Amended and Restated Code of Regulations amends, restates and supersedes in the entirety all previous codes of regulations (regardless of how titled) and all prior resolutions by the Directors amending such codes of regulations. This Amended and Restated Code of Regulations shall be the only code of regulations of the Corporation and only may be amended, modified or restated only in accordance with the terms of these Regulations.

Approved by the Board of Trustees
December 5, 2014



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

CERTIFICATE OF ADOPTION

The foregoing Amended and Restated Code of Regulations was duly adopted by the Board of Directors of the Corporation with the approval and consent of the Board of Trustees of Miami University effective as of the ____ day of _____, 201~~4~~³

Secretary Signature
Printed Name: _____

AMENDED AND RESTATED
CODE OF REGULATIONS
OF THE
MIAMI UNIVERSITY FOUNDATION

ARTICLE I: OFFICES

The principal office of Miami University Foundation (the "Corporation") at which the general business shall be transacted and where the records of the Corporation shall be kept shall be located in the City of Oxford, Butler County, Ohio. The Corporation may have such other offices, either within or without the State of Ohio, as the Directors may designate or as the activities of the Corporation may require from time to time.

ARTICLE II: FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July in each year and end on the last day of the following June, or be such other period as the Directors designate by resolution.

ARTICLE III: MEMBERS

The Corporation shall have no Members. The Directors shall be considered the Members in accordance with Ohio Revised Code section 1702.14, as it may be amended.

ARTICLE IV: DIRECTORS

4.1 Powers. The Board of Directors (collectively hereinafter referred to as "Directors" or individually referred to as a "Director") shall have the control and management of the business and property of the Corporation. It may adopt by-laws not inconsistent with these Regulations. A Director shall perform his or her duties as a Director of the Corporation, including his or her duties as

a member of any committee of the Corporation, in good faith, in a manner he or she reasonably believes to be in, or not opposed to the best interests of the Corporation and with the care that an ordinarily prudent person in a like position would use under similar circumstances.

4.2 Number. The number of Appointed Directors shall be seven (7) and be such persons provided in Section 4.3 of these Regulations. The number of Elected Directors shall not be less than fifteen (15) persons elected as provided in Section 4.4 of these Regulations. The Board of Directors shall determine and fix the exact number of persons to serve as Elected Directors from time to time provided, however, that no decrease in the number of Elected Directors shall have the effect of removing an Elected Director prior to the expiration of such Elected Director's term of office.

4.3 Appointed Directors. The persons holding the following positions shall serve as Appointed Directors:

(a) The Chair of the Board of Trustees of Miami University or a member of the Board of Trustees of Miami University appointed by the Chair of the Board of Trustees of Miami University;

(b) The President of Miami University;

(c) The Executive Vice President for Academic Affairs and Provost of Miami University;

(d) The Vice President for Finance and Business Services of Miami University (who shall also serve as the Treasurer of the Corporation);

(e) The Vice President for University Advancement of Miami University (who shall also serve as the Executive Director of the Corporation);

(f) The Vice President for Student Affairs of Miami University; and

(g) A representative of the Board of Trustees of Miami University appointed by the Board of Trustees of Miami University.

4.4 Elected Directors.

4.4.1 Election. The Elected Directors shall be elected by the Directors from the slate of candidates nominated by the Nominating Committee (as that term is hereinafter defined). Election shall be by a majority vote of the Directors constituting a quorum at a meeting of the Directors. At least two thirds (2/3) of the Elected Directors shall be alumni or former students of Miami University.

4.4.2 Term. Elected Directors shall serve and hold office for a term of three (3) years commencing at the conclusion of the Annual Meeting at which the Elected Director is elected (or if elected at a meeting of the Directors other than the Annual Meeting then such term shall commence at conclusion of the next Annual Meeting unless filling an Elected Director vacancy or otherwise provided by the Board in the election of such Elected Director) and ending at the conclusion of the third Annual Meeting thereafter, or until such Elected Director's successor is elected and qualified, except in the event of such Director's earlier resignation, removal or death.

4.4.3 Term Limits. Elected Directors may serve a maximum of two (2) consecutive three-year terms. After serving two (2) consecutive three-year terms, an Elected Director again may be elected to serve as an Elected Director after such Elected Director has not served as a Director for one (1) year. Service as an Elected Director for a term of less than three (3) years shall not count as a term for the purposes of the term limits provided in this Section 4.4.3. Nevertheless, if an Elected Director is serving as President of the Corporation and his or her second three-year term as a Director will expire prior to the end of his or her term as President, such Elected Director shall continue to serve as an Elected Director until the expiration of his or her term as President regardless of the term limits described above.

4.4.4 Staggered Terms. The Elected Directors may be divided into three (3) groups or classes consisting of approximately one-third of the then current total number of Elected Directors. The Elected Directors in each group shall be elected for a term of three (3) years such

that the term of office of one such group shall terminate each year. To maintain three classes of Elected Directors consisting of approximately the same number of persons, certain Elected Directors may be assigned to and shall serve one-year and two-year terms so as to establish or maintain staggered terms whereby approximately one-third of the Elected Directors' terms expire each year.

4.4.5 Removal of Elected Directors. Any Elected Director may be removed from office upon the affirmative vote of a majority of the total number of Directors then serving.

4.4.6 Vacancies. The Board of Directors may fill any vacancy that may occur in an Elected Director position by election of a successor to hold office during the remaining unexpired term of the vacant Elected Director position. Election shall be by a majority of the Directors constituting a quorum and entitled to vote at such meeting.

4.5 Meetings.

4.5.1 Annual Meeting. The Annual Meeting of the Directors for the election of officers and the transaction of such other business as the Directors determine shall be held at the time and place, within or without the State of Ohio, the Board of Directors designates.

4.5.2. Regular Meetings. The Board of Directors may establish regular meetings of the Board of Directors. Such meetings shall be held at such place or places, within or without the State of Ohio, the Board of Directors designates.

4.5.3 Special Meetings. Special meetings of the Board of Directors may be called by the President, by the Board of Directors or upon the written request of two (2) or more Directors. Such meetings shall be held at such place or places, within or without the State of Ohio, as the Board of Directors designates.

4.6 Notice of Meetings.

4.6.1 Annual and Regular Meetings. Written notice of each annual and other regular meeting of the Board of Directors stating the time and place thereof shall be delivered personally, sent by fax or email, or sent by U.S. mail or courier service with postage and fees prepaid or by means of any authorized communications equipment not less than seven (7) days before the meeting, excluding the day of the meeting, to each Director at his or her address

according to the current records of the Corporation, unless notice is waived.

4.6.2 Special Meetings. Written notice of each special meeting of the Board of Directors stating the time, place and purpose thereof shall be delivered personally, sent by fax or email, or sent by U.S. mail or courier service with postage and fees prepaid or by means of any authorized communications equipment not less than seven (7) days before the meeting, excluding the day of the meeting, to each Director at his or her address according to the current records of the Corporation, unless notice is waived. No business shall be transacted at any special meeting other than the business specified in the notice of such meeting.

4.6.3 Waiver of Notice. Notice of any meeting of the Board of Directors may be waived in writing before, at or after such meeting by any Director. Such waiver shall be filed with or entered upon the records of such meeting. Attendance of any Director at any meeting of the Board of Directors without protesting, prior to or at the commencement of the meeting, the lack of proper notice of such meeting shall be deemed to be a waiver of such notice by such Director.

4.7 Attendance. Directors may attend meetings in person, or participate by any authorized communications equipment (as provided in Chapter 1702 of the Ohio Revised Code) including, but not limited to, by telephone conference, video conference or other electronic technology or communications equipment as long as all persons participating in the meeting can contemporaneously communicate with each other. Participation by authorized communications equipment shall constitute presence at such meeting.

4.8 Quorum. The attendance by any means authorized pursuant to section 4.7 above of a majority of the total number of Directors then serving shall be necessary to constitute a quorum for a meeting of the Directors. At all meetings of the Board of Directors, each Director shall be entitled to cast one vote on any question coming before the Board. Unless otherwise provided in these Regulations, a majority vote of the Directors present at any meeting, if there is a quorum, shall be sufficient to transact any business. A Director shall not appoint a proxy for himself or herself or vote by proxy at a meeting of the Board of Directors.

4.9 Written Action. Any action which may be taken at a meeting of the Directors may be taken without a meeting, if authorized in a writing or writings signed by all of the Directors, which writing or writings shall be filed or entered upon the records of the Corporation. Any electronic transmission by authorized communications equipment (as provided in Chapter 1702 of the Ohio Revised Code) that contains an affirmative vote or approval of a Director is a signed writing for such purposes.

4.10 Committees.

4.10.1 Authority. The Directors shall appoint such committees as shall be necessary from time to time and shall designate the duties of such committees. The committee members shall serve at the pleasure of the Directors. No committee shall consist of fewer than four (4) members. At least one member of each committee shall be a member of the staff of Miami University, whether or not such member is also an Appointed or Elected Director. A majority of the members of any such committee may determine its action and fix the time and place of its meetings unless the Board of Directors otherwise provides. All committees at all times shall be subject to the control and direction of the Board of Directors and shall report all actions taken at the next succeeding meeting of the Board of Directors.

4.10.2 Executive Committee. The Corporation shall have an Executive Committee to help the Miami University Foundation Board of Directors function efficiently and effectively. The Executive Committee shall have the broad authority of the Board of Directors to act on behalf of the full board during the interval between meetings of the Board of Directors on any matters that the Executive Committee determines should not be delayed until the Board's next regularly scheduled meeting, or until a special meeting of the Board is called as specified in these Code of Regulations. The Executive Committee shall be composed of the President of the Corporation, who shall act as the Chair of the Executive Committee, the Executive Director of the Corporation, and such other Directors appointed by the Board of the Corporation upon the recommendation of the President of the Corporation.

4.10.3 Governance Committee: The Corporation shall have a Governance Committee to (a) provide oversight of the Corporation's structure, polices and processes to ensure compliance with the Corporation's mission and general good governance practices and (b) identify, recruit, nominate and educate qualified and diverse candidates to serve as Elected Directors and Officers of the Corporation (unless such persons are otherwise designated or appointed under the terms of these Regulations). The Governance Committee shall be composed of not less than five (5) nor more than seven (7) Directors, including within that number, the Executive Director of the Corporation and at least two members of the Executive Committee of the Corporation. The Governance Committee Chair and the Governance Committee members (other than the Executive Director) shall be appointed by the Board of the Corporation upon the recommendation of the President of the Corporation.

4.11 Special Appointees; Advisory Board. Special Appointees may be appointed by the Directors to an Advisory Board to serve for a term of one (1) year or until their successors are elected and qualified. Special Appointees may serve more than one (1) term on an Advisory Board. The Directors shall fix the number of Special Appointees, which number may vary from time to time as the Directors shall determine. Special Appointee shall have no voting rights at any meeting of the Board of Directors or any committee meeting. Special Appointees may review and make comments on the general direction in which the Board of Directors proceeds with specific reference to the purposes of the organization as stated in its Articles of Incorporation. Special Appointees shall be advisory only to the Board of Directors, but substantial weight will be given to their suggestions. Special Appointees may meet with the Board of Directors at such times and places as the Directors shall designate.

ARTICLE V: OFFICERS

5.1 Generally. The officers shall be a President, Vice President, Secretary, Board Treasurer, Executive Director, Treasurer of the Corporation, Chief Investment Officer, Chief

Development Officer, Chief Administrative Officer and any other officers the Board of Directors designates.

5.2 President. The President shall preside at all meetings and perform such other and further duties as may be from time to time required by the Directors. The President shall be an Elected Director.

5.3 Vice President. The Vice President shall perform all of the duties and have all the authority of the President in case of the latter's absence or disability. In case both the President and Vice President are absent or unable to perform their duties, the Directors may appoint a President pro tempore. The Vice President shall be an Elected Director.

5.4 Secretary. The Secretary shall review and certify all minutes of the Corporation as prepared by the Executive Director. The Secretary shall be an Elected Director.

5.5 Board Treasurer. The Board Treasurer shall review all statements prepared by the Chief Investment Officer or the Treasurer of the Corporation. The Board Treasurer shall be an Elected Director.

5.6 Executive Director. The Executive Director shall be the Vice President for University Advancement of Miami University as referenced under Section 4.3(e) of these Regulations. The Executive Director shall oversee the hiring of staff personnel and have overall responsibility for the day to day operation of all functions of the organization. The Executive Director shall provide reports on the operation of the organization to the Board of Directors on a periodic basis or as requested by the Board of Directors. The Executive Director shall keep an accurate record of all transactions of the Corporation. The Executive Director shall give all notices required by law or these Regulations. The Executive Director shall keep a proper record book and shall properly record therein all minutes of all corporate meetings and such other matters as shall be proper or necessary. Further, the Executive Director may also advise the Directors with respect to potentially problematic transactions.

5.7 Treasurer of the Corporation. The Treasurer of the Corporation shall be the Vice President for Finance and Business Services of Miami University as referenced under Section 4.3(d)

of these Regulations. The Treasurer of the Corporation shall be responsible for the oversight of the financial operations of the Foundation.

5.8 Chief Investment Officer. The Chief Investment Officer (CIO) shall be the Chief Investment Officer of Miami University. Unless otherwise directed or provided by the Directors the CIO shall have the duties and responsibilities provided in this section. The CIO shall oversee the finances and supervise the custody of all monies and investments, financial records and documents of the Corporation unless otherwise determined by the Directors. The CIO shall supervise the annual preparation of the Corporation's financial statements and the external audit of such statements. The CIO shall support such committees as determined by the Directors and the committee chairs. The CIO shall be not be an Elected Director nor an Appointed Director of the Corporation and shall have no voting rights.

5.9 Chief Development Officer. The Chief Development Officer (CDO) shall be the manager of the Office of Development within the Division of University Advancement of Miami University. Unless otherwise directed or provided by the Directors the CDO shall have the duties and responsibilities provided in this section. The CDO shall oversee the donor development activities of the Corporation. The CDO shall support such committees as determined by the Directors and the committee chairs. The CDO shall not be an Elected Director nor an Appointed Director of the Corporation and shall have no voting rights.

5.10 Chief Administrative Officer. The Chief Administrative Officer (CAO) shall be the Director of Advancement Administration of Miami University. Unless otherwise directed or provided by the Directors the CAO shall have the duties and responsibilities provided in this section. The CAO shall oversee the administration of the Corporation and stewardship of gifts to the Corporation. The CAO shall coordinate and schedule the meetings of the Corporation, prepare resolutions, and fulfill such other duties as determined by the Executive Director or the Directors. The CAO shall support such committees as determined by the Directors or Committee chairs. The CAO shall be not be an Elected Director nor an Appointed Director of the Corporation and shall have no voting

rights.

5.11 Term. Except with respect to the President, Executive Director, Treasurer of the Corporation, CIO, CDO and CAO, each officer of the Corporation shall be elected for a one (1) year term commencing at the conclusion of the day of the Annual Meeting at which the officer is elected and ending at the conclusion on the day of the next Annual Meeting, or until such officer's successor is elected and qualified. Each of these officers may serve two (2) consecutive one-year terms. The President shall serve for one (1) two-year term and shall not be eligible for re-election to such position.

5.12 Removal. Except with respect to the Executive Director, Treasurer of the Corporation, CIO, CDO and CAO, the Board of Directors may remove any officer at any time, with or without cause by the affirmative vote of a majority of the Directors present at a meeting, if there is a quorum.

5.13 Vacancies. Except with respect to the Executive Director, Treasurer of the Corporation, CIO, CDO, and CAO, the Board of Directors may fill any vacancy that may occur in any office by electing a successor to hold office during the unexpired term of the vacant office.

ARTICLE VI: INDEMNITY

The Corporation shall indemnify to the full extent permitted by the nonprofit corporation laws of the State of Ohio each person who was, is or will be a Director, officer, volunteer or employee of the Corporation (including the heirs, executors, administrators or estate of such person) against any liability, cost or expense incurred by such person in such person's capacity as such a Director, officer, volunteer or employee, or arising out of such person's status as such a Director, officer or employee (including serving at the request of the Corporation as a trustee, director, officer, partner, member, employee or agent of another organization). The Corporation may, but shall not be obligated to, maintain insurance at its expense to protect itself and any such person against any such liability, cost or expense.

ARTICLE VII: CONSISTENCY WITH ARTICLES OF INCORPORATION

If any provision of this Code of Regulations shall be inconsistent with the Corporation's Articles of Incorporation (as they may be amended), the Articles of Incorporation shall govern.

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11.2.2 Conflict of Interest Procedure. When the Board of Directors is considering a proposed transaction that may benefit the private interest of a Covered Person of the Corporation, the procedure outlined in the Conflict of Interest Policy adopted by the Board of Directors shall be followed.

11.2.3 Appointed Directors. Appointed Directors (under Section 4.3 of these Regulations) are subject to all applicable laws and University policies including Ohio Ethics laws and related University policies. In the event of any conflict between such Ohio Ethics laws and University

policies for Appointed Directors, the Ohio Ethics laws and University policies shall prevail and take priority over the conflict of interest procedures and provisions contained in this Section 11.2.

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Approved by the Board of Trustees
December 5, 2014



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

CERTIFICATE OF ADOPTION

The foregoing Amended and Restated Code of Regulations was duly adopted by the Board of Directors of the Corporation with the approval and consent of the Board of Trustees of Miami University effective as of the 5th day of DECEMBER, 2014



Secretary Signature

Printed Name: THEODORE O. PICKERING II

University Advancement Report

Tom Herbert, J.D.
Vice President, University Advancement
Executive Director, Miami University
Foundation



Topics

- 2020 Plan Fundraising Update
- FY'14 Performance and FY'15 to date
- Fundraising focus in FY'15
- Update on Advancement Initiatives

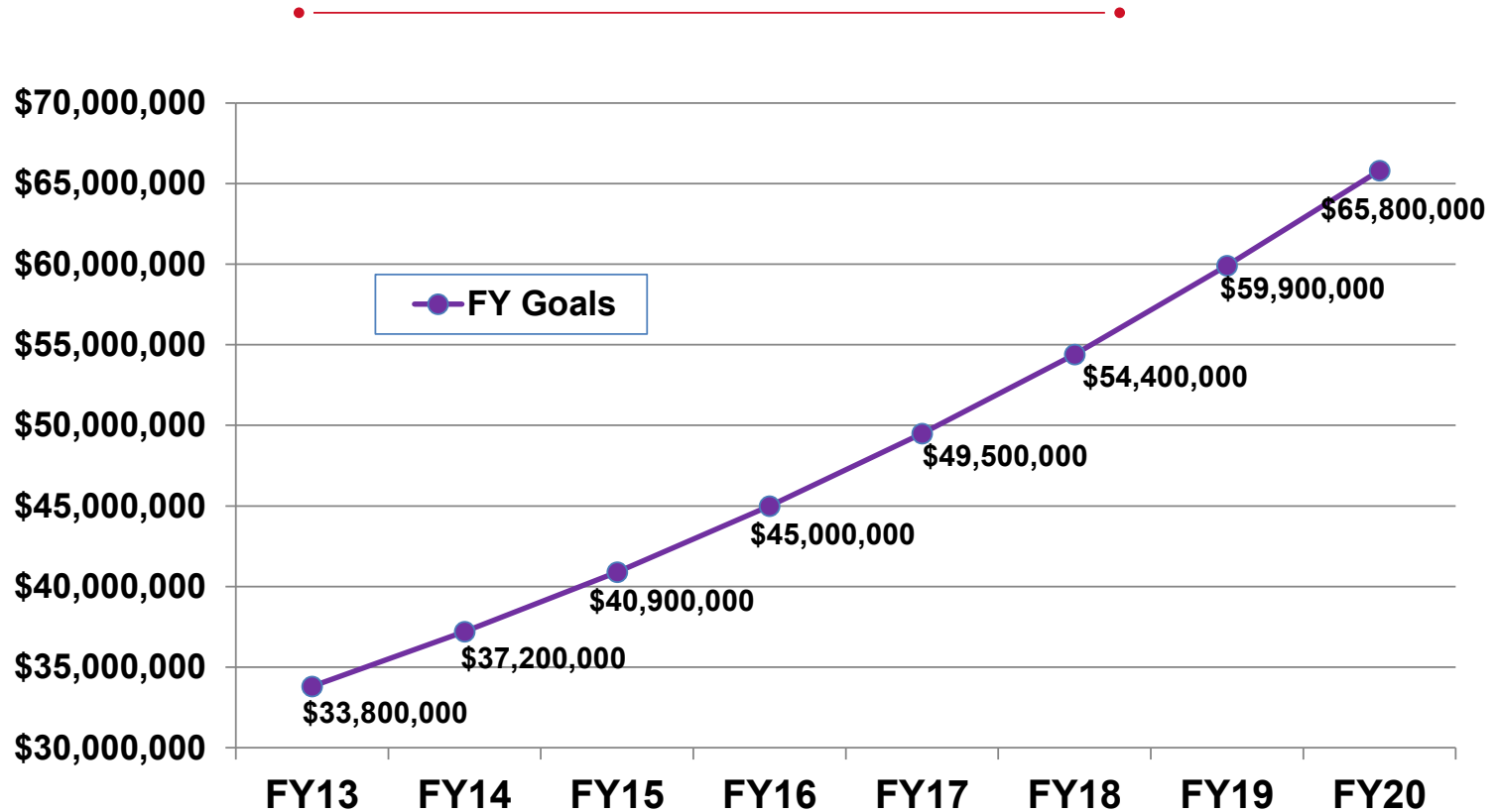


2020 Plan Fundraising Update



DIVISION OF UNIVERSITY ADVANCEMENT

Post-Campaign Development Targets



Based on Miami's 2020 Plan



DIVISION OF UNIVERSITY ADVANCEMENT

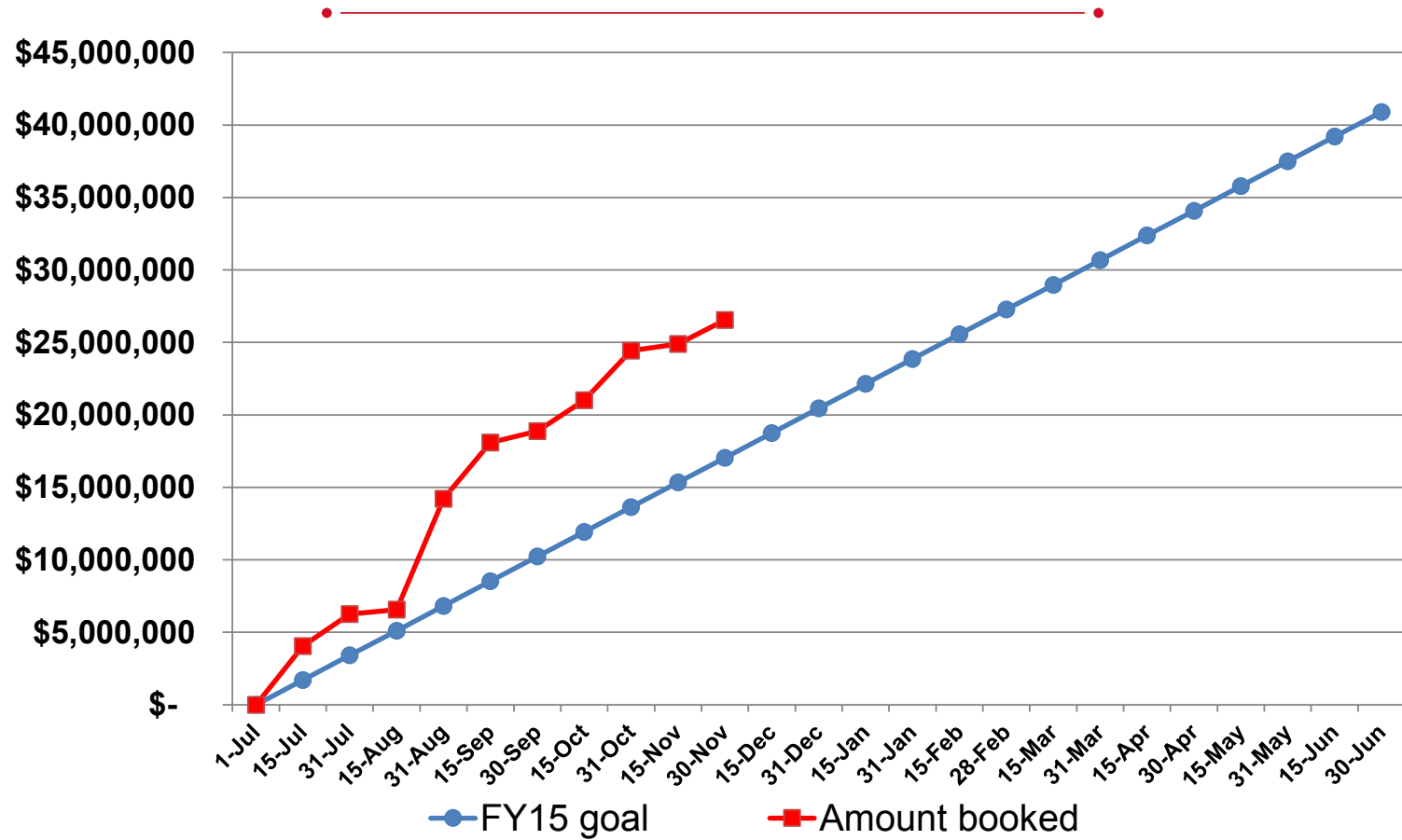
2020 Plan Fundraising Update

FY2015

- Goal: \$40,900,000
- Raised to date: \$26,550,000 (65% of goal)
FY14 to date: \$21,500,000 (58% of FY14 goal)

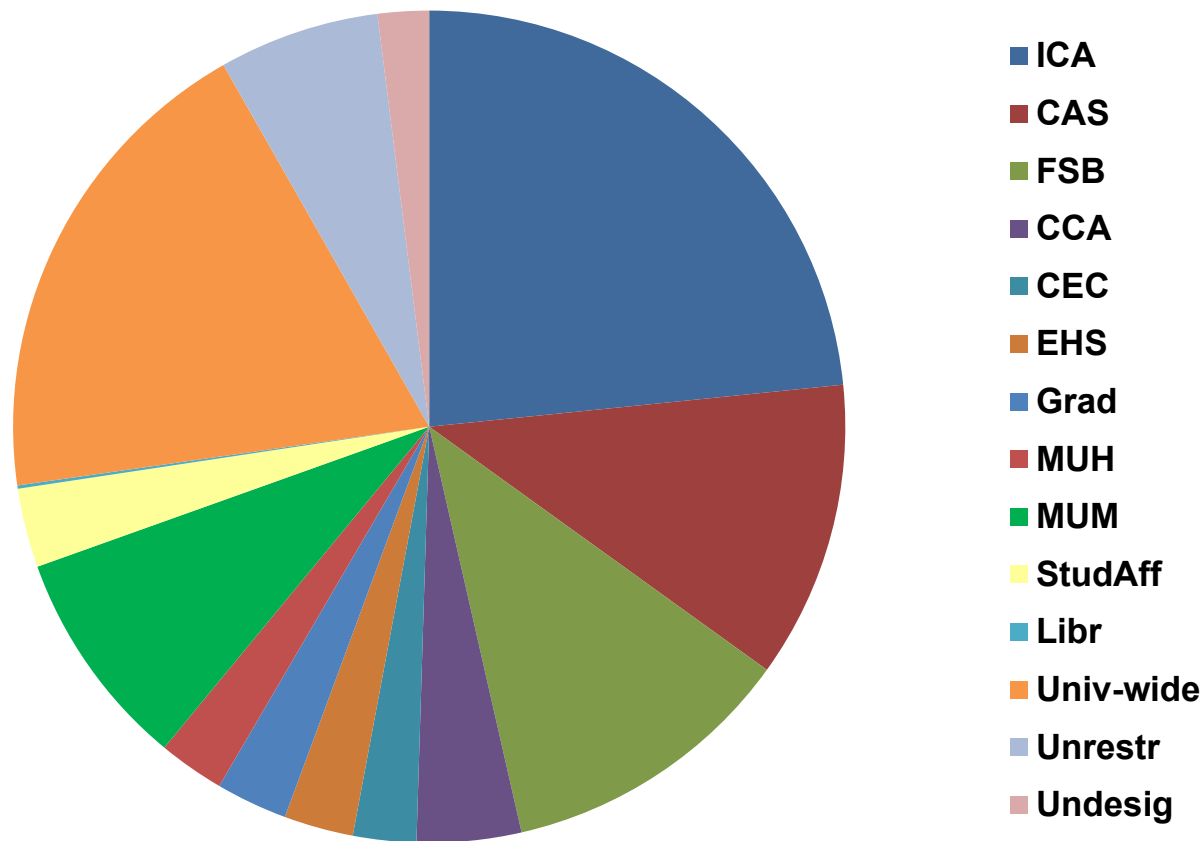


FY'15 - Fundraising Update

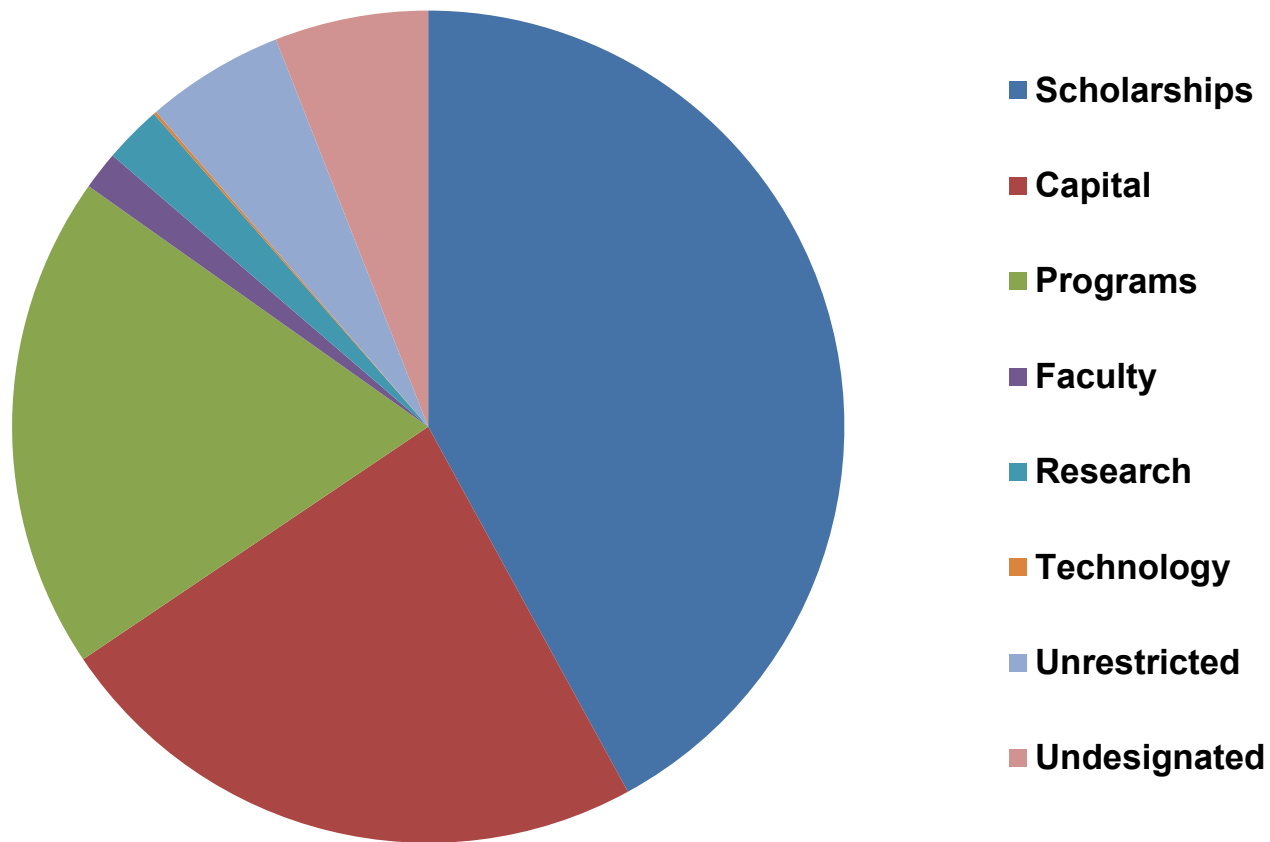


DIVISION OF UNIVERSITY ADVANCEMENT

FY'14 \$ by college/unit



FY'14 \$ by purpose



Fiscal Year Performance



DIVISION OF UNIVERSITY ADVANCEMENT

FY Cash Received

<u>FY15 to date</u>	<u>FY14 to date</u>	<u>FY14 total</u>	<u>3-year avg</u>
\$11.8M	\$11.8M	\$33.9M	\$34.2M



FY Cash to Annual Fund

<u>FY15 to date</u>	<u>FY14 to date</u>	<u>FY14 total</u>	<u>3-year avg</u>
\$1.38M	\$1.36M	\$4.16M	\$3.77M



FY Alumni Participation

FY12 total

18.0%

FY13 total

20.0%

FY14 total

20.6%

3-year avg

19.5%



DIVISION OF UNIVERSITY ADVANCEMENT

FY Planned Giving Commitments

FY15 to date
37 for \$18.6M

FY14 to date
50 for \$14.1M

FY14 total
129 for \$21.9M



Fundraising Focus FY'15



DIVISION OF UNIVERSITY ADVANCEMENT

Miami Promise Scholarship Campaign

- Publicly Launched this Fall
- \$100 million goal over 5 years – double what we raised over the last 4 years
- Matching programs developed
- Scholarship stewardship upgraded



Campaign for Intercollegiate Athletics

-
- \$80 million campaign to be publicly announced in Spring 2015
 - Silent phase to date: raised approx. \$29 million
 - Advancement now developing campaign branding and materials



Armstrong Student Center East Wing

- Fundraising Target is \$8 million for East Wing
- \$2.55 million raised
- Approaching identified prospects
 - Development Committee assistance



Faculty Support

- In transition as we conduct a provost search



Update on Advancement Initiatives



DIVISION OF UNIVERSITY ADVANCEMENT

Update on Advancement Initiatives

- Enhanced Stewardship
- Enhanced Alumni Programming
- Foundation Board Development



Update on Advancement Initiatives

- Enhanced Parent Programming
- Advance M.I.A.M.I. Women Initiative
- Annual Fund Matching Program
- Advancement LEAN projects



Advancement Initiatives

Enhanced Stewardship

- Post-Campaign plan coming to close
- Lifetime cumulative giving societies created and introduced
- Honor Roll of Donors now online
- Donor recognition wall being studied



Advancement Initiatives

Enhanced Alumni Programming

- Exploring partnership to create “Alumni AP”
- Expanding alumni education by creating and distributing podcasts with popular faculty
- Eliminate the dues program to expand “association programming” to all alumni donors



Advancement Initiatives

Foundation Board Development

- Welcome four new members this Fall
- Direct involvement continually enhanced
 - Orientation process revamped and improved
 - Prospect reviews
 - Lifetime Giving Societies development
 - M.I.A.M.I. Women Initiative development



Advancement Initiatives

Enhanced Parent Program

- “Family Fellows” program (\$10,000 annually) growing very well -- good attendance at events and more families moving to that level

Advance M.I.A.M.I. Women Initiative

- Promoted Maggie Patrick to drive the program full time
- Fall event went well, and planning for our Spring Symposium well underway



Advancement Initiatives

Annual Fund Match Program

- **MoveInMiami a success**
 - More than \$500k raised
 - 3257 donors participated
 - 350 new donors discovered
 - 44% of all donors from 2000-2014 (hardest to reach)
- **Will repeat next year!**



Advancement Initiatives

Lean Projects – five completed

- Data Integrity upgrades
- Direct Mail coordination streamlined
- Corporate and Foundation collaborations enhanced
- MUAA Membership Program reviewed
- Matching Gifts system upgraded



Advancement Awards

CASE Circle of Excellence (national)

- 18 of the Last 9
 - Best Alumni Programming (Silver)

Pride of CASE V (regional)

- Day Without Donors
 - Best Collaborative Program (Gold)
 - Best Recognition/Stewardship (Hon. Mention)
- MIAMI Women Inaugural Symposium
 - Excellence in Special Events (Bronze)
- End of Campaign Giving Tribute
 - Best Publication/Cultivation (Hon. Mention)



Thank you!

