



**An Invitation to Apply for the Position of**  
**PRESIDENT**  
**Miami University**

**THE SEARCH:**  
**AN EXECUTIVE SUMMARY**

Founded in 1809, Miami University has a distinguished history as a prestigious public university recognized for outstanding undergraduate education and selective graduate and research programs. The University serves the state of Ohio, a regional and, increasingly over the past decade, a national audience. The 2006 *U.S. News & World Report* college rankings list Miami University 26th among the top public universities in the nation based on academic quality.

Miami has launched the “First in 2009” initiative, a strategic plan with the goal that Miami, as it approaches its 200<sup>th</sup> birthday, will lead the nation among public universities with a primary emphasis on undergraduate education.

A College of Arts and Science and Schools of Business, Education and Allied Professions, Engineering and Applied Science, Fine Arts, Interdisciplinary Studies and a Graduate School offer the 15,000 undergraduate students on the Oxford campus, the 5500 students at its regional campuses, and its 1400 graduate students, an extraordinary balance of quality instruction, student-centered faculty, and strong research programs that involve students in the creation of new knowledge. Miami’s main campus is in Oxford, Ohio, 35 miles north of Cincinnati. Two regional campuses in Hamilton and Middletown, Ohio, offer certificate programs, associate degrees, and bachelors degrees in nursing and engineering technology. A European Center in Luxembourg provides students from almost any program the opportunity to study abroad at a cost similar to studying in Ohio.

The next president of Miami must challenge the university to achieve its highest aspirations as it:

- recruits the next generation of faculty,
- builds a pervasive culture of philanthropy among students, parents, alumni and friends,
- redoubles the university's efforts to become a more diverse institution,
- builds community on and off campus,
- fulfills the university's public mission in Ohio, and

- ardently communicates the university's distinctive teaching and scholarly mission to all its constituencies.

Miami has been excellently served by presidents. They are aided by the intense loyalty of students, faculty, staff and alumni and a committed Board. The student centered, intellectually demanding culture results in unusually high student retention and enduring alumni commitment. Miami's loyalties compete with the best of the private academies.

Over the years, Miami's success has translated into unusually strong state support for a selective, liberal arts teaching institution and in more recent times into a vigorous, though still new development program. Miami is a university where presidents succeed. They manage the missionary boundary, keeping the campus centered as it retains its teaching and scholarly missions and they keep all the constituencies focused on its clear identity. The next president will have the same tasks in a new context, and should help to build the same social and cultural assets that have sustained the University over so many generations.

## **THE UNIVERSITY: AN OVERVIEW**

Miami University was chartered by the Ohio General Assembly in 1809. The University offered its first classes in 1824 in the village of Oxford. By 1829 it had grown to 250 students, making it the fourth largest university in the nation, following Harvard, Yale and Dartmouth. The Civil War depleted the student body, and Miami closed entirely as a result of the nationwide Panic of 1873. When it reopened 12 years later, Miami was still an all-male school. The University admitted its first women students in 1902 with the opening of the Normal School, which became the present-day School of Education and Allied Professions. Over time the University has added a School of Business Administration (1927), School of Fine Arts (1929), School of Applied Science (now Engineering and Applied Science) (1959), and School of Interdisciplinary Studies (1974).

Miami collaborated with The Ohio State University to create a joint campus in Dayton in 1964. Three years later, that campus became Wright State University. Miami's own regional campuses were established in 1966 and 1968.

Miami opened a separate Graduate School in 1947, expanding on a tradition of offering graduate courses and programs in various forms since the early 19<sup>th</sup> century. In 1964 the Ohio Board of Regents approved the inauguration of Ph.D. programs in 10 fields. Miami currently graduates about 50 doctorates per year from 11 doctoral programs.

The tree-shaded lawns of the Oxford campus are bordered by gracious Georgian-style buildings, inspiring poet Robert Frost to declare the Miami University campus "the most beautiful college there is." The campus is located in an attractive bucolic setting in the southwest corner of the state. Its regional campuses are located 13 and 22 miles from Oxford allowing easy travel for faculty and students between campuses. The European Center in Luxembourg is located in a 15<sup>th</sup> century chateau and park with a campus atmosphere.

The University has attended carefully to its built environment and has maintained a consistent architecture across the entire campus and across time. It consciously provides a serene, pastoral setting that promotes reflective thought, effective learning, and an attractive community. Both

the attractiveness and the rich resources of the campus make a pointed statement about the University's commitment to the quality of student life.

## **THE UNIVERSITY: TEACHING AND SCHOLARSHIP**

### **The Faculty**

Miami's increasingly strong national reputation has been built on the high quality education that it provides for undergraduates. The seamless integration of academic and student affairs results in an involving, student-centered, residential, experience on the Oxford campus.

In the last generation, the University has moved to a more intense teacher/scholar model. It believes that faculty must maintain a vigorous research portfolio to remain current in their field, to refresh their intellectual interests and to offer their students the opportunity to conduct their own primary research. It strives to achieve a balance that keeps faculty intellectually engaged and that still attends to its primary mission as an undergraduate teaching institution. Faculty work with students both in the classroom and in research projects not broadly available at larger "R1" universities. Administrators at Miami work assiduously to articulate the mission and to maintain the balance.

Miami attracts and retains an exceptionally committed faculty who work closely with their students. Many Miami faculty have been awarded significant honors. Both their research and quality of instruction are cited nationally with recognition from the National Institutes of Health, National Science Foundation, U.S. Department of Education, and National Endowment for the Humanities and a range of other scholarly organizations. Miami has 1,168 FTE faculty members, 556 (57%) of whom are tenured, 220 (22%) are tenure track, and 209 (21%) are full-time non-tenure eligible.

The faculty at all three campuses operate as a single faculty, with regional campus faculty tenured in departments on the Oxford campus. Members of the English Department at the regional campuses are members of the same English Department as the faculty at Oxford and meet the same tenure and promotion standards, although the emphases are generally different on the regional campuses. A unified faculty gives the university opportunities for shared program across all three campuses.

Miami has in its immediate future an unprecedented opportunity to yet further enhance the quality of its faculty. The University has made a commitment to add fifty new tenure track faculty to its ranks and about 250, overall approximately a quarter, of the current faculty are anticipated to retire during this period.

### **Sponsored Research**

In the fiscal year 2005, Miami received over \$22 million in academic grants and contracts from federal, state, and private sources. In the College of Arts and Sciences, the Departments of Chemistry and Biochemistry, Geology, Microbiology, Psychology, and Zoology each received over \$1 million. Over \$3 million was funded by the National Science Foundation and another \$3 million from business and industry. Foundations and Associations provided another \$1.5 million with support from Kettering, the W.K. Kellogg Foundation, the Ohio Arts Council, and the Southwestern Ohio Instructional Technology Association among many others.

## Undergraduate Education

University consists of seven academic divisions and six of them offer undergraduate degrees. All Miami undergraduates plan their program of studies around the Miami Plan for Liberal Education. This plan was established to recognize that the diverse educational communities of a comprehensive university have a common interest in liberal learning. The curriculum includes foundation courses in traditional areas of the liberal arts, and advanced liberal learning, through a sequence of thematically related courses at the advanced level and a capstone. The Miami Plan is designed to:

- Promote thinking critically which enhances imagination and intuition along with reasoning and evaluation.
- Cultivate the perspective that present cultural circumstances are an historical and a changing situation.
- Expose students to a healthy exchange of conflicting ideas and differing viewpoints, encourage rethinking of accepted perspectives, and require making choices and taking risks.
- Encourage reflecting and making thoughtful decisions and examining their consequences, which in turn enhances personal moral commitment, enriches ethical understanding, and strengthens civic participation.

The University's curriculum and commitment to the highest quality instruction have earned it unusual recognition. Miami has been:

- Described as an institution that exemplifies "what an educationally effective college or university looks like at the turn of the twenty-first century," in the 2005 book *Student Success in College: Creating Conditions that Matter* published by the American Association for Higher Education.
- Listed as one of 27 "hidden treasures—terrific schools that deserve more national recognition" and as one of 70 schools that "offer the best value for your tuition dollar" in the 2004 *Kaplan-Newsweek College Catalog*
- Noted as among schools that "routinely and substantially outperform (their) peers, year after year, successfully graduating far more students than similar universities" in a May 2004 report by *The Education Trust*
- Named as one of the top feeder schools for 15 elite graduate programs in a *Wall Street Journal* article (September 26, 2003), "Want to go to Harvard Law?"
- Included as one of 30 schools in the United States that offers "an education comparable to that at Ivy League universities at a fraction of the price" in the book *The Public Ivies: America's Flagship Universities*.

And Miami's students received honors in disproportionate numbers. For example:

- For the second year in a row, three Miami students received the Barry M. Goldwater Scholarship, the most prestigious award of its type for undergraduates in mathematics, engineering, or the natural sciences. Nationally, Miami was one of 33 schools—and one of only 20 public schools—to have three or more recipients. (2005)

- Miami is among a select group of universities in the nation that have produced a Rhodes Scholar, a Truman Scholar, and a Goldwater Scholar in the same academic year. Other schools in this select group are Harvard, Yale, Princeton, Duke, Stanford, Syracuse, and the University of Washington. (2004)
- In 2003, Miami was recognized by the Truman Scholarship Foundation as an Honor Institution for producing Truman Scholars. Miami shares this distinction with 46 other universities, including Brown, Columbia, Cornell, Duke, Harvard, Princeton, Stanford, and Yale.

## **Undergraduate Admission**

Miami's recruitment efforts over the 2003-04 fiscal year yielded an applicant pool of 15,000 for the freshman class at Oxford, entering fall 2004, an all-time high. This yielded a confirmed freshman class of 3,492. Of these 75% were graduates of public high schools, 66.5% were Ohio residents, and 33.5% were from out-of-state. A substantial 17% were first-generation college students. There were representatives from 40 of the 50 states and of 12 non-U.S. countries.

Miami's selective undergraduate programs attract a highly talented student body. In fall, 2004, 37 percent of Oxford's first year students were in the top 10% of their high school class and 62 percent scored 26 or above on the ACT (SAT equivalent: 1140 – 1170), well above the national average. Seventy-eight percent participated in Advance Placement or International Baccalaureate Classes, and half were in the National Honor Society. Over the last decade, applications have risen steadily, but yield has fallen, a pattern common to many prestigious residential liberal arts colleges and universities. Miami competes successfully, but intensely, with an impressive group of peer institutions. Its students have a broad range of choice.

The Hamilton and Middleton campuses both operate on an open admissions policy. They serve an older, non-residential, place-bound student body, who live in the region and who have a strong, precise commitment to their education. Each of these campuses play an important role in its community and attract strong support from state officials.

Miami has refined its recruiting strategies and created new scholarship programs to attract a more diverse student body. At present the proportion of students of color stands at 8.6%. The University has created the University Multicultural Council and the Center for American and World Cultures as well as adding a senior staff position in the Office of the President and the Office of the Provost to aid in achieving the goal of a more diversified student body.

## **Graduate Education**

Miami offers master's degrees in more than 50 areas of study and doctoral degrees in 11 fields. It has chosen carefully, expanding only where it can have a competitive advantage.

Students work with faculty in small seminars, in well-equipped laboratories, and on independent-study projects. This format allows the student to work closely with their faculty mentor and, equally important, gives the student the opportunity to develop as an independent scholar and teacher in a supportive and challenging environment.

The graduate programs also enhance the educational experience of undergraduates, providing them with more research opportunities, resources, and role models. Because of the existence of these strong graduate programs, Miami University can support an expanded set of opportunities for undergraduates to participate in independent research and creative projects.

## **Regional Campuses: Hamilton and Middletown**

Miami's open admission regional campuses in Hamilton and Middletown are designated by the Ohio Board of Regents to provide higher education access to persons living in Butler, Preble, and Warren counties and the surrounding region. With flexible scheduling of courses throughout the daytime, in evenings, and on weekends, the regional campuses serve students from all three of Miami's campuses.

To reduce economic barriers to higher education, Miami's regional campuses have held tuition and fees to the lowest level possible. For 2003-2004 and 2004-2005, Miami's regional campuses have the lowest annual student fees of Ohio's 23 regional campuses. To further reduce geographic barriers, the campuses offer courses at four off-site locations during the academic year (Eaton, Lebanon, Trenton, and West Chester).

Student demographics on these commuter campuses differ from the residential Oxford campus. Degree-seeking students range in age from 16-17 (taking courses through Ohio's Post Secondary Options program for high school students) into their 50s and 60s. The campuses' diversity is reflected in both its multicultural students and in the wide array of socio-economic backgrounds of the students served, including a large number who are first-generation college students and students of Appalachian heritage.

## **Dolibois European Center, Luxembourg**

In its 36<sup>th</sup> year, the "Luxembourg Program" at the Miami University Dolibois European Center (MUDEC) is unique among study abroad programs. Most MUDEC faculty are European-based; three to four faculty per semester are from the Ohio campuses. Students take a minimum of 16 Europe focused credit hours, including French or German. Program hallmarks include an extensive orientation program, one or two-semester options, one-week study tour with the "base" course; weekly lecture series by distinguished speakers; home stays arranged by a full-time Housing Coordinator; close interaction with faculty and staff; a multitude of cultural and community events to become involved in; and a convenient location for exploring Europe in conjunction with classes.

## **SCHOOLS AND COLLEGES**

A full description of Miami's Schools and Colleges can be found in the Appendix.

## **THE UNIVERSITY: COMMUNITY**

Historically, Miami has created a strong student community. It has a 90% retention rate for freshmen and has a 6-year graduation rate of 79%. US News estimates its predicted graduation rate at 66%. The difference, 13%, is one of the largest differentials in the entire list and exemplifies the historic commitment the University has made to its student culture.

All freshman and many sophomores live on campus but approximately half of Oxford's students live off campus. A small real estate industry located relatively near to campus to serve upper class students has grown up in the town.

The on campus residence halls are small, and are designed to foster greater student interaction and shared experience. Residences are close to classroom buildings, the recreational sports center, and uptown Oxford, the core of the “college town.” Many residence halls for first-year students have a theme so students can choose to live with others with shared interests. Some academically grouped residences offer for-credit courses that meet in the hall; all offer theme-related social and educational activities and programs. These living-learning communities include arts, foreign languages, health and wellness, honors and scholars, and leadership themes. An academic adviser lives in each first-year residence hall to provide personal support and assistance in scheduling classes and exploring majors and careers.

The University has just completed construction on a large, 428 person apartment style residence that should appeal to all classes. The future of residential living probably includes some renovation and some new construction. It will involve considerable conversation with the community.

### **Diversity**

The ethnic diversity of Miami’s faculty compares favorably to the national figures for public research institutions with 15.3 percent of the faculty being from underrepresented groups. In recent years the proportion of minority faculty hired has been as great as 37 percent.

The proportion of multicultural students on the Oxford campus does not compare as favorably with other institutions nationally. Over the last decade the proportion of students from underrepresented groups has ranged from 6.7 percent to 10 percent, with a trend line that has been increasing. In the 2004-05 academic year they comprised 8.6 percent of the student body. The regional campuses tend to have a somewhat more diverse population than does Oxford. The success rate of multicultural students compares favorably with national averages with over two-thirds graduating within six years.

While Miami University has made significant and measurable strides toward promoting racial and cultural understanding, and in achieving a more diverse community, the senior leadership and the campus have recognized there is much work ahead. To address this need they have developed a *Plan for Institutional Diversity* as a guide to the continuing effort. The plan pledges the full support and sustained effort of the University's senior leadership.

### **Athletics**

In Collegiate sports, excellence is measured not only by the quality of an institution’s athletes but also by the caliber of its coaches. Miami’s reputation for athletic excellence is long, well-deserved and, in the coaching field, unexcelled. Bob Kurz first gave eloquent expression to this fact in 1959 when he dubbed Miami the “Cradle of Coaches.” Coaches prepared for their career at Miami have gone on to coach at Notre Dame, Northwestern, Indiana, Ohio State, Dartmouth, West Point, North Carolina, and with professional teams such as the Cleveland Browns and the New York Jets. The Miami view was that coaching, like any field of knowledge, was amenable to academic study, and that the sports coach was simultaneously scholar, teacher, and leader of his charges both on and off the playing field.

In line with this view, the latest NCAA data shows that Miami's graduation rates are among the highest nationally, ninth among NCAA Division I public universities (80 percent), and first in Ohio. The RedHawks sports teams compete in the NCAA Division I Mid-American Conference,

the Central Collegiate Hockey Association, and the U.S. Figure Skating Association. There are eight men's and ten women's intercollegiate sports.

In addition to a proud athletic tradition, Miami students enjoy numerous opportunities to compete or simply unwind through physical activity and sports. Intramural sports and club sports attract about 1,800 teams in 45 sports. Access to facilities for all students is available at Miami's state-of-the-art Recreational Sports Center which includes courts for basketball, volleyball, indoor soccer, and racquetball; two swimming pools with diving center; aerobics rooms; an indoor jogging track; a climbing wall; and a two-story fitness center.

### **The University and the Community**

The city of Oxford has 8,500 full-time residents. It is within commuting distance of both Dayton and Cincinnati and the area feels some suburban development pressure. The old Oxford of the 1940's and 1950's was a small town integrated with a relatively small, 5,000-student, pastoral university. Modern Oxford swells to nearly 25,000 as the community welcomes its student residents at the start of each academic year. Real estate has become more expensive in Oxford and fewer faculty live in the town, a cause for some concern. Community leaders work intimately with college officials on the full range of citizen and town/ gown issues. Increasingly, in recent years, the University has supported a vigorous local school administration, providing professional development, student teachers and collaborative programs from the School of Education.

Among the trees and quaint red brick streets of historic Oxford, students find just about everything they need for a vibrant "college town" life, including restaurants, coffee shops, bookstores, clothing shops, a movie theater, and grocery stores.

### **Alumni Association**

In 2004, Miami counted 154,624 alumni living across the U.S. and in several countries abroad. Approximately half the alumni live in Ohio. Because the University expanded its size dramatically in the 1960's and 70's, going from roughly 9,000 to roughly 15,000 students, the University has a relatively young alumni body.

Until the 1980's, the state of Ohio discouraged its public campuses from raising private development dollars. Alumni activities lagged Miami's private peers.

Current survey research among the alumni reveals an intense connection to the university. Alumni loyalty measures are roughly comparable to those from the very finest liberal arts colleges and private universities. The University has worked hard to build a modern alumni program. There are 47 alumni chapters nationwide and 14 special constituency groups. The University schedules regular visits and events across the country.

## **THE UNIVERSITY: GOVERNANCE AND ADMINISTRATION**

Miami University's Board of Trustees consists of 11 members—nine voting members and two student nonvoting members. The nine voting members are appointed one each year for nine-year terms by the Governor of Ohio, with advice and consent of the Senate. There can also be up to three nonvoting National Trustees from outside Ohio. Currently there is only one serving on the Board. The two student nonvoting members are appointed for two-year staggered terms by the Governor, also with advice and consent of the Senate. The Board delegates responsibility for administration of the University to the President, describing the President's role as "chief administrative officer, responsible for the operation of the University as a whole".

The internal governance structure of the University includes a variety of bodies that make decisions or participate in deliberations in specified areas of university decision-making. The University Senate, which includes faculty, staff, and students, has responsibility for decisions concerning the academic programs and provides advice on all matters concerning the University. Decisions and recommendations by the Senate may be challenged by the Faculty Assembly. Any group of 25 faculty may sign a petition to call a meeting of the Senate in order to discuss and vote on Senate actions or to discuss other matters.

The Senate has a roster of 16 standing and seven advisory committees. Both regional campuses have Campus Senates, which also have committees. All academic divisions have advisory committees. In addition, many other advisory committees assist specific offices at the University.

All three campuses have student governments that may bring issues to the University Senate or a Regional Campus Senate.

### **The Administrative and Professional Faculty and Staff**

Miami employs 1,083 full-time professional and administrative staff, 1,500 full-time classified staff, and 95 part-time classified staff. Miami is the leading employer in the Oxford region and the staff feels that it is an employer of choice. While not large by national standards, the compensation package, including fringe benefits, is seen by campus employees as very competitive in the communities near the University. Staff, at all levels, including the most senior, make very long term commitments to the University and to the community.

### **Budget**

For fiscal year 2004-05, revenue for Miami University, including private funds, after reductions for student scholarships of approximately \$145 million, was \$472 million. This does not include approximately \$20 million for capital projects and additions to the permanent endowment. Of these funds \$200 million were derived from tuition, fees and other student charges, \$86 million from auxiliary services, and \$80 million from the State of Ohio. The remainder came from grants, contracts, investments, and gifts.

Like many state institutions, in recent years, Miami University has seen a slow, steady reduction in state support for its operations as a percentage of the total budget. In the future Miami expects to continue to see limited growth, at best, in the general fund budget from the State.

## **Tuition and Fees**

For 2005-2006, tuition and fees for undergraduates total \$21,587 per year; Ohio residents receive a minimum scholarship of \$10,902 under Miami's *Ohio Resident and Leaders Scholarships*. Thus the net tuition for Ohio residents is no greater than \$10,685. Room and board charges are \$7,610. In addition there are other scholarships and the majority of Miami students receive other financial aid.

Per semester, Graduate students who are residents of Ohio pay instructional and general fees of \$5090, while those from out of state pay an additional surcharge of \$5766.

Fees at the regional campuses are based on credit hours taken. A load of 12 student credit hours at the Hamilton campus ranges from about \$2000 to about \$3000 depending upon the level of courses taken.

Miami's progressive tuition model embraces the best practices of private-sector universities while fully meeting Miami's responsibilities as a state-assisted public university. Implemented in Fall 2004, this program makes Miami University more affordable to moderate-income families in Ohio by giving the university more flexibility in the disbursement of state subsidy dollars. It allows Miami the same pricing flexibility as its private university competitors.

Miami follows the private university model of listing a single tuition, rather than separate fees for in-state and out-of-state students. All accepted Ohio students receive a sizeable Ohio Resident Scholarship. This is the same amount for every Ohio student, and the amount is guaranteed to equal or exceed the state-funded appropriation per student. All Ohio students also receive an additional Ohio Leader Scholarship, which will vary according to financial need, extraordinary ability, talent in mathematics or science, or declared interest in teaching. The combined total of these scholarships is a minimum of \$10,000 and as much as \$12,700 for Ohio residents.

## **Development and Endowments**

The Miami University Foundation was organized in 1948 as a separate non-profit corporation for the principal purpose of fostering the educational and research activities of the University. To achieve its goals, the Foundation solicits and receives gifts. The June 30, 2005 assets of the Foundation totaled approximately \$218 million, most of which have been restricted by donors for specific purposes. The University is the sole beneficiary of the Foundation, the assets of which are managed by professional investment management firms.

On April 9, 2005, Miami hosted a gala to officially launch The Miami University Campaign *For Love and Honor*, a \$350 million fundraising effort. More than 725 guests attended the "For Love and Honor and All That Jazz" event. The Campaign is a comprehensive campaign aimed at directing Miami toward new heights of excellence in terms of student financial aid, faculty support, student learning opportunities, and facilities and grounds. As of November, 2005, the campaign has commitments of over \$172 million, well in excess of the entire previous capital campaign.

Annual cash received from development operations has moved in the last five years from \$14M in FY 01 to \$24.4M in FY05. Miami is relatively new to modern development and has far more untapped opportunity than most of its peers. In the last few years, the University has built an

effective and aggressive development operation and the trajectory of growth is impressive.

## **THE CHALLENGES AND OPPORTUNITIES AVAILABLE TO THE NEXT PRESIDENT OF MIAMI UNIVERSITY**

### **Mission Leadership**

Miami University is a student-centered university, with a few carefully selected, excellent graduate programs, that has built its success on liberal arts teaching to academically ambitious undergraduates. It builds great student and alumni loyalty, retains students beyond expectations and teaches them to lead intellectually vigorous lives.

It has the virtues of a major university that offers the personalized attention to students found in the best small colleges. It values teaching and intense engagement of faculty with students, and its faculty are productive, nationally prominent researchers who invite their students into the excitement of discovery. It supports students in a highly involving residential experience on the Oxford campus and provides access to non-traditional students on its regional campuses. It provides a strong foundation in the traditional liberal arts for all students, and it offers nationally competitive professional programs in business, education, fine arts, and engineering. It supports students in attractive, state-of-the-art facilities on campuses in southwest Ohio, and it pushes its students to explore the world in a variety of international programs. It is a public institution with the feel of a private institution. It's an institution with a rich history and set of traditions as well as a commitment to offering the most up to date, innovative programs of research and study.

Its presidents have consistently and successfully articulated the mission, keeping the craft of undergraduate instruction squarely before the administration, the faculty, the students and the alumni. Miami's next president, as those in the past, will be charged with sustaining these important balances that make Miami the distinctive and prominent institution that it has become.

### **Miami's Mission as a public university**

Historically, the state of Ohio generously supported Miami. It endorsed the university mission and helped it distinguish itself from the research intensive or large commuter universities that are also state-sponsored. Like every other state, Ohio has felt the weight of increasing criminal justice, health care and K-12 costs and the effects of a slowly deteriorating, traditional manufacturing economy. Over the last 20 years, Ohio's contribution to Miami has declined, slowly but steadily, as a percentage of total revenue. Today, it still represents a very substantial, if shrinking subsidy.

Over the next few years, Miami needs to find a new and clarified public mission, accepted by state leaders and enshrined in new agreements. It serves academically successful Ohio students, many from prosperous suburbs. It provides a ladder of economic success through its large, regional campuses. It is an engine of economic development in the southern region.

These are careful discussions. The legislature and the executive will want to know that the state's historic investment in Miami will continue to pay dividends and they want to be certain that the continuing state support deeply serves Ohio's public missions.

The relationship is necessarily in transition. That is the inevitable pathway of Ohio's state finances, and it needs a new, firm foundation, an explicit understanding between the university and policy makers that the university can rely on for the next generation.

The next president of Miami will be an ambassador for Miami's public mission to the elected leadership of the state of Ohio.

### **Capitalizing on the educational missions of the regional campuses**

Miami has two vibrant regional campuses. They are located on easily accessible interstate highways, in economically challenged small cities. They have an open enrollment mission and grant mostly two year degrees. Their faculties are completely integrated with the Miami faculty in Oxford, are members of the same departments, and meet the same tenure and promotion standards, although the emphases are generally different on the regional campuses.

Regional campus students account for nearly 20 percent of Miami's FTE student body. They are older and almost 60 percent are part time who frequently choose a professionally oriented program. Successful students at regional campuses can transfer to Oxford after 20 credit hours, roughly a semester and a half.

The regional campuses are deeply valued in the broad geography of southern Ohio. They attract political attention and support. They are a means for social mobility for their students and an engine of economic development for their communities. They are low cost and high value. They have strong markets. The administration has the opportunity to plan their development strategically, with an eye on the local economy and in clear cooperation with local and state public officials.

For the University, they have the potential to become an increasingly valuable asset. With a carefully controlled enrollment and a national reach, the Oxford campus sometimes resembles an elite private liberal arts college in the minds of the public. By contrast, the regional campuses offer an opportunity to any Ohio high school graduate, eager to earn an academically demanding degree, to prove his or her intellectual mettle. It is a nurturing environment, with small classes, low costs and a faculty the equal of any excellent liberal arts college. Cultivated carefully, it can become an honored pathway for academically ambitious students whose high school preparation would not qualify them for immediate admission to the Oxford campus. It can serve a fine, rarely embraced mission, that should prove academically attractive and publicly popular in the region and the state.

### **Recruiting and sustaining a diverse student body and faculty at Miami**

Miami has invested considerable resources over the last generation to recruit and sustain a more diverse faculty and student body. Unlike most institutions, it has had considerable success in faculty recruitment and less with students. Miami's geography and limited financial aid budgets have made the task more difficult.

The next president will need to bring clear moral passion to the task. The needle will not move easily. This will take resources, public and private, and both public officials and private donors will need to understand the mission and support it. On campus, administrators and faculty need to focus their recruitment efforts, while student leaders and academic and student advisors will

have to incorporate racial understanding into the popular culture of the campus. Each of these disparate efforts will require the moral passion of a president.

### **Managing Enrollment at Miami**

As state funding has decreased, tuition has become a larger and larger part of the annual Miami budget. The University has responded creatively. With legislative support, Miami has raised tuition and launched an innovative tuition plan that will balance increased tuition with steadily increased levels of scholarship support for less affluent Ohio residents. In the next few years, Miami will have to explain, effectively and sensitively, the ratio of cost to aid to the general public, to its students and their families and to the state legislature.

Miami competes for an excellent student body. They have choices among very good schools that compete actively with Miami for admissions. Students these days apply to more and more schools, and then select carefully on a mix of quality and price. Many of Miami's competitors have adopted enrollment management techniques that combine financial aid and admissions, in a statistically carefully modeled approach that optimizes their financial aid budget, the quality and diversity of their admitted and enrolled class, and that carefully hit their university's targeted budget for net tuition revenue.

Miami has done well, historically, in admissions. A careful process, over a long period of time, has yielded a steadily improved class.

In the next few years, as the University raises its tuition, Miami will face growing pressure, from alumni, from applicants and their families and from public officials who will prefer lower tuition and larger class sizes. The university will need:

- a careful campaign of public education,
- an ever more sophisticated enrollment management function,
- a popular response to lower and middle income students who can feel excluded from a more expensive, "elite" institution.

It will take presidential leadership to set the tone, to create policy, and to ensure that the university executes on a complex substantive and public plan.

### **Building a culture of philanthropy that will secure Miami's long term future**

Like the very most prestigious student centered, teaching universities, and the very best liberal arts colleges, Miami engenders a fierce and enduring loyalty. In their youth, Miami alumni believe that their university gave them a generous boost in life.

Private universities with such loyalty have built habits of giving among their alumni over many generations. The effect has been great wealth in the service of some of the finest institutions in the Western world. Until recently, the state and the University assumed that the state would provide.

In the last few years, the University has done an excellent job of building a modern development function. They have good research and an excellent small staff. They have unrivaled opportunity. Since the 1970's, Miami has graduated large undergraduate classes. Miami, today, has a very large alumni body, twice the size of Princeton, three or four times the size of Amherst or Williams. It has an alumni participation rate, roughly equivalent to other public universities,

under 20% and it raises nearly \$25 million a year. It has more prospects to cultivate, more participation to gain and more assets than virtually any other large public in the country and more than most privates. It is a magnificent opportunity for a president dedicated to building a culture of philanthropy.

### **Making Strategic Choices**

Inevitably, the Miami administration will feel constrained. The competition for the best faculty and the price of quality is always high.

Miami presidents have done well making critical choices. It has historically been carefully and conservatively managed. It will need even more careful management in the future. The president sets the tone, makes clear the possibilities and the limits and guides the campus in making the important, strategic choices.

### **Build Community**

Miami has built faculty, administration and student loyalty because it has been managed as an inclusive, enduring, deeply personal community. The Miami constituencies commit, often for life. Those are fundamental assets, earned over many generations.

In the modern era, it is harder for faculty and staff to live in Oxford. Faculty have competing claims from their research that increasingly lead them to live in the surrounding area. Students have cars and prefer modern apartments to old dorms. There are strong forces that fracture the traditional community.

The administration understands the problems and presidents have committed to the task of community building. It takes a commitment to the town, to student residential life, to campus activity, to the blend of teaching and research. Community building occurs in every part of the campus agenda.

Miami's community has been its greatest asset. Its members have felt deeply cared for and have responded in kind. A president leads both symbolically and practically in the building of every part of the Miami community.

## **THE EXPERIENCE AND QUALITIES PREFERRED IN PRESIDENTIAL CANDIDATES AT MIAMI UNIVERSITY**

Miami has a vivid, highly developed identity. It seeks a leader who intimately understands the undergraduate mission and appreciates the importance and challenge of maintaining a healthy, productive balance between research and high-quality undergraduate teaching. The University seeks a president who likes students, who appreciates the core role of faculty and who can articulate the mission and build trust.

The president should bring an intellectually vigorous history that values scholarship and research. S/he should easily lead an intellectually demanding, creative academic culture.

The best candidates will bring strong managerial experience. They must convince the committee that they understand the full range of strategic issues in complex organizations and that they have

the ability to execute large and ambitious plans.

The next president must engage in public discourse with public officials. Candidates should have a ready appreciation for public life, an interest in public policy and an ease in representing their institution in widely disparate public arenas.

The president will lead all three campuses and represent the university with the entire Miami community, including its alumni. The president should be an articulate public spokesperson for the University.

The president should bring a strong moral commitment to the issue of diversity.

The next president will help to build a culture of philanthropy for Miami. Candidates should demonstrate an interest in and a capacity to teach the entire Miami community the importance of philanthropy and to personally commit to long term, sustained development work.

The president will work with a Board of Trustees committed to the University. Candidates should have experience working with boards, and assist them in utilizing their full potential.

The president will be the single most important Miami community leader. The search committee seeks candidates who understand the personal and policy commitments that build community.

#### **SALARY**

Salary and benefits will be competitive.

The University is an EEO/AA employer. Additional information about the University and the search may be found on the University website at <http://www.muohio.edu>.

#### **TO APPLY**

Inquiries, referrals, and resumes should be sent with a cover letter and in confidence to:

Michael Baer  
Vice President and Director  
Isacson, Miller  
1875 Connecticut Ave, NW, Suite 710  
Washington, DC 20009

Phone: (202) 216-2274  
Fax: (202) 682-1272  
E-mail: 3110@imsearch.com

## APPENDIX

### ***SCHOOLS AND COLLEGES***

#### **College of Arts and Science**

The College of Arts and Science consists of 23 departments and 5 interdisciplinary programs that award bachelor's degrees. It also has 21 of Miami's 50 masters' programs and 10 of its 11 doctoral programs. At the regional campuses, the College offers an associate degree in General Studies. The College contributes extensively to the education of Miami undergraduates. All take foundation courses for the Miami Plan in the College, which also offers the majority of Miami Plan sequences.

The College's commitment to liberal education is expressed not only in the leadership it takes in the Miami Plan, but also in the additional liberal education courses it requires of students majoring in its departments, including acquisition or demonstration of proficiency in a foreign language.

#### **Richard T. Farmer School of Business**

One of the largest undergraduate business programs in the nation, the Richard T. Farmer School of Business has six departments and offers 12 degrees. In 1996, the School developed a strategic plan designed to fulfill a newly framed mission: "To be a premier business program that provides students with the life-long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment."

Throughout the past decade, the School has engaged in continuous renewal of its undergraduate curriculum. In addition, the School launched initiatives emphasizing the development of six skills throughout its entire curriculum: writing, oral communications, teamwork, living in a diverse world, and international, and information technology skills.

#### **School of Education and Allied Professions**

The School of Education and Allied Professions sponsors a broad range of Educational programs. The School offers undergraduate and master's degrees in education, health, social work, sport studies, and family studies, as well as a nationally recognized Doctorate in Educational Leadership. Over the past decade, all departments have engaged in curriculum renewal, resulting in curricula that are rigorous, contemporary, multicultural, and grounded in evidence-based best practices.

The School has four key initiatives underway:

- a teacher-scholar model that emphasizes the linkages between excellent scholarship and teaching,
- partnership activities between schools, health and human service agencies and the University,
- diversity as an educational resource that underpins excellence in education.
- an assessment plan that supports continuous renewal.

## **School of Engineering and Applied Science**

The School of Engineering and Applied Science consists of seven departments, four on the Oxford campus and three on the regional campuses. The School currently offers 11 undergraduate programs on the Oxford campus and five associate degree programs and two bachelor completion programs on the regional campuses. The School's mission is "to serve society by providing high-quality undergraduate and graduate education in the fields of computing and engineering." Its guiding principle is to provide professional education integrated with Miami's traditional strength in liberal education.

The School's aspirations follow three themes: Quality, Uniqueness, and Recognition, with specific goals.

- To offer outstanding undergraduate programs.
- To offer distinct undergraduate engineering and computing programs in Ohio.
- To gain recognition for faculty research and master's-level graduate education.
- To be among the ten best engineering and applied science schools in the nation having primary emphasis on undergraduate education.

## **School of Fine Arts**

The School of Fine Arts is composed of the Departments of Architecture and Interior Design, Art, Music and Theatre, the Performing Arts Series, and the Miami University Art Museum. The School, in partnership with the Miami Art Museum and the Performing Arts Series, initiated a comprehensive planning effort. The resulting document, "Fostering Interartistic and Interdisciplinary Creativity: An Integrated Strategic Plan for the Arts at Miami 2009," was endorsed unanimously by the School's faculty and staff in April 2001. The Performing Arts Series and the Art Museum officially joined the School in summer 2001.

The academic departments house 11 undergraduate majors, 9 minors, and 6 graduate programs. All undergraduate students must complete a portfolio or audition review to be admitted to programs in the School. All four academic departments are accredited by their relevant professional organizations.

The centerpiece of the 2001 School of Fine Arts strategic plan is Arts for All. The Arts for All goal is to involve 100% of Miami's undergraduate and graduate students in significant artistic experiences through a combination of experiential and curricular programs. As a result of this initiative, the School has established an Arts at Miami team responsible for collaborative marketing of all visual and performing arts events.

## ***School of Interdisciplinary Studies***

The School of Interdisciplinary Studies is a residential college featuring a four-year interdisciplinary curriculum in liberal arts and sciences, individualized student majors, and co-curricular programming. Founded by Miami in 1974 as the successor to the Western College for Women, the division is the only degree-granting residential college within an Ohio state-assisted university. It is one of the most comprehensive programs of its kind in the nation. The curriculum structure established in 1974 remains essentially intact – a sequential, team-taught, interdisciplinary core of 66 credit hours, followed by focus hours selected by students from divisions outside Western, and finally capped by a yearlong senior project.

By charter, the program is expected to make a “creative commitment to a principle of coherence in the liberal arts tradition by establishing a small, voluntary college within the institution” to pursue educational innovation and to influence positive change across Miami’s campuses.