An Invitation to Apply for the Position of  
PRESIDENT  
Miami University

THE SEARCH: AN EXECUTIVE SUMMARY

Miami University’s Board of Trustees seeks applications and nominations for the next President of one of the world’s great public institutions. We seek a leader who will build on Miami’s proud history of graduating students who make a lasting impact on the world by pursuing learning and discovery through a core liberal arts education.

Founded in 1809, Miami University has a distinguished history as a prestigious public university recognized for outstanding undergraduate education and superior, select graduate and research programs. The University serves the State of Ohio and, increasingly over the past decade, a national and international audience. The 2016 U.S. News & World Report college rankings list Miami University 34th among the top public universities in the nation based on academic quality. Miami seeks an energetic, communicative, collegial President to provide intellectual and ethical leadership following the successful 10-year term of its soon-to-retire President.

The next President must challenge the University to achieve its highest aspirations as it:

- Focuses on the highest quality education and the delivery of the best undergraduate experience in the nation, enhanced by superior, select graduate programs.
- Attracts, retains, and develops world-class faculty and staff.
- Leads in addressing the rapid changes in higher education and innovates in the ways post-secondary education prepares students for the world of the future.
- Remains committed to attracting and enrolling academically ambitious and diverse students and to aggressively addressing college affordability.
- Grows and strengthens the faculty core of tenured/tenure track faculty.
- Grows a pervasive culture of philanthropy among students, parents, alumni, and friends.
- Strategically focuses the University’s efforts to become a more diverse institution.
- Values shared governance and continues to enhance transparency.
- Empowers the regional campuses to better serve Miami students and the community.
- Builds partnerships internally, in the community and state, and with other institutions.
• Maintains and enhances Miami’s national reputation as an original Public Ivy.
• Fulfills its public mission as a state university.
• Ardently communicates the University’s distinctive teaching and scholarly mission to all of its constituencies.

Miami has launched Moments that Transform: the Miami 2020 Plan, a University vision and strategic plan with the unifying goal of “promoting a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.” Miami University has made a commitment to lead the nation among public universities with a primary emphasis on undergraduate education and the liberal arts. In doing so, it will use innovative approaches, high academic standards, interdisciplinary options, and excellence in the liberal arts, while also supporting select graduate education and instructional and scholarly achievement.

More than 23,000 students on Miami’s main campus in Oxford, Ohio, two regional (non-residential) campuses in Hamilton and Middletown, and the Voice of America Learning Center (VOALC) in West Chester enjoy an extraordinary balance of quality instruction, student-centered faculty, and vibrant co-curricular life. The University’s six academic colleges and schools and the graduate school provide strong research programs and a diversity of academic programs. The two regional campuses offer certificate programs, associate’s degrees, and a growing number of bachelor’s degrees, as well as select graduate courses. A professional MBA program is offered at VOALC along with graduate courses in other colleges. Miami’s European Center in Luxembourg provides undergraduate students the opportunity to study abroad at a cost similar to studying in Ohio.

Miami has been excellently served by its administrative leaders and supported strongly by a committed Board of Trustees. The leadership is aided by the intense loyalty of faculty, staff, students, and alumni. 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 institutions.

Over the years, Miami’s success has translated into exceptionally strong state support for a selective, liberal arts university and in recent decades, into a robust development program. Miami’s Presidents have had an abiding commitment to the University’s mission and values, have been vigilant in advancing its focus on the teacher-scholar model, and galvanized all constituents to meet its mission-aligned objectives and goals. They have understood its mission: Keep the campus centered on its teaching and scholarly purposes and work with all constituencies to focus on its clear identity. The next President will have these same tasks in a current context and should help to build the same social and cultural assets that have sustained the University over so many generations.

Miami University will be assisted in this search by Isaacson, Miller, a national executive search firm. All inquiries, nominations, and applications should be directed in confidence to Isaacson, Miller’s website: http://www.imsearch.com/5519. For more information on Miami University, please visit www.miamioh.edu.
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 College of Education, Health and Society.

In 1947, the University opened a separate Graduate School, expanding on a tradition of offering graduate courses and programs in various forms since the early 19th century. Miami collaborated with The Ohio State University to create a joint campus in Dayton in 1964, which three years later became Wright State University. Miami’s own regional campuses were established in 1966 and 1968, and the Voice of America Learning Center was opened in 2009. In 1974, another Oxford school, the Western College for Women, merged with Miami University and through an interdisciplinary program continues to honor the intellectual legacies that inspired the College.

The tree-shaded lawns of the Oxford campus are bordered by gracious Georgian-style buildings, inspiring poet Robert Frost to declare Miami University “the most beautiful campus that ever there was.” The campus is located in an attractive, bucolic setting in the southwest corner of the state. Its regional campuses and VOALC are located 13, 22, and 24 miles from Oxford, allowing easy travel for faculty and students among campuses. The European Center in Luxembourg is located in a 15th century chateau and park with a campus atmosphere.

The University has attended carefully to its environment and has maintained a consistent architecture across the entire Oxford 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

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, and engaged experience. Looking to the future, Miami anticipates that it will be at the forefront for innovations that will maintain America’s role as the leader in world higher education.

The Faculty

Miami attracts and retains an exceptionally committed faculty who have a passion both for their scholarship and for teaching and learning. Many Miami faculty have been awarded significant honors. Miami’s faculty and staff distinguish themselves at the local, state, national, and international level—from NSF Career awards, Fulbrights, Guggenheims, and grants from the National Endowment for the
Humanities to leadership positions in national and international professional organizations, and national recognition for community service.

Miami’s faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines, and to society by the creation of new knowledge and art. The University is committed to an intense teacher/scholar model. It strives to achieve a balance that keeps faculty intellectually engaged and committed to the University’s primary mission as an undergraduate learning institution. Many faculty are actively involved in educating and mentoring graduate and professional students along with undergraduates. Miami believes that faculty must maintain a vigorous research portfolio to remain current in their fields, to refresh their intellectual interests, and to offer their students the opportunity to conduct their own primary research. Faculty work closely with students both in the classroom and on research projects at a much higher rate than at larger, research-intensive universities.

Miami has 1,065 full-time faculty members; 692 are tenured or tenure track, and an additional 122 are lecturers or clinical faculty. The ethnic diversity of Miami’s faculty compares favorably to the national figures for public research institutions with 18.2 percent of the faculty being from underrepresented groups. The faculty at all of Miami’s campuses operate as a single faculty. A unified faculty gives the University opportunities for shared programs across the campuses.

**Research, Scholarly, and Creative Excellence**

Miami University’s dedication to research, scholarly, and creative excellence is evident in its many well-respected centers, which have received high rankings and recognition from the state and at the national level.

In addition to the nationally ranked Farmer School of Business, Miami offers nationally recognized undergraduate and graduate programs in engineering, creative arts, social sciences, humanities, and the STEM fields, as well as in education and leadership.

Through more than 50 master’s and 14 doctoral programs, Miami graduate students conduct impactful research leading to creating solutions to the most pressing issues of our time. Undergraduate research is also emphasized and more than 2,000 undergraduate students engage in significant research activity annually with faculty through Miami’s academic departments, numerous centers, and programs.

**Undergraduate Education and the Miami Experience**

Historically, Miami has created a dynamic student community through the commitment of the faculty and staff to student success, building alumni loyalty, and developing engaged citizens. It is the university of choice for students who want the benefits of rigorous academic programs in a student-centered environment.

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

- Ranked in the top five overall and in the top three among public institutions for six consecutive years by U.S. News & World Report for its exceptionally strong commitment to undergraduate teaching.
• Listed by Kiplinger’s Personal Finance magazine as one of the 100 Best Values in Public Colleges for 2015, ranking Miami 55th nationally. Miami has appeared on the list every year since it was first published in 1998.

• Recognized in the Princeton Review’s annual flagship college guide. In addition to outstanding academics—the primary criteria for selection—Miami was described as having a “vibrant, social atmosphere” and a “gorgeous” campus.

• Named one of only five universities in the nation to receive the Presidential Award in the 2012 President’s Higher Education Community Service Honor Roll. In 2013, Miami received an honor roll placement with distinction and appeared on the list again for 2014, its eighth time, reflecting the thousands of hours students volunteer in the community each year.

• Ranked 2nd among public doctoral institutions nationwide in the latest Institute for International Education report on the percentage of students studying abroad. The latest figures show approximately 43 percent of Miami students study abroad before graduation (2014).

• Named one of eight “Public Ivies,” in 1985 when the term was coined to refer to universities that provide an Ivy League collegiate experience at a public school price. And re-confirmed with that designation in a later publication that looked more expansively at public institutions.

• Admitted to the American Council on Education (ACE) Center for Internationalization and Global Engagement (CIGE) Internationalization Laboratory and will be a member of the 2015-2017 cohort along with 12 other universities from the U.S. and Puerto Rico. ACE’s Laboratory provides institutions with customized guidance and insight as they develop internationalization goals.

Miami undergraduates plan their programs of studies around the Global 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 arts learning. The curriculum includes foundation courses in traditional areas of the liberal arts as well as advanced liberal arts learning through a sequence of thematically related courses, an advanced writing course, an intercultural perspective, an experiential learning requirement, and a capstone.

Miami’s students have distinguished academic records and earn many honors and awards, including Rhodes, Marshall, Goldwater, Truman, and Fulbright Scholarships.

The Miami University Libraries, the University Honors Program, and the University Academic Scholars Program also contribute to the campus missions of learning, scholarship, engagement, and effectiveness.

Historically, Miami has created a strong student community. Total student enrollment for fall 2015 is 16,387 undergraduates on the Oxford and Luxemburg campuses; 3,030 on the Hamilton campus; and 1,877 on the Middletown campus. There were 2,689 graduate students on the Oxford campus and at VOALC. Multicultural students make up 13.5 percent of the first-year class and 12.3 percent of the undergraduate student body on the Oxford campus. Miami has students from all 50 states plus the District of Columbia and from 79 countries this year. Miami requires first- and second-year Oxford students to live on campus, and also provides a limited number of spaces for third- and fourth-year students each year. The community has sufficient off-campus housing to accommodate third- and fourth-year students.
Residences are designed to foster greater student interaction and shared experiences. The University’s Miami Makeover plan has driven significant improvements in student accommodations, including five new residence halls and plans for renovation of virtually all existing residences. Students have the option of living-learning communities that include arts, foreign languages, WISDEM (Women in Science Disciplines, Engineering and Mathematics) health and wellness, honors and scholars, and leadership themes.

The Miami Experience is based on a rich tradition of academic excellence and intense engagement outside the classroom. Students thrive in an educational community offering exceptional opportunities, service learning and community engagement, experiential learning, first- and second-year co-curricular programs, nearly 450 student organizations, leadership initiatives, and support services coordinated by the Division of Student Affairs. In addition, students may take advantage of the strong Greek life community, host to over 40 fraternity and sorority chapters, and the Harry T. Wilks Leadership Institute, which is committed to promoting community-based learning experiences that prepare students to become engaged public leaders.

Miami also has a strong athletic program. In addition to the intercollegiate programs, addressed below, Miami University was one of the first institutions in America to establish a program of intramural sports for students. The intramural program provides structured sporting activities with an emphasis on participation, fun, and safety to Miami students, faculty, and staff. Miami club sports boasts one of the largest programs in the country.

**Graduate Education**

With more than 50 master’s, 14 doctoral, and 8 certificate programs spanning a wide range of disciplines, Miami offers excellent programs in select areas. Students work with faculty in small seminars, in well-equipped laboratories, and on independent study projects. This format allows students to work closely with their faculty mentors and, equally important, gives students the opportunity to develop as independent scholars and teachers in a supportive and challenging environment.

Miami has been recognized for outstanding research and as a leader in innovation, with three areas designated as Ohio Centers of Excellence. The Scripps Gerontology Center provides graduate students with aging-related research experience led by engaged and innovative faculty and research scholars. The Center for Structural Biology and Metabonomics provides a State of Ohio resource for protein structure-function studies and offers state-of-the-art capabilities for metabonomics research. The Institute for Entrepreneurship involves students at all levels with faculty and professionals in the areas of social, startup and corporate entrepreneurship. There are numerous other research centers at the University.

The strong graduate programs at Miami also enhance the educational experience of undergraduates, providing them with more research opportunities, resources, and role models. As a result 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.
Research

The mission of the Office for the Advancement of Research & Scholarship (OARS) is to encourage, facilitate, and support the Miami University community in all forms of research, education, and scholarly, creative, service, and outreach activities. Over the past five years, Miami has averaged more than $20 million in grants and contracts from federal, state, and private sources. The institution had research and development expenditures of $24 million, including $12.7 million in federal funds in fiscal year 2013 and funding for the three designated Ohio Research Centers of Excellence.

Every Miami program has opportunities for students to excel through research experiences, crafting their own understanding of the value of inquiry-based learning. Conducting research allows students to build meaningful relationships with dedicated Miami faculty outside of the traditional classroom setting. Led by its Office of Research for Undergraduates, Miami’s model of engaged inquiry encourages critical thinking and peer-assisted learning to provide students with personal, educational, and professional growth.

Regional Campuses: Hamilton and Middletown

Miami’s open-admission regional campuses in Hamilton and Middletown (collectively called “the Regionals”) are commuter campuses offering select bachelor’s degrees and associate’s degrees, as well as beginning coursework for four-year degrees. For example, one can complete a bachelor’s degree in Criminal Justice, Forensic Science and Investigation, Civic and Regional Development, Integrative Studies, Engineering Technology, Nursing, or Health Information Technology, entirely at Miami University’s regional locations.

In addition, Miami University’s Voice of America Learning Center (VOALC) in West Chester offers a wide range of undergraduate courses that complement courses scheduled at Miami’s Hamilton and Middletown campuses. It also includes graduate-level courses and degree programs through Miami’s College of Education, Health and Society and the nationally recognized Farmer School of Business.

The Greentree Health Sciences Academy (GHSA), a partnership with the City of Middletown, Atrium Medical Center, Miami University, Warren County Career Center, and Cincinnati State Technical & Community College, is home to many of Miami University’s nursing and health science-related courses and houses Miami University Middletown’s state-of-the-art nursing lab.

Dolibois European Center, Luxembourg

In its 48th year, the Luxembourg program at the Miami University Dolibois European Center (MUDEC) is a distinctive study abroad program. Most MUDEC faculty are European-based, and three to four faculty per semester are from the Ohio campuses. Students take a minimum of 16 Europe-focused credit hours per semester, including French or German language. Program hallmarks include an orientation program, a one or two-semester option, a one-week study tour with a 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, 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 here.

THE COMMUNITY

Historically, Miami has created a strong student community. The Oxford campus has a retention rate of 90.5 percent from freshman to sophomore year and has a 6-year graduation rate of 79.9 percent. The on-campus residence halls are designed to foster greater student interaction and shared experiences. First-and second-year students on the Oxford campus live in one of 36 residence halls and apartments that are purposefully kept small to foster close and lasting bonds among students. The halls also form the site for 30 “living learning communities.” Undergraduate students may also choose to participate in one of over 450 student organizations and leadership opportunities.

It must be emphasized that the community at Miami goes far beyond the students. Of course, it includes the faculty and their interactions with students in and out of class. But also, and very central to the functioning of the University, are the extraordinarily loyal staff. They provide the administrative, social, and support environment for the students and maintain the facilities and grounds, all contributing to and playing a crucial role in the Miami Community.

Diversity

The ethnic diversity of Miami’s faculty compares favorably to the national figures with 18.2 percent of the faculty being from underrepresented groups. Although the proportion of multicultural students on the Oxford campus is not as high as we would like, the University is making continuous progress in enhancing diversity. The fall 2015 first-year Oxford campus class includes 13.5 percent multicultural students. The Regionals tend to have a somewhat more diverse population than Oxford. The success rate of students from underrepresented groups is significantly above national averages and compares favorably with the graduation rates for all students on the Oxford campus.

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. In the Miami 2020 Plan, the University has established a vested stake for each unit to set goals in several areas to achieve the diversity the University seeks. The core principals or goals of the diversity initiative expect units to include diversity in their academic curriculum; in their recruitment of students, faculty and staff; in supporting each group to ensure student success and faculty and staff retention; and through the establishment of an atmosphere that develops deep levels of understanding of cultural differences.

The Miami Tribe of Oklahoma and the Myaamia Center

Miami University and the Miami Tribe of Oklahoma enjoy a special partnership that has developed over 40 years into a thriving and mutually enriching relationship that exists on many levels, institutional and official, academic, and interpersonal.
The Myaamia Center (formerly the Myaamia Project), created in 2001, is a tribal initiative located within an academic environment on the Oxford campus to advance the Miami Tribe of Oklahoma’s language and cultural revitalization efforts.

The Myaamia Center has two main purposes. The first is to conduct in-depth research to assist tribal educational initiatives aimed at the preservation of language and culture. This research is used to create educational models and materials for community language and cultural programs.

The second purpose is to expose undergraduate and graduate students at Miami University to tribal efforts in language and cultural revitalization. Student experiences are gained through a wide range of activities including visits to Oklahoma, direct involvement in research initiatives, class visits by center staff, and access to Miami Tribe language and cultural resources.

The Myaamia Center is directly supported by the Miami Tribe of Oklahoma and Miami University and has received additional funding from the National Endowment for the Humanities, the National Endowment for the Arts, and the National Science Foundation.

Athletics

Miami’s reputation for athletic excellence is long-standing and well-deserved. The RedHawks sports teams compete in the NCAA Division I Mid-American Conference, the National Collegiate Hockey Conference, and the U.S. Figure Skating Association. Miami’s football team is one of the oldest football programs in the country, dating to the year 1888. In 1959, alumnus Bob Kurz, then Miami’s sports information director, first gave eloquent expression to the excellence of Miami’s coaching when he dubbed Miami the “Cradle of Coaches.” The University’s baseball program includes notable alumni such as Walter Alston, who managed the Los Angeles Dodgers. Ice hockey includes a Hobey Baker winner and has twice reached the Frozen Four. Miami is home to one of the first varsity synchronized skating teams in the country and has won the 1999, 2006, and 2009 U.S. national senior championships and 17 U.S. national collegiate championships.

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. This is a tribute both to the student athletes and to Miami’s view that coaches, like any educator, must simultaneously use scholarship, teaching, and leadership to develop a culture of champions both on and off the playing field.

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 Its Environs

The City of Oxford has 8,000 residents with others in surrounding communities. It is within commuting distance of both Dayton and Cincinnati. Community leaders work intimately with college officials on the full range of citizen and town/gown issues. The University supports a robust local school administration, providing professional development, student teachers, and collaborative programs from the College of Education, Health and Society. Oxford’s Talawanda School District was listed as one of the top 100 public school systems in the country by *Offspring Magazine*, a Forbes publication. Oxford was also listed in Forbes as the nation’s number one college town, based on a review by WalletHub.

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, and grocery stores.

Alumni Association and Miami University Foundation

The Miami University Alumni Association serves nearly 210,000 alumni living across the U.S. and in several countries abroad, with about half of Miami alumni living in Ohio. Current survey research among the alumni reveals an intense connection to the University. Alumni loyalty measures comparably to that from the very finest liberal arts colleges and private universities. The University schedules regular visits and events with 47 alumni chapters and 14 constituency groups across the country.

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 assets of the Foundation and the University endowment total more than $530 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.

In 2005, Miami launched The Miami University Campaign *For Love and Honor*, initially a $350 million fundraising effort. Its goal was later adjusted to $500 million, and the campaign closed successfully, having raised $535.6 million. The campaign was aimed at directing Miami toward new heights of excellence in terms of student financial aid, faculty support, student learning opportunities, facilities, and grounds. The University has built an effective and aggressive development operation, and the trajectory of growth is impressive. There is anticipation of a new capital campaign within the next few years.

University Governance

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 the advice and consent of the Ohio Senate. To take advantage of the talents, resources, and experiences of Miami University alumni who do not live in the State of Ohio, there can also be up to six nonvoting National Trustees from outside Ohio. Currently there are five National Trustees serving on the Board. The two student nonvoting members are appointed for two-year staggered terms by the Governor, also with the 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 deliberate in specified areas of University decision-making. The University Senate, which includes faculty, staff, administrators, and students, has responsibility for decisions concerning the academic programs and provides advice on all matters concerning the University. The Faculty Assembly (tenured or tenure-track faculty, ranked librarians, and lecturers and clinical/professionally licensed faculty), chaired by the President, may review Senate items and refer them back for further consideration. All three campuses have student governments that may bring issues to the University Senate or a Regional Campus Senate.

Miami President David Hodge will step down in June 2016, having completed 10 years of service to the University. During his tenure, Miami University received consistently high rankings in U.S. News & World Report. The publication has ranked Miami among the top three public universities in the nation for its commitment to undergraduate education for the past six consecutive years. President Hodge oversaw the most successful fundraising effort in University history and built upon Miami’s reputation of providing students the opportunities of a major university with the learning environment of a much smaller college. This fall, Miami welcomed the most diverse and academically accomplished class of incoming students in its history.

In February 2015, Phyllis Callahan began her term as University Provost and Executive Vice President for Academic Affairs after most recently serving as Miami University’s Dean of the College of Arts and Science. A professor of zoology, she previously served as Senior Associate Dean and Associate Dean in the College. She has served the University in a variety of other positions, including as co-chair of the team that facilitated the creation of the Miami 2020 Strategic Plan, “Moments that Transform.”

Miami: The Current Situation

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. Miami expects to continue to see limited growth, at best, in the general fund budget from the state. In anticipation of the economic climate, the University undertook an extensive review of the operating budgets for all three campuses and has reduced or avoided expenses in recent years, and put in place a Lean program to continuously improve quality, enhance revenue and to reduce costs. Miami University strives to maintain a diversified revenue base. Over half of the University’s annual operating revenue (FY15), 56.9 percent, is derived from student tuition and fees. Other major sources include Auxiliary Enterprises at 21.4 percent and state appropriations at 9.6 percent, with the remaining 12 percent from contracts, sales and services, temporary investments, endowment income, and gifts. Miami University’s total operating budget for 2015-2016 is $743 million. In 2010, a high-level campus-wide Strategic Priorities Task Force created a clear vision for Miami’s financial foundation and position in the increasingly competitive world of higher education.

The University is committed to a budget process that is transparent, minimizes cost increases for students and families, encourages the creation of new financial resources, ensures the highest level of stewardship in the allocation and expenditure of these resources, and provides its colleges and schools
with sufficient authority and accountability for its financial resources to better ensure the accomplishment of the mission of the University.

Recognizing that the higher education landscape was shifting dramatically in terms of student demographics, technology, the fiscal environment, public accountability, degree valuation, global competition, and the rising costs of tuition and student debt, the University launched a process to address these issues. The goal was to anticipate these changes and effectively adapt them to the core missions of the University to ensure continued success. The result was “Moments that Transform: the Miami 2020 Plan.” The development of this plan involved a diverse array of constituencies and the goals, objectives, and metrics were finalized in the spring of 2013.

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

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

With division-level plans that are coordinated with the institutional plan and objectives, Miami is positioned to continue its leadership in higher education. It is currently celebrating the “Year of Creativity and Innovation” with ideas being generated through faculty, student and staff engagement. There is the expectation that the promulgation of new ways to foster education and knowledge will be a central theme for Miami moving forward. It has the experience of being a first-choice institution in Ohio and the region for public undergraduate education, with growing national and international prominence and an understanding that in today’s more competitive environment, it needs to broadcast its strengths to continue to fulfill its leadership role.

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

Miami University has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens. Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model by inviting students into the excitement of research and discovery. Miami’s faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines, and to society by the creation of new knowledge and art. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are
communicating and leading with openness, creativity, and optimism.

The next President will be welcomed by an enthusiastic community of faculty, staff, students, and alumni committed to excellence. The University is primed to receive an engaged, consultative leader who addresses issues directly and decisively while frequently and openly communicating with faculty, staff, students, and alumni. S/he should focus attention on continuing to strengthen the lines of communication between the academic administration and the faculty at every level and support strong collaborative relationships with students, the Board, and public policy leaders.

The President is also a public citizen who expresses some of the highest aspirations for Ohio and Miami University. As such, s/he has a public, civic leadership role to fulfill and is expected to be visible to the policy leaders in the state, particularly to those in state government and Ohio’s Congressional delegation, local government officials, and leaders from the corporate and education sectors. S/he is expected to work in partnership with the corporate sector to enhance the economic strength of the region. The President will work with legislative and gubernatorial leadership to obtain not only fiscal resources, but also to communicate the critical needs and important contributions the University makes to the state through the education of students by preparing them to be future citizens and leaders in the state.

leading the challenge of understanding and implementing plans to become the university for tomorrow’s generations.

Miami has spent considerable time studying, discussing, and planning for its future. Working with constituent groups and led by the Provost and the University Senate Executive Committee Chair, the University has developed “Moments that Transform: The Miami 2020 Plan.” With a plan built upon a unifying goal and three foundational pillars, the institution has set a path for the next several years.

Like many other institutions of higher education, Miami University is confronting issues that will generate the necessity for major changes in the way higher education is likely to be delivered in the future. This includes the revenue streams and resources that will be available, changing student demographics, the culture of student learning, the use of technology in creating and disseminating knowledge, an increase in working across disciplines, the need to support both undergraduate and graduate programs, and the need to challenge traditional boundaries. Miami University has traditionally focused on providing a high quality academic environment that has prepared its students to be strategic leaders for the future. To continue on that path, the next President will need to work with the University community to ensure that Miami leads in the adaption to changes in the way students learn as well as changes in our society. The institution is well positioned to understand, explore, and implement solutions for the ways institutions of higher education will need to change. The President, working with the Provost, the faculty, and other constituent groups, will face the challenge of leading Miami toward that aim, and maintaining the foundational goals set forth in the Miami 2020 Plan.
Fostering a culture of philanthropy that will secure Miami’s long-term future.

Miami completed a very successful capital campaign in 2013. The next President will be expected to plan, early in her/his tenure, and then execute a major capital campaign. Like the most prestigious, student-centered, teaching universities and the very best liberal arts colleges, Miami engenders a fierce and enduring loyalty. In recent decades, the University has done an excellent job of building a modern development program. University Advancement has amassed solid research data and an excellent, hard-working staff. Since the 1970s, Miami has graduated large undergraduate classes and has nearly 210,000 living alumni—many more than respected liberal arts colleges that engender similar loyalty—and its alumni participation rate of 20 percent exceeds that of most public universities. In FY15, Miami raised more than $67 million overall. It has more prospects to cultivate, more participation to gain, and more alumni loyalty than virtually any other large public university in the country and more than most private universities. This will be a magnificent opportunity for a President dedicated to fostering a culture of philanthropy.

Attracting and retaining students: regionally, nationally and internationally.

Miami has made extraordinary progress in enrollment management and in building attractive and engaging academic and student success programs. It created a unified Enrollment Management and Student Success Division, strategically uniting the Office of Admission and Student Financial Aid to address the balancing of in-state and out-of-state enrollment, enhancing diversity, bonding students to the campus, providing support for graduate students, and retaining students to graduation. Miami has invested significant resources to recruit and sustain a more diverse faculty, staff, and student body. It has had considerable success in faculty recruitment and in the past few years Miami has attracted a more diverse student body while enhancing support services for underrepresented groups.

The University has also taken firm steps toward internationalization of the student body, increasing the number of international students from 339 in 2005 to 2,056 in 2015. At present, the substantial majority is from China. The University’s goal is to increase the numbers and to broadly diversify the range of cultures represented, consistent with Miami’s goal of preparing all of its students to live in a global society. As it increases its international commitment, the University must also increase its effort to integrate all students into the Miami Experience. Miami will need to continue to reach out to ensure that the student body becomes more representative of the diversity of modern society and celebrates differences that contribute to a rich conversation and better understanding of the different cultures and backgrounds that make up our world.

In addition to the Oxford campus, Miami has two vibrant, open-enrollment regional campuses that serve the higher education access mission of Ohio and the University. Following the state’s change in the mission of regional campuses, they offer an increasing number of bachelor’s degrees and graduate programs in addition to two-year degrees. The regional campuses are valuable University assets that offer a means for social mobility for their students and an engine of economic development for their communities. The University needs to pay careful attention to the recruitment and retention of students on these campuses, which should prove both academically attractive and valuable to the region and the state.
Defining the role of the regional campuses, sustaining their programs, and ensuring their vibrancy so that they will continue to be significant contributors to the University and their communities.

Miami University has a mission that it applies differentially to the needs of each community served by providing the very best experience for the specific audience. The focus of Miami’s regional campuses has traditionally been to serve place-bound students by providing access geographically and economically. The campuses are community-based, serving their students and regional employers to meet the varied needs of the local region. They contribute significantly to local civic culture with guest speakers, concerts, and a host of other activities, building on the regional orientation of students and employment.

Miami Regionals provide professional education as well as general education courses that allow students to relocate to the Oxford campus. The regionals share with the Oxford campus the same broad mission of a commitment to the foundation of liberal arts while focusing on professional and applied studies. To sustain the Regionals, which is an important part of Miami’s goal, the institution must deepen its ties with local businesses, not only by graduating students with relevant four-year degrees, but also by offering targeted certificates and other programs that address specific regional needs. To continue to attract students in an increasingly competitive environment, the University must be innovative by offering appropriate programs and using appropriate delivery mechanisms. It needs to provide and sustain excellent educational programs to ensure an increased rate of success.

Attracting and retaining talented faculty, staff, and administrators.

In a time of great national and international change in universities, the President will play an essential role, in partnership with the University’s Provost and Deans, in building and maintaining the quality, diversity, and reputation of Miami’s faculty, staff, and administration. A successful President will possess both the intellectual stature and broad talents to ensure that the University attracts and retains key leaders in both academic and operational areas of the institution. The leaders, in turn, will enable the institution to recruit and retain a strong, innovative faculty and outstanding staff and administrators. While maintaining a clear focus on providing excellent instruction for undergraduate and graduate students, the University is also committed to supporting a workload balance that supports the teacher-scholar model. To ensure that those recruited continue to serve the University and its mission, the President will promote a quality working environment and a collegial atmosphere that will enhance retention of faculty.

Negotiating a path that demonstrates a clear sense and understanding of the budgetary environment, the management of finances, and the generation of resources.

The next President must grasp and grapple with the financial realities of public higher education. Miami University leadership had the foresight to begin rethinking its financial model as a public university several years ago. In addition, the institution has worked very hard during the last decade to resolve many issues of deferred maintenance in both academic and residential facilities and anticipates that the institution will remain current in maintaining its physical plant into the future. The President will need to be aware and act innovatively as s/he works with the state to provide resources for the institution, to leverage those funds through the growth of tuition revenue, and to encourage real innovation and
entrepreneurship within a relatively traditional University that has a focus of delivering exceptionally strong undergraduate education.

Miami’s colleges and schools have the potential to generate new revenue through programs within and outside the traditional models. The University will need to be encouraged to examine new, potentially innovative streams of revenue at both the Oxford and the regional campuses. Such options should be consistent with Miami’s goals of educational excellence, discovery of knowledge, and service to society.

The President will need to work closely with the Provost and the University’s chief financial officer to lead a fiscally innovative and strategic administration, maximizing both revenue and productivity, striving to develop a sustainable financial model for Miami and putting every available resource toward further strengthening Miami’s academic excellence. The budget process should have transparency, accountability, equity, predictability, and sustainability.

Maintaining a commitment to a fiscally responsible, competitively successful Division I sports program, marked by high graduation rates and academic achievement among athletes.

Miami is proud that it has achieved recognition for its sports program that, from its inception, has truly functioned on a student-scholar basis, proudly achieving graduation rates matching that of the entire student body. Miami wishes to maintain its teams as a means of bolstering school spirit and providing a connection with alumni. At the same time, it is unrelenting in its expectation that the program function with high integrity and fiscal responsivity and that the athletic program be a sound part of the Miami experience and education.

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 values students, who appreciates the core role of faculty, and who can articulate the mission of the University and build trust. The President will be the single most important Miami community leader. The successful candidate will bring many of the following skills and qualities:

- A history of leading intellectually rigorous work and a value of scholarship and research. S/he should easily lead an intellectually demanding, creative, and innovative academic culture.
- Strong managerial experience. The President must understand the full range of strategic issues in complex organizations and have the ability to execute large, ambitious plans, to serve as a change agent, to understand the finances of a large organization, and to have demonstrated that s/he has the skills to lead a campus, fostering a culture of continuous improvement.
- An understanding of the need for change and the ability to formulate and execute modifications that improve the quality and direction of higher education including intellectual direction, pedagogy, and the discovery of new knowledge.
• The ability to engage in public discourse with public officials. The President should have a ready appreciation for public life, an interest in public policy, and an ease in representing the institution in widely disparate public arenas.

• An ability to be an articulate public spokesperson for the University who can lead all of the campuses and represent the University with the entire Miami community, alumni, the State of Ohio, and the region.

• A strong moral commitment to the issue of diversity.

• Integrity of the highest order and a track record of practicing unwavering ethical and moral standards.

• An appreciation for the importance of a liberal arts education and the value of undergraduate research.

• A global perspective and experience at having worked to develop an environment that encourages the internationalization of education both on campus and with programs abroad.

• An understanding of the value and significance of graduate education.

• A commitment to supporting opportunities for faculty to pursue high-quality research and scholarship.

• A successful track record of fundraising and a commitment to long-term, sustained development of resources.

• Respect for the University’s history combined with the boundless energy, curiosity, and innovative spirit necessary to consider and develop new ideas.

• An understanding of and willingness to explore the possibilities created by the use of technology in a wide range of innovative pathways, including new online methods and the growth of online education.

• A passion for public education, with a genuine commitment to students.

• Experience working closely with a committed Board and enabling it to achieve its fullest potential.

• A comfort with developing relationships and enjoying the interaction with others in a close-knit community.

Additional information about the University and the search may be found on the University website at http://miamioh.edu/.

Miami University, an EO/AA employer, encourages applications from minorities, women, protected veterans and individuals with disabilities. Miami does not permit, and takes action to prevent, harassment, discrimination, and retaliation. Requests for reasonable accommodations for disabilities should be directed to Ms. Mary Jane Leveline at (513) 529-2027. The Annual Security and Fire Safety Report may be found at: http://www.MiamiOH.edu/campus-safety/annual-report/index.html. Criminal background check required. All campuses are smoke- and tobacco-free.
While every effort will be made to preserve confidentiality until finalist(s) are selected, please know that this search is subject to the Ohio Public Records Act. Please contact Isaacson, Miller if you desire more information about the Public Records Act.

TO APPLY

Miami University has engaged Isaacson, Miller, a national executive search firm, to assist with this search. Inquiries, nominations, and applications should be directed through the Isaacson, Miller website at:

www.imsearch.com/5519

The search is being led by:
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