

**Minutes of the Meeting
of the
Oakland University Board of Trustees Retreat
April 26, 1999**

- Present:** Chairperson David J. Doyle; Vice Chairperson Ann V. Nicholson; Trustees Henry Baskin, David T. Fischer, and Louis Grech-Cumbo
- Absent:** Trustees Rex E. Schlaybaugh, Jr. and James A. Sharp, Jr.
- Also Present:** President Gary D. Russi; Vice Presidents David S. Disend, David J. Downing, Lynne C. Schaefer, and Mary Beth Snyder; Assistant General Counsel Victor A. Zambardi; Student Liaisons LaShanda Evans and Linda Hickmott; and Administrative Assistant Rhonda G. Saunders

Chairperson David J. Doyle called the meeting to order at 9:10 a.m. at the Troy Marriott Hotel. He announced that Governor John Engler has appointed Mr. Robert N. Cooper, President of Ameritech Michigan, to replace Trustee Dennis Pawley on the Board through the year 2004. He stated that Mr. Cooper is an Oakland University alumnus from the College of Arts & Sciences, and that Mr. Cooper will serve the university well.

President Gary D. Russi welcomed the trustees to the retreat, and reported that Governor Engler has also reappointed Chairperson Doyle and Trustee Rex E. Schlaybaugh, Jr. to the Board, each for a second term through the year 2006.

President Russi stated that in June 1998, the Board received the "Creating the Future" (CTF) final report, which is included in the retreat binders under Section I. He stated that Section II of the binders is a copy of the Strategic Plan 1995-2005 strategies. President Russi noted that nine CTF task forces were created, consisting of 790 corporation, community, and university leaders, to discuss Oakland University's future. He reported that the University Senate Budget Review and Planning Review Committees, and the University Senate, reviewed the CTF recommendations and developed mega-strategies "which should be given highest priority campus-wide."

Subsequently, the Deans Council recommended support for the University Senate's work and developed similar umbrella strategies. He stated that Section III of the binders is a worksheet listing the 71 strategies, identified by the CTF task forces, to

assist the Board in prioritizing each strategy within the context of the following mega/umbrella strategies:

1. **The learning process.**
2. **Research, scholarship, and creative endeavors.**
3. **Diversity.**
4. **Partnerships that enhance excellence in learning, research, and service.**
5. **Technology enhancement in support of learning, research, and partnerships.**
6. **OU's position as a visible, major regional (state, national) resource.**

President Russi stated that the purpose of the retreat is to prioritize the CTF strategies using the following rating scheme:

Urgent (U):	Implementation 1-3 years
Important (I):	Implementation 3-5 years
Desirable (D):	Implementation 5-7 years

In order to conduct that rating process, the trustees, vice presidents, and deans will break out into three groups. He stated that such rating processes typically result in 25% of the strategies being rated as urgent, the great majority being rated as important, and a few rated as desirable. The group ratings will be tallied and displayed, and the Board will assemble to collectively discuss the strategies and reach a consensus on the ratings.

Trustee David T. Fischer asked if the university has the resources to support the strategies once the prioritization is completed. President Russi replied that the next step in the process is to determine the cost for each strategy. Some strategies may take longer to complete.

At 9:30 a.m., the Board and senior university officials broke out into the following groups:

Group 1

Trustee David Doyle
Trustee Louis Grech-Cumbo
President Gary Russi, Facilitator
Dr. Mary Beth Snyder, Vice President for Student Affairs
Dr. Michael Polis, Dean of the School of Engineering & Computer Science
Dr. Justine Speer, Dean of the School of Nursing
Mr. Victor Zambardi, Assistant General Counsel
Ms. LaShanda Evans, Student Liaison

Group 2

Trustee Ann Nicholson

Trustee David Fischer

Ms. Lynne Schaefer, Facilitator (Vice President for Finance & Administration)

Mr. David Disend, Vice President for University Relations

Dr. William Macauley, Interim Dean, College of Arts & Sciences

Ms. Indra David, Interim Dean, Library

Ms. Linda Hickmott, Student Liaison

Group 3

Trustee Henry Baskin

Dr. David Downing, Facilitator (Interim Vice President for Academic Affairs & Provost)

Dr. Mary Otto, Dean of the School of Education and Human Services

Dr. John Gardner, Dean of the School of Business Administration

Dr. Ronald Olson, Dean of the School of Health Sciences

Mr. Geoffrey Upward, Director of Communications and Marketing

Mr. Glenn McIntosh, Director of Advising Resource Center

The Board returned to the general session at 11:45 a.m. President Russi called on Mr. David S. Disend, Vice President for University Relations, to discuss the relationship of the CTF initiative to university advancement, and to review the organization and structure of a capital campaign.

Mr. Disend stated that, during the group discussions, the teams realized that funding is a critical issue in the strategy implementation process. One way universities deal with funding is by increasing external fund raising. He stated that a capital campaign is a comprehensive campaign where specific gifts or amounts of money are raised during a specific time period. The university has never conducted such a campaign, except for specific projects like the Kresge Library addition.

Mr. Disend stated that the question to be asked as an institution goes down that path is “what must be done to succeed?” He stated that in initiating a capital campaign, it is better to exceed a lower goal than fail to achieve a higher goal which creates an atmosphere and history of success. He noted that a capital campaign is a long-term process, and he explained three phases. The first phase is a 1 to 5 year “planning phase” for developing a working vision or goal and setting patterns for specific fund raising. Then a “private phase” of 1 to 2 years is initiated for larger gifts to the university. Once the private phase is completed, a 5 year “public phase” is launched with a party to publicly announce the campaign to the community and press. The span from one campaign to the next is generally 20 to 25 years.

Mr. Disend commented that a capital campaign needs to be "system driven" rather than "personality driven." As the university contacts donors, the CTF strategies will be shared with them to determine their interests and to ultimately refine the plan to achieve those strategies.

Trustee Nicholson inquired whether the capital campaign community survey, conducted by a consultant a few years ago, would be useful to the university in this campaign. Mr. Disend replied that a "fresher" and more recent survey should be conducted. He stated that the concept of developing a goal was not addressed in that survey, and that issues such as feasibility and university strengths have changed over time.

Trustee Baskin questioned whether the campaign would be based on what can be raised rather than the needs of the university. Mr. Disend replied that the university must focus on an achievable goal rather than needs.

Trustee Baskin recommended that the capital campaign plan be presented to the full Board. He asked how a campaign will affect the Board members, and Mr. Disend replied that, in order to send the right "signal" to university constituencies, the Board must show a sincere financial commitment towards the capital campaign. Mr. Disend offered an example of a capital campaign in which the chairman of the campaign was instrumental to its success by making a generous contribution. He explained that to achieve a campaign goal, the university must assess its constituencies to set the present and future capital campaign course. For example, the university has done minimal fund raising with alumni because the alumni is still a young constituency.

Therefore, the university should now begin to develop fund raising strategies designed to raise funds from alumni once that constituency has matured.

Mr. Disend recommended hiring a consultant now, to start the process to launch a campaign. Chairperson Doyle requested that a report be presented to the Board at the May 6, 1999, Board Meeting to publicly announce the university's intentions.

The Board recessed for lunch at 12:07 p.m., and returned to the general session at 12:55 p.m.

President Russi distributed and highlighted the rating results for the strategies. (See Attachments A.) He reported that the results include 20 "urgent" and 44 "important" strategies. Trustees Baskin and Nicholson questioned whether the strategies are "too ambitious" and "unrealistic" in terms of providing sufficient staffing and resources to meet the commitments during the specified time frames. Chairperson Doyle and President Russi stated that the university has already recognized the "important" strategies, so no additional staffing or resources are necessary to complete them. They also noted that there is some overlapping between the 20 urgent strategies.

Chairperson Doyle stated that the next step is to cost the strategies. President Russi added that part of the commitment is to match the resources to the strategy, and some may even take as much as 7 years to complete.

Trustee Fischer stated that there was a comment in some of the strategies about improving diversity in the college and schools; however, some indicators, such as higher grades and test scores, have already met that diversity goal. President Russi stated that the university is aggressively focused on bringing in the most talented students to the university by offering more scholarships.

Trustee Nicholson stated that the School of Business Administration (SBA) is focusing on preparing students to better meet employer needs. Dr. John Gardner, Dean of SBA, commented that the school is in the process of setting priorities in what types of programs will best meet those needs. After reviewing what other institutions are doing, an academic model was created which sends a signal to the faculty on the importance of those initiatives. Dr. Gardner stated that it is important to instill the fact that the university is providing this critical thinking education through a service approach.

Trustee Nicholson stressed the overall importance for the college and schools to work more closely together to better prepare students for the workplace. Dr. Downing stated that there are constant themes throughout the university that are considered ongoing activity in terms of research and scholarship. Chairperson Doyle requested that a strategy on general education be added to the priority list, since those courses have the opportunity to address workforce skills training. Trustee Louis Grech-Cumbo concurred with the need for a general education strategy.

Trustee Baskin requested a list of the “urgent” and “important” items for the May Board meeting, and President Russi stated that he will forward the lists to the trustees.

Trustee Baskin, seconded by Trustee Fischer, moved approval of the “Creating the Future” strategy prioritization list, including a strategy on “general education.” The motion was unanimously approved by those Board members present.

Trustee Baskin commented that the CTF task force participants should be advised that their work was accepted, scrutinized, and acted upon. They should also be advised that a capital campaign is being initiated to support those strategies. Trustee Fischer added that the task force participants should receive a copy of the prioritized strategies.

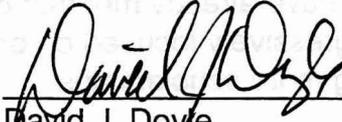
The meeting adjourned at 1:34 p.m.

Submitted,

Approved,



Victor A. Zambardi
Victor A. Zambardi
Assistant General Counsel



David J. Doyle
David J. Doyle
Chairperson

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Attachment A

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process Diversity Position OU	Assume a leadership role in preparing all of its constituents for an increasingly international and diverse world.	U	1, 2, 3, 4	The College of Arts and Sciences
Learning Process Position OU	More effectively capitalize on the resources available in Oakland County.	U	5	The College of Arts and Sciences
Learning Process	To remain relevant, the university must develop a variety of learning packages that are time and location independent.	I	1, 3, 5	Information Systems, Library and Learning Resources
Learning Process	Create a learner-centered "Oakland Experience" which focuses on the development of computer literacy, information literacy, critical thinking and interpersonal skills needed to ensure that participants develop the capabilities to become lifelong learners.	I	1, 3	Information Systems, Library and Learning Resources

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	Reformulate the library into a Department of University Information which has an expanded role in university information services relating to the creation, collection and dissemination/republishing of information, and the education of students.	D	3, 9	Information Systems, Library and Learning Resources
Learning Process	The School of Business Administration should ensure business students are prepared to meet the needs of employers.	U	1, 2, 4, 7, 9	School of Business Administration
Learning Process	Develop lifelong learning models that create ongoing relationships with students and the professional community.	I	2, 5	School of Education and Human Services
Learning Process Position OU	Enable teachers and school professionals to prepare students for the future.	U	1, 6	School of Education and Human Services

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	Integrate the education and human services components of the school's programs to prepare professionals with skills needed to work effectively in schools, communities and business.	I	1, 2, 5	School of Education and Human Services
Learning Process Partnerships	SECS enrollment should be allowed to increase at the rate that resources can be provided to meet the needs of the community and allow for the emphasis on the automotive industry to be developed. The goal will be that of maintaining or increasing the quality of the students enrolling in SECS.	U	1, 2, 5	School of Engineering and Computer Science
Learning Process Partnerships	SECS should aggressively pursue the possibility of offering undergraduate programs in Computer Engineering, Electrical Engineering, Mechanical Engineering and Computer Science at the Macomb Community College (MCC) University Center (MCCUC).	U	1, 5	School of Engineering and Computer Science
Learning Process	SECS should create specialized curriculum at either the BS and/or MS level which are of particular importance to the automotive industry and its suppliers.	I	1, 2, 5	School of Engineering and Computer Science

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	SECS should modify existing curriculum to 1) Increase the communication content of the curriculum, 2) Increase the business (an appreciation for quality, teaming, competition, customer focus) content of engineering and computer science education, and 3) Emphasize simulation as a design and analysis tool.	I	1, 2	School of Engineering and Computer Science
Learning Process Diversity	All graduates should acquire additional knowledge in the following areas: business, geriatrics, technology, ethics, culture, and understanding the customer from a service orientation.	I	1	School of Health Sciences
Learning Process	Develop mechanisms for current students or practicing professional to acquire selected specialized areas of knowledge.	I	1, 2	School of Health Sciences
Learning Process Research & Creative Endeavors Partnerships	Restructure the Meadow Brook Health Enhancement Institute to strengthen and emphasize its academic mission.	I	3	School of Health Sciences

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	Develop a bachelor's degree program in geriatric administration.	I	1	School of Health Sciences
Learning Process	Develop a bachelor's degree in Exercise Science.	I	1	School of Health Sciences
Learning Process	Develop a Managed Care Institute.	I	5	School of Health Sciences
Learning Process	Develop an MS in Health Care Management.	X	2	School of Health Sciences

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	Develop a Ph.D. in Health Outcomes Assessment.	D	2	School of Health Sciences
Learning Process	SON must continue to redesign its curricula to prepare clinically competent graduates who have strong decision-making skills, effective interpersonal competencies, a sense of compassion, and business and management skills. Graduates should be able to practice in traditional and nontraditional settings with consumers across the life span.	U	1	School of Nursing
Learning Process	Health care systems and program faculty should develop innovative credit and noncredit programs that best meet evolving educational needs of health care professionals.	I	5	School of Nursing
Learning Process Partnerships	There should be strong linkages between nursing and other university units concerned about issues related to health and health care. These relationships should promote interdisciplinary teamwork, stimulate cooperative intrauniversity and interuniversity community ventures and enhance the quality of student educational outcomes and health outcomes of the population served.	I	4	School of Nursing

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	All students should have the benefit of specific support services, especially mentoring and small learning communities, aimed at helping them make the necessary academic and social adjustments to achieve college success. Beyond this, Oakland should adopt the philosophy that retaining students in school is the responsibility of everyone at the university, not something relegated exclusively to a committee.	U	3	Campus and Student Life
Learning Process	Oakland must sustain student organizations and their activities as a centerpiece of student and campus life.	I	1, 3	Campus and Student Life
Learning Process Position OU	By centralizing all career-related services, customer service will be greatly enhanced for students and alumni.	I	1, 3	Campus and Student Life
Learning Process	University housing and residential life programs should provide students with distinct educational and social advantages and contribute to an overall perception of campus life as exciting. Moreover, since food service is such an important component of a student's life, it must be continuously upgraded to meet changing student interests.	U	3	Campus and Student Life

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Learning Process	Oakland's ability to compete with other Institutions for the highest quality students is directly correlated with endowed scholarship resources at a level to recruit and retain high-achieving students in accordance with the academic mission of the university.	U	3, 6, 9	Campus and Student Life
Learning Process	Adopt an aggressive approach to increase the number of Oakland students who take advantage of study-abroad opportunities.	I	1, 6	Campus and Student Life
Learning Process	Elevate the importance of experiential education and job placement throughout the university.	I	1	Campus and Student Life
Learning Process	Revamp the look and mission of Graham Health Counseling centers to emphasize education.	D	3	Campus and Student Life

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Research & Creative Endeavors Position OU	Enhance its reputation as an intellectual and cultural resource for the community.	I	4, 5	The College of Arts and Sciences
Research & Creative Endeavors	To leverage resources SECS should develop a few specific leading edge niche areas of research expertise and partner with local industry to seek significant federal funding for research laboratories or centers in these areas.	U	4, 5, 6	School of Engineering and Computer Science
Research & Creative Endeavors	The SON, in collaboration with public and private sector partners, should support, select and develop research areas of excellence that enhance impact of nursing care on the health of consumers and communities. Nursing research should help integrate the teaching, clinical and community service missions of the school. The faculty and administration, through deliberative planning processes, should identify and support the development of at least one area of outstanding nursing research within the school. This will require targeted faculty recruitment and commitment of resources.	I	6	School of Nursing

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Diversity	Increase diversity in the School of Business Administration.	U	3, 9	School of Business Administration
Diversity	Prepare teachers, counselors and human service professionals to respond to and work effectively with diverse populations.	U	3, 4, 7	School of Education and Human Services
Diversity	Oakland's reputation for educational excellence is dependent on achieving a more diverse student body and in fostering a campus environment that celebrates pluralism in both the classroom and the co-curricular environment.	I	3	Campus and Student Life

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Research & Creative Endeavors	To leverage resources SECS should develop a few specific leading edge niche areas of research expertise and partner with local industry to seek significant federal funding for research laboratories or centers in these areas.	U	4, 5, 6	School of Engineering and Computer Science
Research & Creative Endeavors	The SON, in collaboration with public and private sector partners, should support, select and develop research areas of excellence that enhance impact of nursing care on the health of consumers and communities. Nursing research should help integrate the teaching, clinical and community service missions of the school. The faculty and administration, through deliberative planning processes, should identify and support the development of at least one area of outstanding nursing research within the school. This will require targeted faculty recruitment and commitment of resources.	I	6	School of Nursing

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Diversity	Oakland's reputation for educational excellence is dependent on achieving a more diverse student body and in fostering a campus environment that celebrates pluralism in both the classroom and the co-curricular environment.	I	3	Campus and Student Life

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Partnerships	Create a university center or centers for applied excellence which would leverage unique geographic opportunities in Oakland County and the surrounding area to develop partnerships with business, industry, K-12 education, government and the arts.	I	1, 3, 5	Information Systems, Library and Learning Resources
Partnerships	Foster an environment which supports interactive partnerships between faculty and the external community.	I	4, 5	Information Systems, Library and Learning Resources
Partnerships	The SON should encourage community organizations, e.g., industries, ambulatory clinics, schools, churches, halfway houses, to support innovative clinical practice opportunities for nursing students. Establishing community/School of Nursing faculty/staff partnerships will facilitate the development and implementation of strategies to stimulate continual change and improvement in nursing education, practice and the community's health.	I	5, 9	School of Nursing

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Technology Enhancements	Develop a plan for a strong information infrastructure to achieve university goals.	U	3, 8	Information Systems, Library and Learning Resources
Technology Enhancements	Commit human and financial resources for a strong information infrastructure to achieve university goals.	U	9	Information Systems, Library and Learning Resources
Technology Enhancements	Through partnerships, the SON should acquire technological resources that enhance students' learning environments so that graduates are able to use technology for monitoring and educating clients, managing and retrieving client, financial and health information, and communicating effectively with others.	I	5	School of Nursing
Technology Enhancements	Oakland must improve student access to, and convenience of, all key student services via advanced technology, centralized locations, and improved personnel training.	I	3, 7	Campus and Student Life

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	More aggressively market the values and necessity of a liberal education.	I	1, 2	The College of Arts and Sciences
Position OU	Create a niche and identify target markets for a variety of university information services.	I	3, 7, 9	Information Systems, Library and Learning Resources
Position OU	Oakland University should significantly enhance its working relationships with its corporate neighbors.	U	1, 2, 3, 4, 5, 6, 9	Market Positioning and Visibility
Position OU	Oakland should hire a public relations and/or advertising agency.	I	2, 3, 5, 6, 9	Market Positioning and Visibility

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	Oakland should further invest in its advancement operations, to become a more vital part of its regular operating budget and to grow its endowment to sustain and support the quality of the university over a long period or time.	U	1, 2, 3, 4, 5, 6, 7, 8, 9	Market Positioning and Visibility
Position OU	The university should establish a public relations council.	X	2, 3, 4, 5, 6	Market Positioning and Visibility
Position OU	Oakland should strengthen its quality image and work on touting the value added by attending Oakland. Oakland should communicate why an Oakland education can make people successful. The use of the Meadow Brooks should be considered here.	I	1, 2, 3, 4, 5, 6	Market Positioning and Visibility
Position OU	Oakland should strengthen its out-of-classroom experiences for its students, including its nonresidential students.	I	1, 2, 3, 4, 5, 6	Market Positioning and Visibility

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	Oakland should focus on student retention.	U	1, 3, 6, 8, 9	Market Positioning and Visibility
Position OU	The technology message is important, and the university should continue to enhance its position as being on the front edge of application technology.	I	1, 2, 3, 4, 5, 6, 7, 8, 9	Market Positioning and Visibility
Position OU	Oakland should consider improving the quality of its student body.	I	1, 2, 3, 4, 6, 8, 9	Market Positioning and Visibility
Position OU	Oakland should develop summer programs that bring talented high school students to campus, including becoming the site of the Michigan Scholar Athlete Games.	I	3, 5	Market Positioning and Visibility

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	The university - and particularly the Meadow Brooks - should make better and more proactive use of the Web.	I	2, 3, 5, 6	Market Positioning and Visibility
Position OU	Oakland should significantly strengthen its curricular links with the Meadow Brooks.	I	1, 2, 3, 4, 6	Market Positioning and Visibility
Position OU	The university should use more of its alumni in career networking/mentoring for students and for alumni.	I	1, 3, 5	Market Positioning and Visibility
Position OU	The university should market more directly to its current students. Seniors should be encouraged to enroll in graduate programs and the Alumni Association should be actively promoting the benefits of membership to students before they graduate.	I	2, 3	Market Positioning and Visibility

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	Students advising could be strengthened by encouraging entering students to get involved in activities.	D	1, 3	Market Positioning and Visibility
Position OU	Oakland should organize its alumni activities while students are still enrolled in school, i.e., before they become alumni. The Alumni Association should have a student rep.	I	1, 3	Market Positioning and Visibility
Position OU	Enhance the mutually beneficial interactions between the school and external constituencies.	U	6, 9	School of Business Administration
Position OU	SON should implement a comprehensive marketing plan focused on high school graduate, adults interested in second careers, community college nursing students and nurses interested in advancement, educating the public about the future of nursing and the School of Nursing's commitment to prepare nurses for the future.	I	3	School of Nursing

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	SON should assume a prominent role in the improvement and support of the health care industry within southeastern Michigan. In conjunction with an advisory committee of top leaders in all sectors of the community and the health care industry, the school should develop and implement evaluation strategies that will measure accomplishment of these strategic planning initiatives.	I	5, 6	School of Nursing
Position OU	Oakland Center must be further upgraded to ensure high-quality events, gathering and performance spaces in keeping with contemporary student needs.	I	3, 5	Campus and Student Life
Position OU	Current students need to continuously see and view the Oakland Alumni Association as a very vibrant organization, one which they feel will be useful and helpful to them throughout their lives.	D	1, 5	Campus and Student Life
Position OU	In an effort to strengthen and improve Oakland University, the campus must continually improve the attractiveness of its grounds, especially the outdoor recreation areas, and work with surrounding communities to establish student-friendly establishments in close proximity to campus.	I	3, 5	Campus and Student Life

Megastrategy	Strategy	Priority	OU Strategic Plan #	Task Force
Position OU	Position Oakland as a dominant force in Division I-AAA athletics.	I	3	Campus and Student Life
Position OU	To ensure the safest possible campus environment, the focus of policing activities must be a community model that is proactive and preventive.	U	1, 7	Campus and Student Life