

First in 2009 Coordinating Council 2003-2004 Report on Progress

Prepared by Carolyn Haynes and Edgar Beckham
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Background and Rationale

When Miami University underwent its last accreditation review in 1995, the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools recommended in its final report that Miami make significant progress in the area of diversity by its next review in 2005. With this goal in mind, Miami set in motion a series of initiatives designed to enhance diversity on our campuses. Some of the progress points of enhancing diversity at Miami are summarized in the chart below.

Year	Action Taken
1995-1997	Minority undergraduate student enrollment increased by 22%, and minority graduate student enrollment increased by 10%--with a total enrollment of 7.4% on the Oxford campus.
1996	Campus Climate Survey by University of Michigan's Center for the Study of Higher and Postsecondary Education (CSHPE) administered.
1997	Division Action Plans on Diversity created. MOSAIC living and learning community established.
1998	Plan for Institutional Diversity (with recommendations in areas of climate, recruitment and retention of faculty and students, assessment) and President's Council on Multicultural Affairs created. All units required to report on diversity progress in their annual reports.
1999	Provost merged all advisory committees on diversity into the University Multicultural Council which consisted of four subcommittees on curriculum, climate, assessment, and programming. 700 Housing, Dining and Guest Services staff members attended seminar on communicating across cultures, led by James Beier Publication Office and Student Affairs created a diversity facts sheet and a series of newsletters on diversity-related issues. Diversity-related courses such as IDS 159 and 151 expanded and enhanced.
2000	Team of six faculty and staff attended an AAC&U Greater Expectations Summer Institute on "Boundaries and Borderlands: The Search for Recognition and Community in America." Diversity-related scholarships increased by \$2 million over past three years. Two new African-American fraternal chapters established.
2001	Center for American and World Cultures established; search for a director begun. Miami Plan Foundation requirements expanded to include a new U.S. Cultures requirement. Faculty learning community established by CELT on US Cultures courses. Myaamia Project for Language Revitalization established. Workshop on diversity offered to School of Business Administration staff and faculty, President's Executive Council, and Registrar staff. Student Affairs hosted Gay and Lesbian Forum. "I am Miami" campaign created.

	Women's Center establishes new outreach to classified employees.
	Child Care Center established.
2002	Campus Climate Survey by CSHPE administered; summary published and distributed across campus.
	Director for Center for American and World Cultures hired; major programming put in place.
	Office of Alumni Relations re-energized Black Alumni Advisory Committee. Graduate School customized recruitment of diverse students by participating in additional recruitment forums and establishing partnerships with diverse schools.
	Women's Center created outreach opportunities for classified employees.
	Miami ranked 10 th in nation for sending students to study abroad.
	48.63% and 40% of tenure-track faculty hired this year were minority and women, respectively. Minority faculty increased by 1% in past five years.
	Gay, Lesbian, Bisexual, Transgendered Coordinator established by Student Affairs.
2003	Working papers and public forums on diversity issues presented by University Multicultural Council.
	First in 2009 Coordinating Council selected theme of "academic excellence through inclusion" for its focus.
	Edgar Beckham named fellow-in-residence of Center for American and World Cultures.
	Thematic sequence on gay and lesbian issues proposed and approved.
	First annual UniDiversidad/UniDiversidade festival held.
	Internal "dashboard" diversity survey created by University Multicultural Council to be issued regularly.

Although all of the steps outlined in the chart are significant, the single most important transformation at Miami has been the steady emergence of a new framework for our understanding the role of diversity in higher education. Over the years, the Miami community has increasingly broadened its understanding of diversity so that it includes all of us no matter which race, ethnicity, gender, sexual orientation, socioeconomic status, geographical or cultural background, religion, talents, values, experiences or type of physical abilities we might have. In addition, rather than seeing diversity as one strategy or issue among many at our university, we have come to recognize that in order to achieve true academic excellence, we must view diversity as an educational imperative. Inclusion must be endemic to every decision we make and to every action we take. As President James Garland noted in a recent column in *The Miami University Report* (March 25, 2004), "Education is about shaking students out of their comfort zones, challenging them to take risks, making it impossible for them to rely on learned patterns of behavior carried over from childhood. A diverse environment makes us smarter because it forces us to adapt to our world in new and unfamiliar ways."

This report briefly describes the past year's work of the First in 2009 Coordinating Council in building on the outstanding work done by the University over the past decade to advance academic excellence through inclusion and identifies a set of recommended issues and action steps for the future.

Process of Transformation

Because we believe that the most important means of transformational change is to alter the attitudes and outlook of the members of our community, the First in 2009 Coordinating Council purposefully decided not to decide on and implement new initiatives this year. Instead, we sought to work on building a shared aspirational vision of excellence and identifying future action steps by engaging broadly with faculty, staff and students on all three of our domestic campuses and partnering with existing communities and structures that have ongoing responsibility for inclusion: the University Multicultural

Council and the Center for American and World Cultures. Below is a time line and description of steps taken by the Coordinating Council in 2003-2004.

Time Line and Action Steps

TIME LINE FOR FIRST IN 2009 COORDINATING COUNCIL, 2003-2004	
June-July 2003	<ul style="list-style-type: none"> ➤ Annual presentation given to Board of Trustees on progress of First in 2009. ➤ “Choice Matters” themes incorporated more fully in Summer Orientation and first-year advisor training. ➤ Miami five-person team sent to AAC&U Greater Expectations Institute on Inclusion. “STRIVE” action plan for 2003-2004 created. ➤ “STRIVE” action plan shared with University Multicultural Council. ➤ 2003-04 membership of First in 2009 Coordinating Council constituted.
August 2003	<ul style="list-style-type: none"> ➤ Summary of progress made on First in 2009 goals placed in <u>Miami Report</u> and Provost’s newsletter ➤ First in 2009 website created (www.muohio.edu/firstin2009) by Glenn Platt.
September-November 2003	<ul style="list-style-type: none"> ➤ Coordinating Council meetings held on September 10 and November 12 ➤ “STRIVE” conversation guidelines and materials created. ➤ “STRIVE” call for proposals issued. ➤ 34 “STRIVE” conversations held in departments and units across campus; 1-2 page summaries created. ➤ Call for proposals for first-year seminars sent to all faculty (September); proposals were due to Dean’s office on November 1.
December 2003	<ul style="list-style-type: none"> ➤ Progress reports submitted by Coordinating Council, First-Year Experience Coordinators, University Multicultural Council, Harry T. Wilks Leadership Institute and Accreditation Committee by December 8. ➤ 22 “STRIVE” proposals received. ➤ Mid-year planning retreat for COAD, UMC and Coordinating Council Steering Committees held on December 17.
January 2004	<ul style="list-style-type: none"> ➤ Faculty and chairs submit first-year seminar syllabi to appropriate divisional curricular committees and LEC for approval by January 15. Chairs put seminars on 2004-05 schedule. ➤ Coordinating Council meeting held, January 14 to finalize plans for Vision & Planning sessions. ➤ “STRIVE” proposals reviewed by CC subcommittee; 11 of 22 proposals funded.
February-March 2004	<ul style="list-style-type: none"> ➤ Summary of “STRIVE” initiative placed in Provost’s newsletter. ➤ 20 Vision & Planning sessions held and summaries of each session created. ➤ Optional faculty development workshops, facilitated by Carolyn Haynes, held for first-year seminar faculty on March 27. ➤ Coordinating Council meeting held on March 31 to create first-drafts of vision statement.
April 2004	<ul style="list-style-type: none"> ➤ Edgar Beckham and Carolyn Haynes meet to create second draft of vision statement (based on first drafts created at CC dinner on Mar. 31) and final report of Coordinating Council. ➤ Final reports of Coordinating Council, Accreditation Committee, First-Year Experience Coordinators, and University Multicultural Council submitted by April 20.
May 2004	<ul style="list-style-type: none"> ➤ Planning retreat of the Coordinating Council, UMC and COAD on May 5 in which draft of vision statement is reviewed and action plans for 2004-2005 Coordinating Council generated. ➤ Coordinating Council report posted on First in 2009 website.
June 2004	<ul style="list-style-type: none"> ➤ Annual First in 2009 update to Board of Trustees, June 25.

Step 1: STRIVE mini-vision, departmental conversations and proposals

During the fall semester, the First in 2009 Coordinating Council selected as its primary goal to assist the university in aligning its educational mission to the simple but powerful notion that inclusion leads to academic excellence. Council members decided to focus on creating a shared university-wide vision for

Miami as an institution that is academically excellent through inclusion. Research affirms the importance of placing inclusion as the centerpiece of education (Hurtado 1999). Social psychologist Pat Gurin concluded that students who encounter the most diversity inside and outside the classroom show the deepest engagement in active thinking processes, growth in intellectual engagement and motivation and development of academic skills (1999). The recent Supreme Court decision on the University of Michigan’s admission plan to create a diverse learning environment suggests that this view is widely held not only by universities but also by the military and business world.

By increasing and deepening inclusion on Miami’s campuses, the Council aimed to advance the eight goals outlined in President Garland’s “First in 2009” plan. In addition, we believe that a unifying vision of greater inclusion would help our community to create coherence in our diversity efforts. As a first step in the process, we generated a brief aspirational vision using the acronym, “STRIVE.” The word, “strive,” has two major connotations which suit our present purposes well. It means “to exert much effort or energy” as well as “to struggle and contend.” The “STRIVE” acronym encompasses the goals of the First in 2009 plan and promotes inclusion as the means to academic excellence.

Students, faculty and staff who are highly qualified, diverse and capable of leadership in a global community (Goals 1 and 5)—Breadth of experience and perspective enhances the learning for all.

Teaching that promotes deep learning (Goal 3)—Interdisciplinary, experiential, technology- and inquiry-based, service- and collaborative learning, team-taught, writing-intensive courses and a challenging co-curriculum deepen the learning for all students.

Resources and support for faculty and staff (Goals 2, 6 and 7)—Faculty and staff will expand their ability to reach a greater diversity of learners through increased resources and support (revenue, enhanced facilities and professional development).

Inclusive community and campus life (Goals 4 and 5)—Various groups working to create a climate of inclusion will challenge our students to think in new ways and foster a shared commitment to social responsibility.

Values that promote intercultural understanding and a healthy public, democratic discourse (Goals 3 and 4).

Evaluation and assessment in the form of best practices and benchmarking (Goal 8)—Data can help us to continually improve the ways that we enrich the learning communities on our four campuses.

The members of the First in 2009 Coordinating Council hosted 26 conversations about the STRIVE acronym and the concept of advancing excellence through inclusion in various departments and units across the university and on all three domestic campuses. Summaries of the STRIVE conversations can be found on the First in 2009 website (www.muohio.edu/firstin2009) in the “Current Projects” section. Below is a summary of the needs raised in these conversations:

Projects requiring substantial funds	Projects requiring modest funds	Projects requiring few or no funds
Greater handicap access to buildings	Support for service-learning curricular and co-curricular opportunities	LEC to add new category on inclusion to their assessment rubric.
Housing vouchers for international graduate students	Expansion of faculty and staff development opportunities	Audit of multicultural opportunities and success stories
Scholarships for international students	New and experimental recruitment efforts for students, faculty and staff of color	Staff mentor program
Domestic partner benefits	Night and weekend classes	Entrance exams held on regional campuses
Summer Institutes for young students of color	Expansion of Summer Reading Program to embrace more programming	Staff Recognition or Awards in Academic Affairs
HBCU exchanges	Retention efforts for faculty of color	Regular visits by Central Administrators to Classified staff workplaces
Creation of more physical space for greater interaction among students and faculty	Team teaching incentives and support	Regular reports on the success of the new tuition plan in increasing diversity
Increase in staff salaries	Elimination of differential furniture policy	New manual for conducting better searches for staff and faculty

Work with Oxford community to make Oxford welcoming to diverse faculty, students and staff (better schools, housing, merchandise)	Intervention in Greek Life to improve inclusion	Awards and support for existing successful diversity efforts in Academic Affairs
Transportation between Oxford and Cincinnati	Expand efforts to make transition from regional to Oxford campus smoother for students	
Study abroad opportunities in Africa and Middle East		

The Council also issued a call for proposals of initiatives from these units that would advance academic excellence through inclusion. Twenty-six proposals from twenty-four separate units were submitted by December 1, 2003. A subcommittee of the Coordinating Council reviewed the proposals and selected 11 proposals for full funding:

Description	Dept., Program	Individual Proposer(s)	Amount Funded
Young Scholars Day (special recruitment opportunity for urban high school students)	Honors and Scholars, Admission	Michael Mills, Enid LaGessee	\$2000
Course entitled "Inclusion Across Disciplines" which connects MU students to leading scholars, practitioners	Dept. of Communication	Jim Patterson	\$6174
Curriculum Guide to support Latin American UniDiversity events	Center for American and World Cultures, Spanish Dept., Latin American Studies	Mary Jane Berman, Charles Ganelin, Ramon Layera, Susan Paulson	\$2250
Da Jia Hao: New Plays by New Playwrights (monthly series of plays focused on diversity)	Depts. of Theatre and Architecture	Howard Blanning, Jinbae Park	\$6000
Speakers for "Slavery and Colonialism in the Atlantic World" Symposium	Black World Studies, Center for American & World Cultures	John Cinnamon	\$2000
Three-tiered training program for Residence Life and New Student Programs Staff	Residence Life, New Student Programs	Wendy Sue Steinberg	\$3500
Improved training program for Community Allies (faculty, staff, students)	Community Advocacy Alliance	Shannon Van Kirk, Juanita Tate	\$967
Series of workshops as well as a website of resources on inclusive teaching for faculty	University Multicultural Council	Marty Petrone	\$2400
Professional development workshop for effective retrieval of information resources on diversity	MU Libraries Information Services Cluster	Cindy Mader, Nancy Moeckel	\$500
Travel expenses for Diversity Peer Educators to attend Peer Health Education Conference	Student Counseling Services	Pam Lewis	\$1500
Study to determine impact of multicultural courses and counseling group in reducing sexual orientation prejudice	Student Counseling Service	Julie Murphy, Maria Carrubba	\$2,500

The subcommittee also agreed to provide funds for an additional three proposals, if the proposers provide further development, collaboration or information. All proposers have agreed to do so.

Description	Dept., Program	Individual Proposer(s)	Amount Funded
Instructional Compact Disc to assist and faculty in name pronunciations	Academic Personnel Services	Janet Cox, Celia Knight	\$750—request that they link to course or Center for Interactive Media Studies
Website for graduate student housing	Graduate Student Association	Laura Hayhoe	Up to \$1500 if they work with existing groups
Special collection of children's literature that offers multicultural perspectives of positive girlhood experiences and development of Literacy Discussion Group	University Libraries, Women's Center, Physical Health and Sport Studies Department	Frances Yates, Kay Owen working with Valerie Ubbes	\$2000 if Ubbes, Owens and Yates to work together

Step 2: Vision and Planning Exercises

In the spring 2004 semester, the Coordinating Council planned and implemented 20 vision and planning exercises designed to elicit ideas from Miami faculty, staff and students on the future vision of Miami as an academically excellent institution through inclusion and on priorities for action. Each session consisted of 8-15 students, faculty and staff from various units and departments and lasted one hour. Sixteen of the sessions were held on the Oxford campus; two were held on the Middletown campus, and two on the Hamilton campus. 180 persons participated in the sessions. 34% were graduate and undergraduate students; 29% were faculty members, and 32% were classified and unclassified staff members. 5% were top-level administrators. These administrators included three vice presidents, three deans, the Athletic Director, the General Counsel, and the Registrar. Each session was facilitated by two members of the Coordinating Council, and summaries were generated for each session. Summaries for all vision and planning sessions can be found at <http://www.muohio.edu/firstin2009> in the "Current Projects" section.

In each session, participants were asked to brainstorm elements that help a team or group to work effectively for transformational change. Our hope is that the Coordinating Council can embody and enact these traits in effecting beneficial change at our university. Eventually, we would like to see this approach and philosophy embedded in all of the transformational initiatives and efforts relating to academic excellence through inclusion. Below is a summary of the traits most commonly identified in the sessions.

Traits of a Successful Team	# of times mentioned
There is a shared vision or purpose is clear and achievable.	28
Everyone on the team participates, and their ideas are valued and heard.	21
There exists mutual trust and respect among the members, and members have a good sense of confidentiality and ethics.	20
Individuals on the team have clear, complementary roles and responsibilities. They are held accountable, and work is distributed fairly.	20
Members enjoy open, genuine, and honest communication, and they are open to change.	19
The diversity and differences among team members are fostered and relied upon.	12

Team members are optimistic, enthusiastic and fun to be around.	8
Conflict is viewed as healthy, and it is handled constructively.	7
The team has the authority and resources to effect change.	5
The team is willing to compromise and carefully selects the issues it wants to address.	5
Creativity and new ideas are seen as strengths.	5
Team members have a selfless, larger perspective and are able to move beyond turf considerations.	4
Members are self-reflective about their own process.	4

Participants in the Vision and Planning sessions also were asked to identify elements that they would see as crucial in their aspirational vision of an academically excellent Miami.

Elements of a Future Miami	# of times
We recruit, retain and are very comfortable with a broadly diverse body of students, faculty and staff (racial, ethnic, sexual orientation, socioeconomic status, religion, geographical background, ages, disabilities, experiences and interests). We embrace this broad notion of diversity.	65
Our climate encourages healthy conflicts and exchanges of differing ideas about diversity matters among students, faculty and staff. Exchanges occur naturally and regularly both inside and outside the classroom.	45
Our faculty and staff are well trained to address issues of difference and to foster an inclusive climate on this campus. We are trained to eliminate stereotyping or preconceived ideas about groups.	35
The four Miami campuses enjoy reciprocal exchanges of ideas and good communication; each campus and its own form of diversity are equally valued.	33
Miami is a leader in combating institutional forms of discrimination (e.g., offering domestic partner benefits, wages for staff, humane human resource practices, clear promotion guidelines, family leave).	29
The governance of the university is democratic, open and transparent, involving all constituencies in major decisions. Good communication and trust exists among all constituencies.	26
Our institution is focused on student learning rather than on national rankings, grades or other external forces. Students are passionate about learning and intellectual exchange, and faculty members are passionate about working with and teaching them inside and outside the classroom.	26
We have a global, multicultural and international curricular emphasis throughout all majors and represented in our general education and foreign language requirements.	24
Miami fosters a strong and reciprocal relationship with our surrounding communities (Oxford, Hamilton, Middletown); communities and campuses work together to foster inclusion.	21
Miami is a leader in international educational exchange and fostering transformative study abroad learning opportunities for all of its members.	19
Miami graduates have a global, cosmopolitan outlook and a commitment to advancing multiculturalism.	19
We have many opportunities for experiential learning and community involvement.	13
We have many opportunities for interdisciplinary or cross-disciplinary learning.	13
Miami offers need-blind admissions and excellent financial aid and scholarships for diverse students.	13
Miami is a leader in creative and aggressive recruitment and admission efforts; we have developed superb pipelines to diverse middle and high schools.	13
Miami is known for its superb advising and academic support as well as its mentoring of students.	12
Our academic and admission policies across the university (e.g., drop policy, transfer agreements, course availability, entrance criteria into the major, class scheduling) are sensitive to different students' needs, interests and experiences.	12

Miami classes are small and promote active engagement of ideas.	11
Differing viewpoints and ways of knowing among our faculty, staff and students are valued.	10
Our highest administrative officials are actively engaged in diversity efforts; they are highly visible and model inclusive behavior.	8
Miami students, faculty and staff are engaged in social justice issues and social action.	8
Diversity is viewed by all as an educational resource.	8
Our extracurricular programming and events related to diversity are purposeful, supported and well-coordinated.	6
Our students and faculty understand and embrace the principles of a liberal education and the Miami Plan.	6
Miami has a national reputation for academic excellence through inclusion.	6
Miami's environment is welcoming and safe; yet, at the same time, it also encourages risk-taking and exploration of new intellectual and cultural horizons.	6
Regional campuses offer expanded degree programs.	5
Our graduate education and graduate students are valued and viewed as vital to the life of the university.	4
Miami's buildings and facilities are accessible to all people.	3
Teaching, scholarship and service are valued and appropriately balanced.	3
Miami has developed unique ways of curtailing alcohol and drug abuse among its students.	2
Information technology is state-of-the-art and well suited to the needs of our community.	2

Finally, participants were asked to provide ideas for what they personally would be willing to do to advance this vision. Over 130 persons provided individual commitments (listed in Appendix A).

Aspirational Vision Draft

On March 31, 2004, the members of the First in 2009 Coordinating Council created three first drafts of an aspirational vision of Miami as an academically excellent institution through inclusion; these first drafts were based on the feedback gained in the 20 spring Vision and Planning sessions. Carolyn Haynes and Edgar Beckham created a second draft of the aspiration statement that drew upon the three first drafts. A third draft was created based on feedback gained on May 5, 2004 from the Council of Academic Deans and the steering committee of the University Multicultural Council:

Miami University will be nationally recognized for its academic excellence. It will cultivate in its students, faculty and staff a passion for discovery, exploration and learning that crosses perspectives, disciplines, campuses, and cultures. Known for its broadly inclusive community, Miami will value diversity as an educational resource for promoting an outstanding liberal arts undergraduate education and distinguished graduate programs. Good listening and honest intellectual dialogue will be fostered to create a trusting, challenging and seamless learning environment which will encourage purposeful risks, ethical reasoning, and continuous reflection and improvement. Our graduates will infuse these values into their lives and into their civic and global engagements.

This aspirational vision is not the same as the university mission statement or the diversity statement. The mission and diversity statements express the current and enduring values and purposes of our institution. By contrast, an aspirational statement describes where we as a community would like to be in the future. Thus, rather than supplant the current diversity statement or mission statement of Miami, this

aspirational vision statement will serve as a “guidepost” for the work of the Coordinating Council in future years. Based on feedback gained from a broad range of members across the university, it will help us to keep more clearly in mind where our community members want Miami to head in the future and to better ensure that our work is aligned with this future vision.

Initial Recommendations for Action

Relying upon the feedback offered in the 20 Vision and Planning sessions and the 26 STRIVE conversations, the First in 2009 Coordinating Council identified ten possible topics or themes for action in the next five years. On May 5, 2004, the steering committee of the Coordinating Council presented these topics to the Council of Academic Deans as well as the steering committee of the University Multicultural Council at a half-day retreat.

1. *Recruitment and Retention of Students of Color*—Are there new models and approaches that we might try to increase our recruitment and retention of diverse students? How can we identify and make transparent the multiple pathways to success?
2. *University Mission Statement*—How might the university mission statement be revised to reflect findings of the First in 2009 Coordinating Council’s vision and planning sessions and the self-study being created by the Accreditation Committee?
3. *International Education and Exchange Programs*—How can we bring more international and diverse students to our campuses? How can we enable students to engage more purposefully in diverse international and domestic venues?
4. *Faculty and Staff Development*—How can we help our faculty and staff to interact productively with a more diverse community of scholars? How can we help them to use diversity intentionally as an educational resource so that it produces added value?
5. *Assessment and Student Learning Outcomes*—What do we want our students to know and be able to do to prepare them for a more diverse world? How can we find ways to assess these outcomes productively and efficiently?
6. *University Governance and Decision-Making Processes*—How can we ensure that the voices of members of our community are heard? How can we transform our governance structure so that it embodies the traits of a successful team listed earlier in this report? How can we achieve interdivisional alignment so that each division or unit supports the university mission?
7. *Intellectual Climate*—How can we advance the intellectual climate for our students, staff and faculty? How can we recognize and use diversity to enrich our intellectual climate?
8. *Undergraduate-Graduate Balance*— What is the appropriate balance between graduate and undergraduate programs at Miami? How can we foster teacher-scholars at Miami? What are some ways that we can increase research productivity so that it supports and promotes our liberal arts mission? How can we create greater synergy between our graduate and undergraduate students?
9. *Relationship with the Surrounding Local Communities*—How can we partner with the Oxford, Middletown and Hamilton communities to promote greater learning and inclusion for all?
10. *Relationship Among the Four Miami Campuses*—What steps can we take to ensure that the regional campuses are fully valued for their contributions to the university as a whole? How can

we promote better alignment among our four campuses? How can the four campuses better collaborate with one another?

Selected Topics for Action

At the May 5th retreat, participants discussed the report and the recommended topics for action extensively. Participants believed that all ten proposed topics should be pursued in the next five years. However, the majority of participants selected the following topics to be pursued in 2004-2005:

1. Advancing Students' Learning "Abroad" (in diverse domestic and international venues)
2. Creating a National Presence for Graduate Education at Miami
3. Creating Greater Synergy Among the Three Domestic Miami Campuses
4. Developing New Broad-Based Models of Faculty Development

In addition, the First in 2009 Coordinating Council will partner with a variety of other committees to ensure advancement in some of the other topic areas:

1. Accreditation Committee to ensure a successful review by the North Central Association of Colleges and Schools in 2005
2. Newly formed bicentennial team to plan for Miami's 200th-birthday celebration in 2009
3. University Multicultural Council and the Council of Academic Deans to explore and reduce the gap in retention and graduation rates of white and multicultural students
4. Assessment Committee to assist in deepening assessment of student learning outcomes
5. Harry T. Wilks Leadership Institute to continue developing leadership potential in Miami's students
6. Office of University Advancement to ensure a successful launch of the capital campaign
7. Vice President of Information Technology to ensure that the implementation of the new information technology strategic plan is in keeping with university goals.

The First in 2009 Coordinating Council will consist of the chairs of each of the four subcommittees and at least one chair or member of the existing partner committees. The Council will also include at least one representative from each academic and Vice-Presidential division. It will also include at least one undergraduate and graduate student as well as one classified and unclassified staff member.

Works Cited

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APPENDIX A—Individual Commitments Made at Vision and Planning Sessions

1. Charlotte Goldy: I will work to improve the climate in mixed groups—across departments and among faculty, staff and students.
2. Stephen Quaye: I am willing to challenge my assumptions and biases (and be challenged by others) of people who are different from me, particularly white people.
3. John Jeep: I'd welcome the chance to enhance new faculty support in teaching diversity, especially integration of liberal education goals and disciplinary outcomes.
4. Mary Bennett: I would be willing to participate in additional focus groups like this (especially with students) to continue this critical conversation.
5. Cheryl Young—Often, I hit road blocks in my efforts to do my part to help make MU a more diverse place or to bring diversity issues and training to staff. I get discouraged or just give up. I will make an effort not to give up.
6. Gillian Oakenfull: I will continue to fight, in whatever way I can, for equitable treatment of all employees until the University offers domestic partner benefits.
7. Shirley Wang: I will continue my work with the Social Action Center on campus and be more involved with the direct coordination of various student organizations and community agencies.
8. Rich Taylor: I am in the process of revising our BA curricula to add flexibility to the major and new linkages to other programs (engineering, etc.).
9. Celia Knight: I am willing to clarify policies, misunderstandings, rumors. I would like to replace the “they” with specifics and facts and knowledge.
10. Pushpam Srivastava: I will actively promote the integration of Miami students and the administration in every meeting I attend with an administrator.
11. Erin Moody: I will attend events that are diverse—whether culturally, politically, or otherwise.
12. Dave Cowan: I will help to increase the voice of (1) diversity and (2) quality education, rather than espousing being “first in 2009.”
13. Joyce Fernandes: All of my courses will include a “broader impact” component! I will initiate discussions among faculty to design and introduce more interdisciplinary courses and courses with a global/diversity/international perspective.
14. Gina Piacentino: I will personally encourage students and/or meet with students who are interested in studying abroad or simply learning about other countries and cultures. I hope to facilitate interests of those who have been abroad or those who only dream of going.
15. Fred Gass: I will try to develop in my students a capacity for passion in their studies.
16. Mary McDonald: I am on University Senate, and I will speak out on the need to develop a climate that encourages intellectual curiosity and debate.
17. Melissa Borkon: I will pursue my academic curiosities and share my passions with other students and professors. This will help further a more active intellectual community.
18. Nick Stimler: I will publicly acknowledge my support and views of political issues and candidates in an effort to examine all points of political interest and the issues of diverse political mindsets.
19. Dan Miller: I will explore a culture that I know absolutely nothing about.
20. Ron Kelley: I am willing to help Miami become a more diverse school by helping to recruit and by providing opportunities to make this a better place.
21. Kathleen Mishler: My step toward achieving diversity and my ideal vision of Miami would be to make a more concerted effort to extend the issues we talk about in scheduled sessions into my everyday life and relationships with other students.
22. Paula Recker: I am willing to and do practice no preconceived notions about people I meet. Although I have limited contact with students, I will go out whenever I can to make them feel at ease and welcome.

23. Joanna Kellogg: I will make an effort to try new things and meet new people—attend a club or meeting that I have not experienced, strike up a conversation with a stranger, stretch my personal boundaries everyday.
24. Bryan Saxton: I can share authority with the students I work with to provide more learning.
25. William Barnes: As a student, I will take responsibility and play my part by helping mentor students so they too can be involved in the educational process. I will also take the initiative to create synergy between faculty and students to address the need to have diversity at Miami.
26. Laura Hayhoe: I can work with the sorority I advise to address the “perfect” body/look of Miami students and to help the girls that need it to receive the help and support to get better.
27. Amy Dudley: Through my work with the Talawanda-Miami Partnership, I will create a better relationship between the university and the wider community by keeping them working together on common goals.
28. Claudia Lopez: I will live in town and consequently have more time to share with students, improve the campus and Oxford climate, and offer a “cultural home-away-from-home” to students.
29. Carla Pestana: I will participate in the recruitment of diverse faculty and graduate student body.
30. Jim Kelly: I will lead discussion sessions for faculty and students on the aims and goals of a liberal education.
31. David Keitges: I will propose an aggressive recruitment effort to enroll international undergraduate students.
32. Anjali Nadig: I will speak out against racism and discrimination when I see it on campus.
33. Courtney Dunk: I will stay informed about what the university is doing and how it is going about doing it.
34. Stephanie Dolson: As a student, I can participate in and explore campus activities that I otherwise would not try.
35. Ray Mock: I will educate alumni as to the state of Miami University and seek their appropriate engagement as experienced and interested experts with students and faculty.
36. Anthony B. Holman: I’m all about limiting the textbooks we use and bringing on board a more culturally diverse campus. I will participate in a program to bring professors into the residence halls to form tighter bonds with students as well as into fraternity houses to increase the reputation of fraternities.
37. Lora Warner: In my career as a Student Affairs professional, I make the commitment to educate, support and advocate for all students.
38. Dick Nault: I am committed to working more intentionally so that women and men are broadly represented in all University roles.
39. Ryan Wells: I personally would be honored to help the University community to become a more comfortable environment for all students, regardless of their sexual orientation.
40. Tom Dutton: My concern for diversity, in all its forms, is spun around furthering social change and a critical-democratic project. I am interested in collaborating with people who want their learning and scholarship to engage the community directly, working through Miami University's Center for Community Engagement in Over-the-Rhine.
41. Carole Johnson: I would like to attend more training sessions regarding inclusion so that I will feel more comfortable teaching it.
42. Susan Hahn: I will talk with students about emotional issues that relate to diversity rather than just focus on the intellectual aspects.
43. Bob Rusbosin: I am going to communicate clearly with search committee chairs and members as well as with our admission staff that we need to attract and retain a more widely diverse and inclusive group of new faculty, staff and students.
44. Robin Coles: I would like to be a part of instructor training to deal with discussions in the class dealing with diversity and also would be interested in opportunities to reach out to the community in order to increase inclusion at Miami.

45. Tyrone Miller: I agree to model the behavior I expect to see from my peers and students. Creating an atmosphere of trust is essential.
46. Chris Klefeker: I will make more personal time to attend events that address culturally diverse topics in the evening and weekends.
47. Ed Montgomery: I am and I will deal with more difficult subjects in class. I will try not to voice my opinions too heavily.
48. Rebecca Zartner: I promise to create a display of the various kinds of diversity using examples of library resources.
49. Triana Adlon: My office could readily diversify our EDT graduates. I will also work toward recruiting more associate degree programs such as criminal justice, paralegal studies, and LPN programs which will attract more diverse students.
50. Jim Neidhard: I will attend more multicultural programs.
51. Joe Murray: I will work to help regional students relocate to Oxford and find support there.
52. Linda Rosenberger: I will make an effort to make all visitors feel welcomed in the Executive Director's office at all levels (students, faculty and staff).
53. Arjun Anderson: I will work with the MUH Student Government Association to start a student outreach program where we work with inner city, K-12 students and help them with homework, study skills, and mentorship.
54. David Dekelaita: I will help to ensure a more diverse culture at Miami. I think it is important to find out why non-white, lower to middle class students are not attending Miami. This starts with dialogue. I would be willing to help start the search for these answers via dialogue, surveys, programs, etc.
55. Amanda Noe: I want to help the Oxford campus become more aware of what Miami University Hamilton is all about so that we can open up more pathways to Oxford.
56. Chris Connell: I will try to get over to the multicultural center more often to meet more students.
57. Ginny Layton: I will lead by practicing inclusion and providing this as an example to others.
58. Bob Kubat: I will serve as a mentor to students, both undergraduate or graduate.
59. Jayne Whitehead: I will raise resources to advance inclusion.
60. Laura Haas: I will welcome students who do not represent the "average" Miami student (whether that is in terms of age, gender, ethnicity, race, etc.) and do it warmly!
61. Deanna Carr: I would like to increase the number of academically challenged students.
62. Michael Nau: I will get involved in the intellectual life of the Miami community by joining the Religion Department's club, attending more cultural events, engaging with others about the possibility of an interfaith organization and joining clubs that are integrated with the surrounding community (e.g., Circle K, Kiwanis).
63. Michael M. Seifried: Diversity issues are perhaps best addressed by discussion. I hope to stimulate diverse discussions on campus among students and faculty. I would be willing to assist in editing a student handbook for student initiatives.
64. Raquel Dowdy-Cornute: I will help to move Miami to attain its vision, mission and purpose. I will help faculty and staff understand the importance of transforming self so that others will feel safe enough to engage in their personal transformation via training, discussions, alternative dispute processes, and small group interactions.
65. Darcy Donahue: I will recruit and mentor students, particularly those from a traditionally non-privileged background.
66. Enamul Choudhury: I will integrate the question of diversity into the subject matter that I teach.
67. Cindy Lewiecki-Wilson: I will work with other faculty to develop a disability studies program and minor. I am also committed to making this campus accessible and accommodating for persons with disabilities, and my hope is that Miami will understand disability inclusion as a diversity issue.

68. Betty Neal Crutcher: I will offer increased engagement with urban schools to prepare students for college.
69. Denny Roberts: I will seek to define and foster cultural awareness and proficiency in leadership.
70. Brad Bates: I will use my position to lead new initiatives on campus as determined by the University Multicultural Council.
71. Justin Nigro: My intellectual and social curiosity will drive me to attend events (e.g., speakers, performances) and join new communities that will challenge and mature my beliefs.
72. Becky Jolly: I will reflect more on my environment and evaluate my interactions and my reactions of the day.
73. David Heiner: I will work to bridge the gap between the University and the Greek community.
74. Sally Lloyd: I will emphasize deep engagement with difference, lifelong learning and preparing oneself continuously and consciously to a journey of cultural proficiency.
75. Melody Barton: I will do my best to help any and all faculty and teaching assistants be, grow, and develop into the best possible teacher they can be.
76. Ross Meyer: I will further develop and strengthen the new Social Action Center on campus to foster student engagement in social and political issues. I will strengthen and develop partnerships with Cincinnati's Over-the-Rhine community through service-learning.
77. Jennie Dautermann: I am prepared to commit to promote interaction and international exchange of students and faculty with Asian culture.
78. Roger Jenkins: I will become more aggressive in developing specific international exchange opportunities with other universities outside the US.
79. Claire Wagner: I will become more aware of existing service learning opportunities and promote and encourage them to other students.
80. Greg Masching: I will not tolerate racial or socioeconomic bigotry from myself or the people that surround me, and I will respect those whose opinions and lifestyles differ from my own—regardless of my beliefs.
81. Brad Purnhagen: I will try to stop people from having preconceived notions about other people.
82. Rosalind Mason: I will work closely with international students in the area of advising and also social interactions.
83. Leslie Morrow: I will help to foster inclusive classrooms—that is classroom environments which include students with different backgrounds (e.g., sexual orientation, gender identities and expressions). I will also work with student organizations to learn about other backgrounds as well as to make them more aware of other backgrounds.
84. Howard Kleiman: I will continue to treat all students with respect, sensitivity and empathy.
85. Caroline McClellan: I am an active member in RHA and I plan on staying involved in Student Government. Through my involvement, I hope to be able to improve Miami's campus and the experience of its students.
86. Cordelia Stroinigg: My husband and I would become mentors to a group of new students (invite them to dinner).
87. Bruce Drushel: I am willing to be trained to take on some diversity functions.
88. Ryan Lazowski: I would like to help find student volunteers to work with police to go after students who drink excessively. Students that volunteer in such a way would bypass legal jurisdiction limits on the police. Instead of student disgust directed at the police, students would reserve their suspicion for each other.
89. Robert S. Smith: I am interested in increasing the size of our undergraduate international student body.
90. Marcia Olcott: I can assist through departmental services.
91. Glenn Platt: I will look for ways that inclusion informs my discipline and evaluate and revise my courses accordingly.

92. Joseph Dorsey: I will back programs that encourage service learning as well as outreach into community development.
93. Barbara Schirmer: I will increase the student diversity through work with elementary, middle, and high school students to pursue admission to Miami.
94. Katie Tolle: I can encourage other students to be passionate about learning and issues that are important to them by being a passionate student myself.
95. Lucille Hautau: I am committed to creating an inclusive art exhibit and sale open to all Miami women—students, staff, faculty, administrators.
96. Ashley McNeill: I commit to changing the registration process to make it easier for students to make the best class choices. I also commit to creating greater communication between faculty and students.
97. Judith P. Zinsser: I will help to create a more uniform policy of salary decisions.
98. Jennifer Kelley: I am committed to pursuing knowledge and continuing my education throughout my life and (while at Miami) focusing on the value of academics and not necessarily grades or competition with fellow students.
99. Jill Rogers: I will stand out in the crowd and put effort into changing this campus. I will inform students and incorporate them with the campus to make a difference. I will lead by example and participate with the group to see “first in 2009” work.
100. Judi Webb: I will ask for input from other groups and stress the need for feedback on various topics.
101. Sara Butler: I will revise my own class to include even more diverse content.
102. Mike Wepler: I will encourage an open community of learners as much as possible in my remaining weeks at Miami.
103. Katie Vanke: I will give professors feedback on how I do or don’t like class. I will diminish any unconscious stereotypes that I might have.
104. Ted Peters: I will participate in diversity training. I will offer to help train faculty on advising issues. I will participate as a mentor.
105. Monica Johnson: I will participate in diversity training for faculty and staff. I will work to advise and understand curriculum on a broader level.
106. Kathleen Hutchinson: I will evaluate the advising done in our department, provide diversity training for our department, and create a mentor list for graduate and undergraduate students.
107. Claire Goldstein: I will continue working on a pedagogy of inclusion, thinking in a deep and sustained way about what that means (e.g., mentoring, feedback, classroom models, communication) and working to make meaningful changes.
108. Dominica Patton: In order to help Miami reach its goal in 2009, I will mentor students in their first year, be more active in the Miami community, and make sure that I embody diversity in the things that I do and say.
109. Jenny Iovino: I will challenge myself, my peers, and my professors to widen their definition of diversity and try to see issues from multiple points of view. I will remember that for Miami to change for the better, I need to help make that change.
110. Courtney Pally: I will spread the word that people are making these changes happen for the future. I will also encourage East coast diversity.
111. Nick Teets: As a student, the best thing I can do to help create an academically excellent campus through diversity is to do my best to personify the image that Miami is working towards embracing a diverse array of opportunities during my four years here.
112. Ray Terrell: I will engage fellow faculty in dialogue about increasing excellence and diversity. I will also mentor students.
113. Lisa Groger: I will start, organize and facilitate a group process that brings together students of different ages (traditional and nontraditional).
114. Beverly Flaig: I have become a non-traditional student as well as a staff member and witnessed the value of being a source of experience and conveyer of the value of traditional values

- learned prior to the students being born. I will continue to take classes to learn and share how to use what's learned in the classroom.
115. Jim Pollicita: I will work with the Institute for Learning and Retirement on ways to increase interaction with “traditional” students.
 116. Nicole Stephansen: I would like to help in the recruitment of students from more diverse backgrounds—meaning students out of state and from different socioeconomic classes. I would like to promote the more intellectually-based idea of Miami instead of the “Rec” as being representative of the school.
 117. Connie Burton: I am willing to be on a planning committee to help with incorporation of these suggestions.
 118. John M. Hughes: I will create a lecture series featuring our leading scholars.
 119. Jessica Wentworth: I would like to organize and participate in fundraisers to raise money for performing arts facilities.
 120. Rosalyn Benson: I am eager and willing to learn as much as possible about teaching students to engage in passionate discussion and establish closer relationships with students.
 121. June Fening: I would be willing to facilitate ways to improve relocation so that regional campus students will feel more a part of the Oxford community.
 122. Cathy Bishop-Clark: I will continue to create classroom environments inclusive of all students.
 123. Mary Lu Flynn: I'd be happy to play a role mostly in the area of “true” access to Oxford by regional campus students.
 124. Janet Sauter: I would be willing to be a supporter or advocate for other half-time or part-time faculty or staff who feel they are not as valued or paid enough. I would also like to be part of and contribute to discussions about academic changes in the Business School.
 125. Donna Workman: I would be willing to work on orientation of students to the regional and Oxford campus.
 126. Tracy Davis: I will be involved in assisting with our regional campus orientations to set the tone of diversity.
 127. Kelly Cowan: I will recognize a variety of diversities—socioeconomic, age, etc—using the regional campuses as a resource.
 128. Pamela Lewis: I will continue to speak up about difficult and painful issues even when others look down upon it.
 129. Dave Rosenthal: I commit to develop more service learning and diverse internship opportunities.
 130. Enid LaGesse: I would like to lead some of the Diversity Dialogues, especially for staff. Often it appears we ask students to participate in ways that we as staff or faculty or not willing to do.
 131. Mike Stanaitis: I will help recruit students from further geographic locations, collaborate with other groups to create events on campus and help to question and discover the true identity of Miami.
 132. Richard Norman: I will make sure that diversity is a visible element of the thinking and action within my division.