

Progress Reports

May, 2006

| | |
|---|----------|
| 2004-05 First in 2009 Coordinating Council Subcommittees | 2 |
| Regional Campus Task Force | 2 |
| Faculty Development Action Team | 4 |
| Graduate Studies Subcommittee | 5 |
| International Education Subcommittee | 7 |
| | |
| Other Major Initiatives and Committees, 2005-06 | 8 |
| Advising Implementation Team | 8 |
| Alcohol Abuse Prevention Task Force | 9 |
| Assessment Council | 10 |
| Bicentennial Planning Committee | 12 |
| Capital Campaign..... | 14 |
| Grading Practices Committee | 15 |
| University Multicultural Council..... | 16 |
| Voice of America Learning Center..... | 17 |

2004-05 First in 2009 Coordinating Council Subcommittees

Regional Campus Task Force

Last year's task force made recommendations in three general areas: a) curriculum, b) administration, and c) class scheduling.

Curriculum Progress

1. A stand alone bachelor's in Nursing is being developed.
2. An associate degree program in Criminal Justice has been developed and is being approved locally.
3. The School of Education and Allied Professions and the Regional Campuses have agreed to offer some graduate courses for teachers on the regional campuses.
4. A possible new bachelor's degree program in Business Tech Proposal is being discussed.
5. Some courses and new programs in the medical area will be offered at the Greentree Academy (part of the new Middletown Regional Hospital).
6. Plans are being developed for the Voice of America Site and courses will be offered there in a subsequent year.

Administrative Issue Campus Deans: The title of the Executive Directors has been changed to Regional Campus Deans.

Administrative Issue - Relocation Committee

A Relocation Committee has been formed and is meeting this semester to address issues involving students who relocate to the Oxford campus from a regional campus. The committee's charge is to develop ways to encourage regional campus students who plan to pursue a bachelor's degree to consider first completing their degree in Oxford, instead of transferring elsewhere. To date the committee has recommended expanding the Bridge to Oxford Scholarship to include all regional campus students, and this is being implemented for fall 2006. This will make the transition to Oxford more affordable for regional campus students. In addition, the committee identified the following potential topics to address over the summer:

1. Collect data about students who leave the regional campuses and enroll at a non-Miami four-year institution (using such sources as the Clearinghouse, Admission data, transcripts orders, and perhaps an on-line survey);
2. Determine what articulation agreements already exist with non-MU programs, and determine whether such agreements can be made with some Oxford academic programs;
3. Identify the current barriers for students who may want to relocate to Oxford (# hours applicable to a four-year degree, cost, deadlines, time of course offerings, distance from home, distance from work, transportation to Oxford, misinformation);
4. Determine if there should be a designated point person in Oxford for all students wanting to relocate, and determine if there should be a person in key administrative offices (e.g., Financial Aid, Admission, Bursar, Registrar, Student Affairs) assigned for this purpose;
5. Publish data about how well regional students perform once they relocate;
6. Include in the new student orientation information about relocating to Oxford, including (if possible) a financial and academic plan for them to follow; and

7. Encourage discussions by academic departments on how to increase (and simplify) the relocation for students in majors offered by the department.

Class Scheduling

1. The Middletown Campus will be piloting a program next fall that will provide some late starting classes in an effort to accommodate students who dropped a class during first week.
2. Both campuses are exploring a way to increase the number of evening and Saturday classes to meet the needs expressed by potential students in the area.

Faculty Development Action Team

Submitted by: Eric Aikens (PHS), Gerardo Brown Manrique (ARC), Hays Cummins (IDS), Kelly Ebben (CSP), Joan Fopma-Loy (NUR), Jennifer Kinney (SOC & GTY), Peter Magolda (EDL), Laura Rhoades (CSP), Ronald Scott (COM), Kay Snavely (MGT), Susan Mosley-Howard, (SAF & EDP) & Michael Stevenson, (President's/Provost's Office)

The Faculty Development Action Team was charged with developing an *integrated inclusive pedagogy faculty development plan for implementation in the 2005-2006 academic year using a 4-stage structural model of research, planning, enactment, and evaluation*. Guiding our work was the notion that “comprehensive institutional change in teaching methods, curriculum, campus climate, and institutional definition provides educational benefits for both minority and majority students. Comprehensive diversity initiatives, beyond their capacity to improve access and retention for underrepresented groups, are related to satisfaction, academic success, and the cognitive and social development of all students.”

Given this framework, over the past year and one-half, the committee focused on examining the research literature, establishing goals and creating an implementation agenda directed at providing faculty with multiple entry points to opportunities for exploring inclusion and diversity issues.

The following specific actions are included in this plan:

- Establishment of a framework where faculty development around issues of diversity is connected, cohesive and accessible to colleagues at multiple levels.
- New Faculty Orientation First-Year Programs focusing on inclusive classroom climates and appropriate pedagogical approaches
- A developmentally appropriate faculty series with multiple entry points that allow faculty to progress from single-session experiences (e.g., “brown bags”, seminars on inclusion), to learning communities, then onto inclusion/diversity institutes
- An inclusion website with comprehensive resources to support teaching and the creation of inclusive climates for learning.

Central to this implementation is the collaboration of CELT, Student Affairs, LEC, Academic Affairs and the regional campuses. The attached extensive report outlines the details of each proposed action step. The attached chart provides a comprehensive, yet concise, view of how these action steps fit together. It is important to note that the first step toward implementation is underway through the current Faculty Learning Community on Inclusion and the CELT-Student Affairs Faculty development series. The long-term implementation will be facilitated through CELT and monitored by the Office of the Assistant to the President for Institutional Diversity. In concrete terms, we expect the series of single-session workshops to continue. We plan to support a FLC on Inclusion each spring term. We hope to develop a tradition of an intensive week-long institute each summer. Finally, we intend to encourage and support the participation of MU faculty in national forums (e.g. NCORE, AAC&U) to both further faculty development in this area as well as share Miami's successes with the higher education community thus increasing Miami's visibility as a leader in this area.

Graduate Studies Subcommittee

In response to the report of the Graduate Studies Subcommittee of the First in 2009 Coordinating Committee, a *Strategic Plan for Graduate Education at Miami University* has been written, and approved by Provost Jeffrey Herbst. The Plan is appended below in its entirety.

The Executive Summary of the Subcommittee report is reprinted here:

Executive Summary: *Graduate Education is clearly integral to the overall success of Miami University at every level. For Miami to be First in 2009, several steps must be taken to maintain and enhance graduate programs at Miami University. Fiscal considerations will surely cause tension for the implementation of the subcommittee's recommendations so the subcommittee members urge that a Strategic Plan for Graduate Education be developed by the Graduate School to set priorities and establish a time table to achieve five major goals by 2009 and beyond:*

- (1) increase the student stipends to nationally competitive levels and include affordable health insurance;*
- (2) increase the numbers of full-time graduate students to 10% of the total student body (the level last enjoyed in 1995);*
- (3) increase the visibility of Graduate Education within the University, the region, the nation, and the world;*
- (4) increase faculty generated grant support for graduate education;*
- (5) increase the endowment from the Capital Campaign to provide stable support for Graduate Education.*

The Strategic Plan should be endorsed by the Provost, the President, and the Board of Trustees to ensure commitment to its goals and objectives throughout the University.

To summarize the Strategic Plan, tactics are listed below in response to the charges listed above in the Executive Summary:

(1) Increase the student stipends to nationally competitive levels and include affordable health insurance;

Resulting Tactics:

Tactic: *Identify the most distinguished graduate programs at Miami University and invest resources in all or a subset of those programs.*

Tactic: *Determine what resources are necessary to elevate assistantship stipends in our most distinguished programs to nationally-competitive levels.*

Tactic: *Identify the resources to elevate those assistantships to those levels.*

Tactic: *The Dean of the Graduate School will seek a minimum \$50,000 addition to the Graduate Student Health Insurance Subsidy each year for the next several years; the effectiveness of the program in providing relief from the rising costs of health insurance will be assessed annually.*

(2) Increase the numbers of full-time graduate students to 10% of the total student body (the level last enjoyed in 1995 and (4) increase faculty generated grant support for graduate education;

Resulting Tactics:

Tactic: *For every externally-funded stipend received by a department, tuition and partial fees will continue to be waived by the university.*

Tactic: *For every student who receives a full stipend and tuition from external sources, Miami University will provide another funded position to the awardee for an equal time period.*

Tactic: *Divisional Deans will receive data regarding faculty size, departmental grant-winning, and undergraduate student credit hours generated as a guideline, and will be asked to consider redistribution of graduate positions on the basis of teaching and scholarship needs.*

Tactic: *The Dean of the Graduate School and the Divisional Deans will discuss the desirability of, and constraints upon, the establishment of new graduate programs at Miami University. The Dean of the Graduate School will report the results of those discussions to the Provost.*

(3) Increase the visibility of Graduate Education within the University, the region, the nation, and the world;

Resulting Tactic:

Tactic: *The Graduate School will provide a graduate assistant to the Office of University Communications to generate publicity related to scholarship and graduate education at Miami University.*

(5) Increase the endowment from the Capital Campaign to provide stable support for Graduate Education.

Resulting Tactic:

Tactic: *The Graduate School will provide a graduate assistant to the Office of University Communications to generate publicity related to scholarship and graduate education at Miami University.*

International Education Subcommittee

In April 2004, Jeanne Hey, Cordelia Stroinigg, Marcia Waller and David Keitges participated in a called national conference on “Study Abroad Curriculum Integration” at the University of Minnesota. That conference highlighted a foundation-funded UM effort to proactively and successfully harness the study abroad development and promotional efforts of individual academic departments and the campus study abroad office. Seen in retrospect, that conference has had a dramatic effect on our efforts to spur study abroad development and now serves as the primary model for our efforts here at Miami.

In April 2005, the ‘First in 2009’ Task Force submitted its report on how Miami could meet several inter-related goals: increase the percentage of students studying abroad for a semester or longer; raise the number of students studying abroad by graduation; improve the quality of these study experiences; and bring home the value of these experiences to Miami’s campuses. The report’s 40-odd recommendations were grouped under these rubrics: curricular and advising actions; administrative actions; faculty-support actions; community actions; and student and faculty recognition actions. The Office of International Education and its advisory committee, the International Education Committee, were given primary responsibility to assist academic departments and other units in implementing the recommendations.

In April 2006, here are the highlights of our successes in implementing these recommendations:

1. International Education and other units have now begun work on a majority of the recommendations in keeping with the timeline requirements listed for those recommendations. Some of the recommendations have been accomplished while others will require additional and sometimes continuing time and effort.
2. The provost and I consulted individually with the chairs of the twelve largest academic departments to discuss how to expand study abroad opportunities for their students. The chairs brought forth new ideas and approaches for the task, and each chair individually expressed strong commitment to expanding these opportunities abroad.
3. The Provost’s Chairs Breakfast in February 2006 spotlighted efforts at English, Political Science and Spanish to expand opportunities for their majors, minors and Miami Plan students. The chairs received the first-ever department-level data on enrollments that will serve as benchmarks for our development and promotional efforts.
4. A new program category—“co-sponsored programs”—has now been created that will allow Miami students to study at selected institutions abroad but pay tuition to Miami and receive their usual Miami financial aid and scholarships. Under this new arrangement, Miami will transfer the tuition paid to the institution abroad but will now generate the state subsidy for all eligible undergraduate students studying under this new program. Royal Holloway of the University of London will be Miami’s first co-sponsored program and will begin in Fall 2006.
5. The Office of Student Financial Assistance—utilizing funding from the capital campaign—will implement an airfare scholarship to assist financially needy students studying for a semester abroad.
6. International Education has produced a new study abroad brochure and will soon launch a more useful website study abroad website. Planned for summer launch will be high-level, university-wide “international portal” website that will allow much easier access to international activities from all across the institution.

Other Major Initiatives and Committees, 2005-06

Advising Implementation Team

**Members: Judith Delzell, Linda Dixon, Susan Mosley-Howard,
Claudia Scott-Pavloff**

Vice President Richard Nault, and then Interim Provost John Skillings charged the Advising Implementation Team with enacting recommendations derived from previously generated advising studies or reports.

The implementation team completed nine of the ten recommendations advanced by these reports. The initiatives get at the heart of: improving students' access to academic support, providing needed advising information for successful matriculation, and providing a clear and transparent advising system for easy navigation. The components enacted were:

- Developing a Miami advising homepage and resource guide
- Implementing a support intervention for students on probation
- Expanding the priority registration for student athletes (given new NCAA guidelines)
- Enhancing training for CDAs on LEC requirements and general curricular issues
- Establishing regular consultation between LEC and the Inter-divisional Advising committee
- Establishing an academic achievement policy that changed the threshold for Academic Probation, Academic Warning and eliminating the "9 hour" increment rule
- Closing loop holes for notifying students of their admission to a new major and the assigned advisor when changing majors
- Providing a personalized advising page identifying advisors and appropriate academic support persons and resources for each Miami student
- Examining the effectiveness of the transfer of first year student folders to second year advisors

The committee believes that the advances made this year will greatly improve the advising system. The item not addressed from the recommendations however was the notion of a centralized advising system. At some point in time, Miami must examine the decentralized advising structure and determine how to better guide and serve students. The NSSE data demonstrate a pattern: Miami first-year students are about as satisfied with advising as comparison first-year students. Miami seniors are less satisfied with their advising experiences than the comparison peer group.

NSSE (National Survey of Student Engagement, 2003)

Overall, how would you evaluate the quality of academic advising you have received at your institution?
[1=poor, 2=fair, 3=good, 4=excellent]

| | <u>First Year</u> | <u>Senior Year</u> | |
|-----------------|-------------------|--------------------|-----------------------|
| <u>MU Mean</u> | 2.91 | 2.59 | |
| <u>Doc Int.</u> | 2.92 | 2.76 | (effect size -.17***) |

Alcohol Abuse Prevention Task Force

Committee Members: Enrico Blasi, Charles Gill, Colleen Hickey, John McCandless, Susan Mosley-Howard, Carl Paternite, Rita Penn, Jeffrey Potteiger, James Slager, Andrew Spahr

Charge to the Task Force: To be **bold, forceful, and imaginative** in providing Miami University with a set of recommendations to decrease the use, misuse, and abuse of alcohol by students.

Focus of the Task Force: All committee members entered into this work with a single lens; that was to examine the issue from multiple perspectives, and create the best set of recommendations possible that could change the culture of drinking at Miami. At the core of our work was preserving and enhancing student learning, and ensuring that the Miami community of learners has an environment that supports intellectual engagement and interpersonal safety and health.

Targeted Approach of the Task Force: The Committee used the **Overarching 3-in-1 Framework** to make recommendations that would affect the following:

1. Individuals, including at-risk or alcohol-dependent drinkers
2. The student population as a whole
3. The college and the surrounding community

The Committee was deliberate and thorough in examining current practices to address the problem. We consulted with numerous experts and we received written and oral reports from many stakeholders. We also have examined relevant professional literatures to identify best practices in the field of alcohol/drug abuse prevention as they pertain to adolescents and young adults and to college campuses. The following is a summary of the activities undertaken:

1. Examined university and national data
2. Spoke with key stakeholders including students, staff, faculty, and administration
3. Reviewed educational and professional materials
4. Conducted open public forums to solicit input
5. Performed late-night ride-alongs with university police

Task Force Recommendations: Our consensus conclusion as a task force is that a coherent and comprehensive strategy must be implemented. This strategy will pave the way for enhancing Miami's climate for learning, and establishing Miami as a model institution for ameliorating threats to its intellectual climate. Our recommendations encompass the following areas:

- Campus Wide Systemic Efforts
- Residence Halls
- Office of Ethics and Conflict Resolution
- Staffing
- Training
- Programming
- Assessment and Evaluation
- Recommendations for further consideration

Assessment Council

Assessment Staff: Jerry Stonewater, Andrea Bakker (Coordinator of Assessment), and Beverley Taylor, Faculty Associate, Office of Liberal Education

1. Outcomes in the Majors Projects

- Department of Communication: a) finalized pilot version of communications critical thinking rubric; b) used pilot version with 14 faculty and all graduate teaching assistants for COM 135;
- Natural Science Departments (Engineering, botany, microbiology, physics, zoology, geology and chemistry): a) Capstone assessments using critical thinking (12 faculty)
- Social Science Departments (ATH, SOC, POL, SPA, GEO, PSY): a) worked with chairs to identify departmental outcomes; b) subset of departments conducted pilot assessment modifying existing rubrics, others are developing rubrics to assess specified outcomes.

2. Assessing Critical Thinking II - An extension of an on-going project, 15 faculty worked in teams of 3-4 with an Assessment Fellow to modify and adapt critical thinking assessment tools for their own Miami Plan courses, revise a major course assignment to identify expected student learning outcomes for critical thinking, use the tool to assess students' work on the assignment, and use the assessment results to modify the assignment. Final reports from around 30 faculty involved in the first phase of the project are now available on our website (www.muohio.edu/led).

3. Assessment Fellows – Two new Fellows were added to the group this year and Andrea Bakker joined the group. Among the Fellows projects were the following:

- Assess papers from a variety of Foundation courses using the WSU/Miami critical thinking rubric;
- Assess papers from a First Year Seminar course as a part of a large project;
- Assess papers for the Physics Department's Miami Plan program review;
- Offer a workshop on assessment and rubric design on all three campuses; and
- Present results of assessment projects at 4 national conferences and submitted proposals for next academic year.

4. Miami Plan Assessment

- Associate Deans reviewed 6 departmental program review assessments (2 were given extensions);
- Meet with department chairs for Fall 07 Program Review cycle to update them on procedures for assessment.

5. First Year Seminars

- Twenty new First Year Seminar courses were scheduled for the next cycle of courses beginning in Fall 2006;
- Beverley Taylor continued to work with Jan Yarrison-Rice on her First Year Seminar;
- Continued assessment of all sections of 2005-2006 First Year Seminars based on NSSE items;
- Andrea Bakker and Emily Langdon conducted interviews with all faculty teaching FYS courses and two students from each section. Report will be available soon.

6. Small Grants for Assessment – Awarded 7 small grants for assessment in Spring 2005 and will fund up to 10 grants in Spring 2006. Maximum grant is \$1000.

7. **Assessment Team** (Stonewater, Krallman, Taylor, Bakker and Langdon)

- Published 9 *Assessment Briefs* (available at <http://www.units.muohio.edu/oir/>), disseminated to all faculty and staff;
- Modified Miami-submitted questions for various national surveys the university participates in;
- Expanded participation in national surveys to Regional Campuses;

8. **University Assessment Council** – Council met twice during the year.

9. **MUH Assessment Task Force** – Beverley Taylor initiated discussions with Dr. Hall, Regional Campus Dean, about beginning to think seriously about assessment at the Hamilton Campus. She will lead a group of faculty and staff to inventory assessment activities that are already ongoing and to identify new projects to be undertaken.

Bicentennial Planning Committee

Andrew Cayton, Jerome Conley, Curt Ellison (Chair), William Forsythe, Carolyn Gard, Michael Governanti, Willard J. Haley, Carolyn Haynes, Gerri Susan Moseley-Howard, Madeline Iseli, Ray Mock, Diane Perlmutter, John Skillings, Steve Snyder (Bicentennial Coordinator), Randi Thomas, Douglas Wilson, Holly Wissing

Purpose

This committee gives advice on projects, events and publications to distinguish 2008-2009 as a time to:

- Discover, celebrate, and think critically about 200 years of Miami achievements;
- Engage Miami as a participant in national conversations shaping the future of higher education;
- Create intellectual and social activities of lasting significance to students, faculty, staff and alumni;
- Enhance public appreciation and support of Miami in the State of Ohio, nationally and internationally.

Actions

On April 28, 2005 the Committee endorsed these events and activities for further planning:

University Events

- *Bicentennial Ball* in February '09
Responsibility: Stephen Snyder, Bicentennial Coordinator
- *Bicentennial Visions Symposia* on the past and future of higher education
Responsibility: Bicentennial Symposium Committee -- Andrew Cayton (Chair), Marcia Baxter-Magolda, Richard Little, Karen Schilling and Jerry Stonewater
- *Bicentennial Arts Initiatives*
Responsibility: Jose Bowen, Fine Arts
- *Bicentennial Website*
Responsibility: Carolyn Gard, Information Technology Services

Campus Facilities

- *Major Project to Commemorate Bicentennial* (e.g., Quad, Walk, Memorial, Hall)
Responsibility: Willard J. Haley, Physical Facilities
- *Interactive Map of Historical Campuses*
Responsibility: Willard J. Haley & Bicentennial History Committee

Alumni Relations

- Miami History Topics for *Winter College* and *Alumni College* at *Reunion Weekend*
- Major Celebration for *Reunion Weekend 2009*
- Partnership with Student Affairs for *Convocation, Homecoming, Commencement*
Responsibility: Ray Mock, Alumni Relations

Student Affairs

Responsibility: Bicentennial Student Affairs Committee -- Gerri Susan Mosley-Howard & ASG President (Co-Chairs), Bobbe Burke, Stephanie Czuba, Kevin Krease, Ray Mock

- Enhance *University Convocation*; Begin with Bicentennial Class Entering Fall 2005
- Special *Summer Reading* on Miami History, 2008-2009
- *MegaFair* Celebration of History of Miami Organizations, 2008
- Special *Homecoming* Events 2006, 2007, 2008
- *Associated Student Government* Events
- *Intercollegiate Athletics* Events
- *Greek Life, Honoraries* and *Student Organization* Projects
- *Miami Student Bicentennial Series*
- Commissioned Scholarly Project on *History of Civic Leadership* in 2008-2009

History Projects

Responsibility: Bicentennial History Committee -- Curt Ellison (Chair), Andrew Cayton, Kate Rousmaniere, Robert Wicks, Peter Williams, assisted by Robert Schmidt and Valerie Elliott, University Archives

- *Bicentennial Perspectives, 1809-2009*

A history of the University featuring a narrative account and sidebars and essays about key events, people, academic and student programs, intercollegiate athletics, campus plans, architectural developments and other matters. Illustrated, with appendices, and a DVD of images, video and sound clips.

- *Miami Stories* Oral History Project. A bicentennial legacy project in cooperation with University Libraries, coordinated by Valerie Elliott and Jenny Presnell. Uses a story circle protocol to collect memories of groups having a common interest or experience, and conducts individual interviews. Oral histories are recorded by digital technology and are being indexed for access and use.

- Miami University & the Miami Tribe

- Historical Campus Walking Tours

- Explore Miami Heritage Center Concept with McGuffey Museum

Coordination

Stephen Snyder, Executive Assistant to the President, is *Bicentennial Coordinator*. In cooperation with the Office of the Provost, he provides oversight and support for implementation of events and projects.

Capital Campaign

Total Campaign commitments (as of March 31, 2006): \$219,054,299

Calendar year update: At the end of 2005, Miami had secured over \$66 million in campaign commitments, and had received more than \$27 million in cash – both were record-setting figures.

Recent commitments:

- \$10.5 million – donor to be announced – new Writing Center
- \$10 million – estate of Lois Klawon '39 – student scholarships
- \$6.7 million – Will Mayhall '69 – Richard T. Farmer School of Business
- \$4 million – Tom Petters – Jennifer Petters Chair in Asian Business
- \$1.5 million – Ernst Bever – geology
- \$1.4 million – estate of Joan Van Vliet – student scholarships
- \$1 million – David Burr '57 – unrestricted
- \$1 million – estate of Robert Storch '49 – student scholarships

Regional efforts:

In 2006, we will launch four regional campaigns, and have events planned in the following cities (dates are tentative): Columbus (Sept 14), Cincinnati (Sept 29), Chicago (Nov 5) and New York City (Nov 16). These will be followed in 2007 by campaign-related events in eight other regions. We have now hired three Regional Development Officers, who are spearheading these efforts while raising money (and awareness) in Ohio, the Midwest, and the East Coast.

Grading Practices Committee

The committee charge from Provost Herbst is as follows:

Following from Dr. Garland's State of the University address, I ask you to examine the following issues and to make specific recommendations on how to address problems.

1. *The variation in awarded grades between regular and visiting faculty.*
2. *The variation in grades between divisions at Miami.*
3. *How grading patterns should be considered in the promotion and tenure process.*
4. *How grading patters should be incorporated into department's annual reviews and program reviews.*

Please forward your recommendations to me no later than May 15th.

Committee members, in addition me, are:

Jerry Stonewater, Director of Liberal Education and Assessment

Adeed Dawisha, Professor of Political Science (CAS)

Jim Kiper, Professor CSSA and Associate Dean (SEAS)

Dennis Sullivan, Professor of Economics (BUS)

Sara Butler, Professor of Fine Arts and Associate Dean (SFA)

Nelda Cambron-McCabe, Professor of Educational Leadership (EAP)

Denise Krallman, Asst. Director for Institutional Research has also been in attendance at several meetings.

Our committee has had six, 1.25 hour meetings since our first meeting on Jan. 30. During those meetings we 1) met with Provost Herbst for insight into the charge and relation to the Baxter-Magolda 2000 Report; 2) analyzed data (provided by Krallman) pertaining to grading across instructor type and across divisions and departments; 3) met with selected chairs from departments with higher GPAs; and 4) developed draft observations and recommendations for three of the four items in charge. We are currently working on recommendations for 'variation in grades between divisions at Miami'. We are planning to meet with one more chair and a student from ASG prior to formulating our final report to Provost Herbst.

University Multicultural Council

Many thanks to members of the UMC steering committee for their dedicated service: Brad Bates, Mary Jane Berman, Jane Goettsch, Brenda Greene, Carolyn Haynes, John McCandless, Pamela Vanness, Charles Nies, and Steve Nimis

- Provided considerable guidance on innumerable diversity-related matters to the Assistant to the President for Institutional Diversity, smoothing his transition into the newly created position.
- Drafted governance document and proposed UMC become officially affiliated with University Senate.
- Guided the development of a handbook on faculty search and retention strategies that enhance diversity.
- Planned and participated in workshops for key faculty searches.
- Encouraged science departments to follow-up on reports concerning the success of ethnically-diverse students in foundation science courses.
- Assisted CELT with updating inclusion section of its website.
- Guided development of the 2005-06 Diversity Update report.
- Help to identify diversity-related programs, initiatives, and curriculum for comprehensive inventory.
- Encouraged expansion of web-based resource that raises awareness of religious holidays.
- Consulted with representatives from First in 2009 committee reviewing unit governance documents concerning how to develop inclusive departmental policies and procedures.
- Initiated planning for Fall 2006 all-campus forum on religious diversity.
- Initiated planning for an “inclusive excellence score card.”
- Proposed items to be used to evaluate inclusive climate in classroom environments.
- Assisted with the development of a comprehensive inventory of diversity-related programs and initiatives associated with Miami University.

Voice of America Learning Center

Work has resumed on Miami University's Voice of America Learning Center after a hiatus of approximately three years. Two committees have been formed to revisit the original plans that were developed for the facility in 2002-03. A Miami University committee comprised of representatives from the Oxford, Hamilton and Middletown campuses is in the process of re-defining the academic mission for the learning center. Much has changed during the time the project was put on hold and the types, sizes and quantities of spaces will need to change accordingly. Additional emphasis will be directed to course offerings from the School of Education and Allied Professions as well as business courses from the Richard T. Farmer School of Business. The committee has met several times and is nearing completion of an updated program of requirements defining the number of classrooms, laboratories, seminar spaces and support spaces expected to be needed at least initially. It is anticipated that the facility will be between 20,000 to 30,000 gsf. At the same time input is being solicited from an ad hoc committee of West Chester community representatives that is helping define the specific needs of this rapidly expanding area of southwest Ohio. The demand for educational support for the growing healthcare and information technology businesses in the West Chester area is of top importance to the community group. This group has also emphasized the need to master plan for long term needs of the area. Consequently, informal discussions have been initiated with a West Chester Township trustee concerning the possibility of future development of the township property that is contiguous with the University's parcel of land. Miami will have several course offerings in the fall of 2006 utilizing the VOA site as well as community space in a nearby building. A business plan for the funding of the construction and ongoing operation of the facility is currently underway and will be submitted to the University administration for review in May. Upon approval of a business model, a design reflecting the new needs of the facility will be developed beginning this summer.