VISION AND PLANNING SESSION SUMMARIES
First in 2009 Coordinating Council
Miami University
Spring 2004

1/27/2004 12:00 NOON (OXFORD CAMPUS)

Characteristics of a Successful Team

- Everyone gets a chance to share their opinions.
- Participants have an open mind, engage in open communications, and don’t forget to listen.
- Everyone wants the project to succeed more than they want to achieve individual objectives.
- All comments are valued. Everyone is heard.
- Sometimes it’s necessary for one person to step forward and take responsibility in order to get things done.
- The mission is clear and focused.
- The group appreciates different learning styles, makes sure voices aren’t left out, is patient and respectful, and reaches out to others.
- Honesty is pervasive.
- The group is action and result-oriented. Group develops a plan of action.

Vision of Miami

- Faculty and librarians who may come from environments different from Miami are expected by administrators to bring new and different perspectives and are welcomed and valued for them, not chided because they don’t fit “the Miami way.”--4
- Diversity feels natural rather than forced. It’s vibrant and exciting and feels intercultural and international, inviting you to explore other cultures.--3
- There is a mix of environments that provides everyone the opportunity to experience being in the majority and in the minority.
- Every student participates in experiences that are by design intercultural, interdisciplinary, and off campus. --5 (including 3 for all three, 1 each for intercultural and off campus)
- Funding decisions are based on their contribution to the shared vision of Miami as a “cradle of learners.”--1
- Everyone at Miami is transformed.--1
- Students have the following opportunities: 1
  - to learn about life in settings different from the Miami experience
  - to develop life skills
  - to learn to appreciate different cultures
  - to discover that we need each other—locally, nationally, globally
- All constituencies in the university—students, faculty, staff—participate in university governance.
- Miami University will be a leader in ending overt discrimination (e.g., health benefits for partners).
- The number of non-traditional students will increase.
- Political and religious diversity is welcomed, respected, and used as an educational asset.—1. People are comfortable arguing both sides of the issue and engaging multiple ways of knowing--1
- Miami University is a safe place (safe from retaliation and from condemnation through peer pressure) for these explorations.--3
- There is a focus on social justice issues in real life, including here in Oxford.--1
- There are places where students can go in Oxford to engage in discussions of social justice.
• Miami University is a place of intellectual ferment and synergy.--2
• The City of Oxford is valued in the cultural mix.--2
• Miami University values teaching as much as research.
• Strategic plans are generated by consensus.

**Commitments**
Charlotte Goldy: I will work to improve climate in mixed groups—cross departments, faculty/staff/students.
Stephen Quaye: Be willing to challenge my assumptions and biases (and be challenged by others) of people different from me, particularly white people.
John Jeep: I’d welcome the chance to enhance new faculty support in teaching diversity, especially integration of liberal education goals and disciplinary outcomes.

**1/28/2004 12:00 NOON (OXFORD CAMPUS)**

**Characteristics of a Successful Team**
• Everyone is allowed to speak and voice their viewpoints.
• Lines of communication are open and honest.
• Differing creative resources and diverse people with differing talents are brought together
• Everyone participates fully in some way
• People pick their battles and try not to confront everything.
• We all recognize that everyone must live with the outcome.
• There is a shared vision.
• There exists a spirit of altruism and selflessness.
• People move away from turf considerations.
• We have a shared intellectual environment, a commitment to intellectual exchange and discourse.
• We honor the creativity of each person.
• We are willing to compromise
• Each person is given responsibility but is also allowed to be flexible within that set of responsibilities.
• Everyone is willing to challenge the process.
• We are open to change.
• We have a safe environment where people can be genuine.

**Vision of Miami**
• Trust exists among faculty, students, staff and administrators—5
• Inclusion is espoused and acted upon by the top-level administrators as well as the lowest level staff and students--1
• There is open communication about decisions--1
• Miami is an intellectually serious environment—both in terms of discourse and physical aspects (bookstores, spaces for conversations).--2
• We have domestic partner benefits--3
• We have a broadly diverse body of faculty, students, staff and administrators that mirrors the US population. We focus on more than racial and ethnic diversity, welcoming people from different socioeconomic statuses, ages, sexual orientations, political interests and geographical backgrounds.--7
• We have a diverse array of curricular and research programs.--1
• Faculty have a “real” voice in decision-making.--1
• There is an appropriate balance between departmental and university interests.--1
• Everyone knows who does what.
• There is excellent communication and relationships between students and upper-level administrators.
• Every student, faculty and staff member spends time away from Miami studying and learning; and we welcome others from outside Miami to learn here (exchange programs for all).—2
• Our institutional focus is on the quality of learning rather than on our national ranking (e.g., being “first”).—2
• We regularly look at other institutions to learn from them.—1
• Our classes are small (no more than 30-35 students).—2
• We have excellent coordination of events on campus.—2
• Members of our communication know what their contribution is and are valued for that contribution.
• Our university recognizes the needs of graduate students, especially those with families.

**Commitments**

Mary Bennett: I would be willing to participate in additional focus groups like this (especially with students) to continue this critical conversation.

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.

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.

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.

Rich Taylor: I am in the process of revising our AB curricula to add flexibility to the major and new linkages to other programs (engineering, etc.).

Celia Knight: I am willing to clarify policies, misunderstandings, rumors. Replace the “they” with specifics and facts and knowledge.

Pushpam Srivastava: I will actively promote the integration of Miami students and the administration in every meeting I attend with an administrator.

Erin Moody: I will attend events that are diverse—whether culturally, politically, or otherwise.

Dave Cowan: I will help to increase the voice of (1) diversity and (2) quality education, rather than espousing being “first in 2009.”

1/28/2004 4:00 PM (OXFORD CAMPUS)

**Characteristics of a Successful Team**

• We exhibit resourcefulness—due to our different backgrounds.
• We have a shared common goal.
• We demonstrate honesty in our discussions.
• Our roles are assigned and defined appropriately.
• There exists a division of labor and a willingness to assume responsibility.
• We have plenty of leadership from people who are willing to assume it.
• We have intimacy, a genuine exchange of ideas and respect.
• We are able to identify problems or needs.

**Vision of Miami**

• The Miami community is fully accepting of the LGBTQ community; gays and lesbians are comfortable being “out.”
• People use each other’s names in conversations.
• There are many opportunities for people to share their diverse backgrounds and experiences (e.g., study abroad).—1
• Most students study in other cultures, and there exists a wide variety of locations for people to study.
• Everyone is touched by the varied experiences of study abroad.
• We recruit and admit students who want to try something different.—1
• We have a climate that supports and encourages intellectual curiosity.—5
• Our climate encourages racial discussion and understanding.
• The University community is open-minded and self-reflective.
• Everyone is treated as an individual, not in terms of group stereotypes.
• We have need-blind admission (will serve Ohio students as well as those from other states and countries).—1
• Students pursue their passions rather than checklists.—4
• Curriculum includes global perspectives and requires this of all students.—4
• Artistic expression is incorporated into students’ learning.—1
• There is superb advising. There is one place where each student knows he or she can go.
• There exists a range of interdisciplinary opportunities for students.—1
• There is more connection, communication and understanding of the mutual impact between Miami and Oxford/Butler County.
• We have a strong percentage of minorities.
• Our faculty are as intellectually active as students in debating issues and sharing different perspectives (cross-departmental and interdisciplinary).—2
• Faculty has a diverse religious background.

Commitments
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.
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.
Fred Gass: I will try to develop in my students a capacity for passion in their studies.
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.
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.
Nick Stimler: I will publically 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.
Dan Miller: I will explore a cultural that I know absolutely nothing about.

1/29/04 12:00 NOON (OXFORD CAMPUS)
Characteristics of a Successful Team
• Shared vision
• Open lines of communication
• Mutual respect
• Teamwork built on individual responsibility
• Patience and flexibility
• Different styles are used and seen as a resource.
• Knowledge of outside resources → resource mapping

Vision of Miami
• We have a diverse population of faculty, staff and students, and everyone feels comfortable.—2
There are no preconceived notions about who an individual is based on race, gender, ethnicity, or physical attributes.—2

There are lots of opportunities for people to learn from each other’s backgrounds.—1

There are many opportunities to socialize and engage with others from different backgrounds.

The are many opportunities in the classroom to engage with multiple points of view.—1

The outside world perceives Miami as open and diverse (not the J. Crew image).

The Oxford campus and the regional campuses are not divided. Regional campus members are seen as full members of Miami (not second-class citizens).—1

Graduate students are fully respected and appreciated.—1

There are opportunities for undergraduates to move into learning environments with graduate students and faculty.

There are mentoring opportunities for advanced students to share knowledge and expertise with newer students.—1

Faculty members are open to engage students in the disciplines.

The University focuses on learning, rather than on grading, succeeding in the major, getting the grade.

There is an emphasis on critical thinking rather than on regurgitating others’ thoughts.

Classroom culture encourages and seeks out students’ input and participation.—1

There is a more balanced relationship between instructor and students.—1

Faculty love teaching; they are passionate about what they do.

We have small class sizes that promote the relationship with the instructor and interaction among students (but not in all cases).

The glass ceiling is shattered.

Miami has excellent outreach to inner-city middle and high schools.

A synergy exists between in- and out-of-class experiences.

Miami and Oxford interact to create many and different opportunities for diversity (foreign films at the theatre, ethnic restaurants).

Women students no longer feel a pressure to be “perfect.” They accept themselves for who they are.

Issues of inclusion and diversity are part of our everyday life, not a forced programmed event.—4

Faculty, administrators and students are fully engaged in university governance.—3

Miami focuses on learning, rather than on ranking.—3

Commitments

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.

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.

Paula Recker: I am willing 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.

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.

Bryan Saxton: I can share authority with the students I work with to provide more learning.

William Barnes: As a student, I will take responsibility and play my part by helping mentor students to 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.

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 needed to get better.
1/30/2004  12:00 NOON  (OXFORD CAMPUS)

Characteristics of a Successful Team

- Willing to listen
- Equal distribution of work
- Shared vision
- Efficient communication
- Belief in attainable goal
- Putting thoughts into action
- Committed leadership
- New ideas
- Support for each other within the group

Vision for Miami

- We have a clear, visible leader for our student body, faculty and administration; someone who is a unifying force.—2
- We have a new student body image, one that is diverse, dynamic and closer to MU’s reality.
- Student body has a cosmopolitan view of the world; there exists many community connections and service opportunities, and there is good exchange among all three campuses.—6
- University interacts with the Oxford community.
- Diversity is a natural occurrence (one that is not “forced” on people). Students partake in diverse activities together. There is collective support for diverse groups.—1
- University provides a clear rationale or explanation for diversity as an educational rationale. Our definition of diversity is expanded to encompass the domestic, international, and global (e.g., more international students). MU visibly displays many dimensions of diversity.—5
- Students and faculty have a better understanding of the goals of a liberal education.—3
- A selective admissions program leads to admitted students with a greater diversity in opinion and thought.—3
- University offers a wide selection of entertainment options (food, music, cultural events).—2
- Alumni have expansive role on campus to share ideas, comments or concerns.—2

Commitments

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.

Claudia Lopez: I will live in town and consequently have more time to share with students and improve the campus and Oxford climate and offer a “cultural home-away-from-home” to students.

Carla Pestana: I will participate in the recruitment of diverse faculty and graduate student body.

Jim Kelly: I will lead discussion sessions for faculty and students on the aims and goals of a liberal education.

David Keitges: I will propose an aggressive recruitment effort to enroll international undergraduate students.

Anjali Nadig: I will speak out against racism and discrimination when I see it on campus.

Courtney Dunk: I will stay informed about what the University is doing and how they are going about doing it.

Stephanie Dolson: As a student, I can participate in and explore campus activities that I otherwise would not try.
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.

1/30/2004  3:30 PM  (OXFORD CAMPUS)

**Characteristics of a Successful Team**

- Synergy
- Respect
- Communication
- Flexibility
- Members learn from the process
- Compromise
- Sense of purpose is clear
- Fun
- Common goal
- High trust
- Clarity of roles and responsibilities
- Presence of an outside threat that bonds the team members
- Accomplishments are made in a timely fashion.
- Endurance
- Disagreement is valued and considered productive and healthy.
- Everyone is willing to confront conflict.
- Personal humility and professional will

**Vision of Miami**

- Students are passionate about learning.
- Student are free to take courses that excite them.—2
- Everyone is willing to admit ignorance, and when they do so, that admission is valued.
- Out-of-class and in-class discussions are informed and rich and contain multiple points of view.—3
- Miami has a value system that encourages diverse viewpoints.—1
- MU has a broadly diverse faculty, staff and student body (economic, geographic, racial, ethnic, sexual orientation). There is no one modal student.—2
- MU offers a well-coordinated set of programs that celebrate and help to educate us on diversity.
- MU’s environment is thoroughly infused with diversity; there exists a culture of excitement around inclusion.—7
- Students, faculty and staff are concerned with authentic, substantive and valuable issues and they have achieved information literacy.—1
- Inclusion is considered to be a driving truth, not a sidebar issue.—2
- Individuals recognize that their knowledge and experience are limited, and thus they need others who are different to advance their education.
- Our curriculum is fully diverse and experientially-based (case studies, service learning); we rely less on textbooks.—2
- MU offers an environment that is physically and psychologically safe for all people but that also encourages risk-taking and expanding one’s cultural horizons.—3
- People have the discipline to withhold distrust and judgment until they are better informed.—1
- MU has a vibrant student center where diverse students come together.
- MU offers an intimate intellectual environment with frequent faculty-student interaction both inside and outside the classroom.—5
- Domestic partner benefits
• Excellent handicapped access.
• MU is continually willing to critique itself, especially in terms of institutional discrimination.
• Gender roles at all levels of the university are representative of the population.
• MU is on the forefront of social change and offers a democratic structure of decision-making, an inclusive pedagogy, and a globalized curriculum.—2
• MU students are global citizens.—3
• Current, global and international issues are infused into the curriculum.—1

Commitments
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 fraternity houses to increase the reputation of fraternities.
Lora Warner: In my career as a Student Affairs professional, I make the commitment to educate, support and advocate for all students.
Dick Nault: I am committed to working more intentionally so that women and men are broadly represented in all University roles.
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.
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 community directly, working through Miami University's Center for Community Engagement in Over-the-Rhine.

2/13/2004 12:00 NOON (HAMILTON CAMPUS)
Characteristics of a Successful Team
• Our members are enthusiastic about the work.
• We have a trusting environment with open, candid, genuine exchanges of ideas.
• We have a clear sense of purpose.
• We operate in a non-hierarchical, inclusive manner.
• We all feel an equal ownership of the process and purpose.
• Everyone has a sense of responsibility.
• We enjoy each other and have fun.

Vision of Miami
• Our classroom environments are fully inclusive. Everyone is valued for their individual backgrounds and resources.
• Faculty and staff feel included in the university environment. No one feels that they have to constantly fight for their rights.—1
• Student body is diverse in many ways. There exists a critical mass of diverse students.—4
• Fully inclusive, “best behavior” is modeled from the top down. Our leaders attend multicultural events, take risks, interact with members of the community.—1
• Our curriculum reflects an obvious commitment to inclusion.—1
• There is healthy cooperation among various units and departments, yet there also exists freedom for groups to be autonomous and self-identify.—1
• Faculty, administrators and staff model healthy conflict and are well trained to do this.—1
• Faculty and staff are well trained to deal with students’ emotional reactions to difference.—7
• All members of our community are able to share our imperfections, doubts and mistakes when appropriate, in order to help us to achieve more genuine exchanges.—1
• There is a diversity requirement that extends beyond the US Cultures requirements in the Miami Plan.—1
• Miami involves community members in their discussion for greater inclusion so that we work together to make our community welcoming. Miami members are involved in the community. We have a reciprocal relationship.—3
• Administrators take inclusion very seriously in their hiring practices and promotion and tenure decisions. They are sensitive to the different challenges faculty and staff of color face.—2
• We have teaching evaluations that measure what students learn, not which professors are popular.
• We offer a Summer Orientation session for new students which frankly addresses difficult diversity issues, rather than simply celebrates diversity.—4

Commitments
Carole Johnson: I would like to attend more training sessions regarding inclusion so that I will feel more comfortable teaching it.
Susan Hahn: I will talk with students about emotional issues that relate to diversity rather than just focus on the intellectual aspects.
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.
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.
Tyrone Miller: I agree to model the behavior I expect to see from my peers and students. Creating an atmosphere of trust is essential.
Chris Klefeker: I will make more personal time to attend events that address culturally diverse topics in the evening and weekends.
Ed Montgomery: I am and I will deal with more difficult subjects in class. I will try not to voice my opinions too heavily.

2/13/2004 2:00 PM (HAMILTON CAMPUS)

Characteristics of a Successful Team
• All members are focused on the same goal or purpose.
• There is broad outreach and inclusion of different points of view.
• The environment fosters openness and mutual respect and support.
• The leadership is strong (having a good sense of direction and inclusive process).
• Resources are sufficient to meet goals.
• Members have a shared understanding and listen closely to one another.
• Members try to suspend judgment until all information is available.
• The atmosphere is encouraging.
• Communication lines are strong.

Vision of Miami
• There exists a critical mass of students from widely differing backgrounds (e.g., race, religion, preferences).—4
• We all (and especially members of the Oxford campus) fully recognize the importance of many kinds of differences (e.g., socioeconomic status, religion, age), rather than just race and ethnicity.—3
• Our course offerings meet many students’ needs (part-time, non-traditional as well as traditional student needs).—4
• Admission and academic policies in all departments and divisions recognize different student needs (e.g., part-time students as well as full-time, timing). There exist opportunities for students with a G.P.A. of 2.0-3.0 to be involved in all majors, perhaps through new measurements for admittance.

• Our staff have an excellent understanding of cultural differences and are astute in dealing with conflict in a healthy way.—1

• We have implemented new recruitment practices and admission policies that will help us to increase diversity.—3

• Our faculty and staff are diverse.—1

• Our Development Office has been extraordinarily successful in increasing scholarship money for underrepresented groups, including international students.—4

• International and native students interact regularly.

• We have a diverse corps of first-year advisors.

• Miami is known for the creative ways it involves community members in its campus activities.—2

• All four Miami campuses are equally valued.—2

• We have sufficient resources to advance diversity.—2

• Our students are fully prepared for our global society through foreign language requirements and immersion into other cultures.—1

• The two regional campuses have expanded degrees and programs, including BA degrees and better articulation agreements with Oxford (e.g., in EDT).—2

Commitments
Rebecca Zartner: Create a display of the various kinds of diversity using examples of library resources.
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, LPN programs which will attract more diverse students.
Jim Neidhard: I will attend more multicultural programs.
Joe Murray: I will work to help regional students relocate to Oxford and find support there.
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).
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, help them with homework, study skills, and mentorship.
David Dekelaia: 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.
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.
Chris Connell: I will try to get over to the multicultural center more often to meet more students.

2/16/2004 2:00 PM (OXFORD CAMPUS)
Characteristics of a Successful Team
• All members have a commitment to a common purpose and a “win-win” attitude.
• They share a strong worth ethic and positive attitude.
• The group has the authority and ability to implement ideas and make changes.
• There is a pervasive feeling of respect for everyone; and everyone participates.
• Everyone relates to each other ethically, respecting confidentiality and privacy.
• There is a clear understanding of the process of creating a shared vision.
**Elements of Miami**
- Academically-challenged students are fully accepted and included in our community.--1
- Students do not get lost in the administrative process and bureaucracy. We have few foul-ups, good admission of disadvantaged students (e.g., first-generation college students), excellent 4-year graduation rates, good mentoring and learning assistance for these students.--4
- Miami has excellent pipelines to middle schools and mentoring programs for young students in middle school.--1
- Miami has a national reputation for being an inclusive institution with a “welcoming, personal” touch.
- We encourage autonomy and responsibility in our students. We hold them responsible for their actions, especially those actions that affect others.—1
- The entire Miami community embodies the characteristics of a successful team (listed above).—2
- There is seamless communication among students, faculty, and administrators (more conversations, friendly social interactions) and a general respect for all voices.--2
- Graduate and transfer students are valued fully and visible.--1
- Regional campuses are valued equally to main campus.
- We offer excellent financial support for international students.--1
- There is financial assistance for all students, regardless of their ability to pay.—1

**Commitments**
Ginny Layton: I will lead by practicing inclusion and providing this as an example to others.
Bob Kubat: I will serve as a mentor to a student, undergraduate or graduate.
Jayne Whitehead: I will raise resources to advance inclusion.
Laura Haas: I will welcome students who do not represent the “average” Miami students (whether that is in terms of age, gender, ethnicity, race, etc.) and do it warmly!
Deanna Carr: I would like to increase the number of academically challenged students.

**2/17/2004 12:00 NOON (OXFORD CAMPUS)**

**Characteristics of a Successful Team**
- Everyone’s point of view is brought to the table.
- We foster differing points of view.
- Everyone has a clear understanding of why they are there and understands the timetable and available resources.
- Members feel an ownership of their tasks and are motivated.
- Members share the same vision and agree on who should do which tasks.
- Members feel that their voice is heard, and the team is structured to be able to hear everyone’s voice.

**Vision of Miami**
- Miami boasts a curriculum of the future which builds in elements of diversity (both internal and external elements) and which connects to the real world.
- Miami is engaged with urban schools to prepare students for college.
- Miami’s buildings are accessible to all; disability is readily recognized as a diversity issue.—2
- Miami features many forms of faculty and student interaction.
- Members are rewarded and celebrated for being positive leaders of change.
- We have a seamless community, with great integration among groups and units.
- Miami members are fearless to interact freely.
- We are known in the *Princeton Review* as a diverse environment.
- Intellectual engagement is visible and recognized.--2
Diverse students at Miami work to transform the culture on campus.
Our conversations on diversity emphasize dignity of persons.—2
We have a good presence of many different types of diverse students.
There are funds for diversity initiatives.--3
Faculty, staff and students share a mutual respect for one another.
Miami supports and fosters interdisciplinarity.—2
Miami collaborates with historically minority institutions.
There are no barriers among the regional campuses and the Oxford campus.
Students, faculty and staff are fully involved in important decision making.—3
Miami campuses enjoy a seamless connection with their surrounding communities (e.g., Oxford, Cincinnati, Hamilton, Middletown).
Miami deals with the various “isms” (including classism) in timely and appropriate ways.—3
We enjoy a climate that is intellectually vibrant and not dependent on alcohol.
Miami has an excellent student handbook that assists students in navigating around barriers.—1
There is a strong international presence in the student body and in the curriculum.

Commitments
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).
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.
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 also engage in their personal transformation via training, discussions, alternative dispute processes, and small group interactions.
Darcy Donahue: I will recruit and mentor students, particularly those from a traditionally non-privileged background.
Enamul Choudhury: I will integrate the question of diversity into the subject matter that I teach.
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.
Betty Neal Crutcher: I will offer increased engagement with urban schools to prepare students for college.

2/17/2004 4:00 PM (OXFORD CAMPUS)

Characteristics of a Successful Team
• Members trust each other.
• Members listen carefully to one another, and they are honest in their comments.
• Varied perspectives are fostered and valued.
• The team looks to build on complementary talents and abilities.
• Team members reflect regularly.
• Team members share a cohesive vision.

Vision of Miami
• Miami offers domestic partner benefits.
Multicultural views are incorporated throughout the curriculum rather than relegated to the interdisciplinary studies programs.

Full inclusion is the natural way we do things.

Miami’s students, faculty and staff “look” like the rest of the world (e.g., fully diverse in terms of race, culture, dress, socioeconomic status, ability).—2

Diversity and inclusion events reach people “beyond the choir” and thereby promote intellectual vitality and curiosity.—3

We regularly engage in challenging honest discourse that avoids polarization and fosters true engagement.—4

We have fun, experiencing and learning about a variety of cultures and ways of life.

Our students, faculty and staff have a sense of pride about our community and have a stronger sense of community. Groups of people are permeable, flexible and changing.—1

We enjoy a gender balance at all levels of the university.

We participate in “celebrations” of our community at convocation, commencement, distinguished lectures, sporting events, service events and arts events.—1

Everyone takes responsibility to shape the community. We don’t pass the buck. Instead, we are willing to shoulder our part and accept that things must change.

Hateful actions are at a minimum.

Miami is a place of both intellectual inquiry and deep multicultural understanding. The two forms of inquiry are seen as mutually supportive.

Miami is renowned nationally for being a place of inquiry, a magnet for diversity of thought and of all human experience.—3

Commitments

Denny Roberts: I will seek to define and foster cultural awareness and proficiency in leadership.

Brad Bates: I will use my position to lead new initiatives on campus as determined by the University Multicultural Council.

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.

2/18/2004 12:00 NOON (OXFORD CAMPUS)

Characteristics of a Successful Team

Communication is open, honest and focused.

All members share mutual respect for one another.

There is democratic participation in decision-making.

Members are selfless, comfortable with discomfort, and respect confidentiality.

Members share a clarity of and passion for the purpose and outcome of the team.

Team members generate the vision elements themselves.

Vision of Miami

Faculty and administrators have achieved a healthy balance of teaching, service and scholarship.—2

There is a vibrant interaction among the Oxford campus and the regional campuses (traffic going both ways).—1

We offer full domestic partner benefits.

Miami boasts a workforce that is enthusiastic and wants to participate as a community. Workers feel appreciated. There is reciprocal care and concern among staff. Good communication exists among all members. There is support for staff, and staff are encouraged to become MU graduates.—5

Classified staff members are encouraged to participate in campus life and activities.
• Faculty and staff have a healthy balance between work and personal life (e.g., fully paid parental leave, family leave for significant event).—2
• Miami students have a stronger national and international awareness.—2
• We have a highly visible upper administration.
• We enjoy a low faculty-student ratio (much lower than now).—2
• Our members are fully engaged around issues of difference (e.g., participate in deep conversations about race and class, engagement with recruitment and retention).—2
• Students take the initiative to introduce multicultural issues.
• We have broad participation in multicultural events.
• Miami is known for its strong civic, public and socially responsive mission (e.g., faculty and students engage in research on real world problems, invest time in social issues).—3
• Students are focused on “why” they are here (e.g., learning objectives) rather than on the external outcomes (e.g., grades). We have a developmental process of learning.
• Miami is known for its humane and professional turn-over practices (e.g., faculty and staff, hiring review, departure review, humane human resource practices).
• We offer productive professional development for all employees.
• Our students have a well-developed international awareness (e.g., foreign language, study abroad, multicultural curriculum).—2
• We engage with a wide range of domestic, diverse communities (pre- and post-programs). Students interact with communities for all four years.
• We have a highly qualified and dedicated residence staff.
• We are known for our very strong connection between academic and student affairs.—1
• We have a very diverse student, faculty and staff body (diverse on all dimensions).—1
• Our faculty are committed to educating students for global citizenship.—1
• We are known for our responsible Greek system. Greeks lead the way to learning and diversity.
• Our students are safe from abuse.
• We always commit to action. All visions that are developed will be implemented.—1

Commitments
Becky Jolly: I will reflect more on my environment and evaluate my interactions and my reactions of the day.
David Heiner: I will work to bridge the gap between the university and the Greek community.
Sally Lloyd: I will emphasize deep engagement with difference, lifelong learning and preparing oneself continuously and consciously to a journey of cultural proficiency.
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.
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.
Jennie Dautermann: I am prepared to commit to promote interaction and international exchange of students and faculty with Asian culture.
Roger Jenkins: I will become more aggressive in developing specific international exchange opportunities with other universities outside the US.
Claire Wagner: I will become more aware of existing service learning opportunities and promote and encourage them to other students.
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.
2/18/2004 4:00 PM  (OXFORD CAMPUS)

Characteristics of a Successful Team

- Members trust one another, are open-minded and have a willingness to help.
- There are open lines of communication.
- Everyone shares a clear goal.
- The team fosters diverse strengths and viewpoints.
- Members are reflective about their process.
- Members are willing to compromise and respect one another.

Vision of Miami

- Everyone takes responsibility for advancing diversity. Because of this, there are no separate programs (e.g., FYI, student organizations for certain ethnic groups, separate commencement ceremony for students of color) or staff positions (e.g., Coordinator of Multicultural Programs) that focus solely on one group or solely on diversity issues.—5
- We have no affirmative action or special process for admitting diverse students.—1
- Faculty and staff have extensive training on international and intercultural issues so that they can provide a welcoming environment for international and diverse students.
- There are no bureaucratic barriers for international students, faculty and staff.
- Students find other sources of entertainment that are not alcohol-related.
- We have a highly diverse student body (diverse on many dimensions).—3
- Students apply the social lessons learned in the classroom to their own lives on campus and in Oxford. They act respectfully to all persons.—3
- Our students have a global perspective and awareness.—3
- We work to build coalitions among different units, organizations and departments on campus and end the “silo” mentality.—2
- Miami works in tandem with Oxford to create a welcoming environment for people who are different (e.g., ethnic restaurants, bookstores, products at Kroger for international and diverse people).—2
- Miami works with Oxford to make the mile square a place where faculty and staff can live comfortably.—4
- Miami has an excellent record of retaining women faculty and faculty of color.—1

Commitments

Brad Purnhagen: I will try to stop people from having preconceived notions about other people.
Rosalind Mason: I will work closely with international students in the area of advising and also social interactions.
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 make them more aware of other backgrounds.
Howard Kleiman: I will continue to treat all students with respect, sensitivity and empathy.
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.
Cordelia Stroinigg: My husband and I would become mentors to a group of new students (invite them to dinner).
Bruce Drushel: I am willing to be trained to take on some diversity functions.
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.

Robert S. Smith: I am interested in increasing the size of our undergraduate international student body.

2/19/2004  12:00 NOON  (OXFORD CAMPUS)

Characteristics of a Successful Team

- Everyone has a voice and is receptive to new ideas.
- Members share a vision.
- Tasks are allocated to individuals’ strengths.
- Everyone understands their role.
- The goal is clear.
- There is a spirit of collaboration.

Vision of Miami

- Miami is connected to all of its regional campuses, to the surrounding communities and to other organizations.—2
- We are a community of information-seekers (faculty, students and staff).—1
- Everyone at Miami has a sense of belonging, both locally and externally.—1
- Students have an awareness of and are reflective about the world outside of Miami.
- There exists mutual respect, understanding and recognition of the different roles that people play at Miami (students, staff, faculty).
- Cultural diversity is present everywhere (even street musicians).
- Miami is attractive to diverse faculty with diverse interests and values (e.g., community outreach, artistic endeavors).—2
- Miami has strong graduate programs with many students, teaching assistantships, and research opportunities as well as exposure to undergraduates.
- Miami has a visible presence of international students.
- Our technology and technology support are state-of-the-art.—1
- We have many opportunities to share and celebrate our wealth of diversity.—1
- We have great diversity in terms of race, ethnicity, geography, class, religion.—3
- We are known for the many opportunities we offer people to express their views, even those that are controversial. Disagreement is expressed openly and with civility—3
- We are passionate, not passive, particularly about social causes.—4
- There are many opportunities to earn academic credit for community experiences.—2
- There are incentives for co-curricular activities.
- We have a broad range of curricular options.
- We are a community comfortable with difference.—2
- Our members have the expectation of struggle.—1
- We are known for our accessibility (e.g., parking, affordable housing, transportation).—2

Commitments

Marcia Olcott: I can assist through departmental services.
Glenn Platt: I will look for ways that inclusion informs my discipline and evaluate and revise my courses accordingly.
Joseph Dorsey: I will back programs that encourage service learning as well as outreach into community development.
Barbara Schirmer: I will increase the student diversity through work with elementary, middle, and high school students to pursue admission to Miami.
Katie Tolle: I can encourage other students to be passionate about learning and issues that are important to them by being myself a passionate student.

Lucille Hautau: I am committed to creating an inclusive art exhibit and sale open to all Miami women—students, staff, faculty, administrators.

2/20/2004 12:00 NOON (OXFORD CAMPUS)

**Characteristics of a Successful Team**
- Everyone listens to each other’s ideas.
- There is a sense of equality among all members.
- The atmosphere is relaxed and not intimidating.
- Members are selfless in their outlook, and they focus on the future.
- The goals are well-defined.
- Everyone is creative, willing and open to exploring new ideas.
- Everyone is assigned clear tasks, but there is enough good will so that people are willing to take on new ones.
- There exists a qualified confidentiality when sharing ideas outside the team.

**Vision of Miami**
- People are comfortable and happy meeting someone of a different race, class, religion, ethnicity, sexual orientation, etc.—1
- We enjoy an “open” and interactive community. Teaching and learning are important to staff, faculty and students.—4
- When we walk around campus, we see a diversity of physical appearances (age, shape, clothing, color, size).
- Miami is a flagship for continuing, nontraditional students (e.g., returning and older students).
- Students value learning, and faculty foster lifelong learning in students.—1
- Miami is open to making all kinds of connections with people and different places.
- Top administrators participate actively in student life and classes. They make connections with students actively.—3
- Oxford campus and the regional campuses are well connected; their relationship is reciprocal. There is a frequent exchange of faculty, students and resources.—2
- Salaries among faculty are fair and equitable. There is a clear university-wide policy for salaries and raises.—1
- Miami is affordable for all students.—1
- Everyone has a clear understanding of how finances are disbursed.
- We offer plenty of need-based and merit-based scholarships, and we have a sophisticated way of computing the amounts.
- Curriculum is diversity-friendly.
- We have opportunities for interdisciplinary, inter-divisional teaching. There are few obstacles to making connections across divisions and departments.—4
- Everyone understands the different organizations and activities offered, and there is better coordination among them.
- The Miami Plan is embraced by students and faculty and not seen as a hurdle or burden.—3
- Students returning from study abroad experiences have great impact on the campus.
- Teaching, service and scholarship are valued equally.—1
- We offer excellent opportunities for faculty development related to teaching diversity.
- Greek system helps to promote learning. Learning and fun are seen as inseparable. Faculty are involved in fun activities with students.
Commitments
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.
Judith P. Zinsser: I will help to create a more uniform policy of salary decisions.
Jennifer Kelley: I am committed to pursuing knowledge and continuing my education throughout my life, and at Miami, by focusing on the value of academics and not necessarily grades or competition with fellow students.
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.
Judi Webb: I will ask for input from other groups and stress the need for feedback on various topics.
Sara Butler: I will revise my own class to include even more diverse content.
Mike Weppler: I will encourage an open community of learners as much as possible in my remaining weeks at Miami.

2/20/2004 3:30 PM (OXFORD CAMPUS)
Characteristics of a Successful Team
• Everyone is willing to compromise, and there exists clear communication.
• Everyone understands the ground rules.
• Members listen to one another and are optimistic.
• There is a clear end goal.
• Members are held accountable for their roles and responsibilities.
• There exists mutual respect among members.
• There is a good leader who can moderate among the differing views.
• Members participate equally; no one is shut out.
• All members are valued.
• The communication is honest, and we expect differing views.

Vision of Miami
• Miami offers domestic partner benefits.--1
• We embrace a broad notion of academic excellence, one that goes beyond grade point average or test scores.--4
• We also embrace a broad notion of faculty excellence, one that goes beyond traditional scholarship.--1
• We honor various forms of intelligence and learning styles.
• We feature many opportunities for experiential forms of education.—3
• We have a good image among diverse communities outside Oxford.
• Our climate is truly welcoming to diverse populations.
• Every major has a multicultural curriculum.
• We offer superb training for faculty and staff in diversity issues.—5
• We have a visible presence of minority faculty and staff.—1
• Our surrounding communities (Oxford, Hamilton, etc.) are welcoming of diverse populations.
• Diversity is something we do naturally rather than offer targeted programming for special groups.—4
• Our students are actively involved.
• Faculty boast an inclusive pedagogy.—1
• Faculty are sensitive to students’ developmental needs.
• Faculty, staff and students do not stereotype or have preconceived ideas about groups.—2
• Our university is known for its democratic decision-making both in the classroom and around the university.
• We have open lines of communication across all levels and units.—1
• Faculty seek student input and feedback all throughout the semester.
• Classes are available to students.—1
• The curriculum within the major is coherent and lacks redundancy.—1
• We offer a more individualized Miami Plan.—2
• We are known for our effective advising. No students fall in between the cracks.
• Faculty are superbly trained for advising.—2
• We have a small student-faculty ratio.
• We offer mentoring for all students.—2
• We work to eliminate exclusionary academic policies so that we can help any admitted student succeed in any major.—1

Commitments
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.
Ted Peters: I will participate in diversity training. I will offer to help train faculty on advising issues. I will participate as a mentor.
Monica Johnson: I will participate in diversity training for faculty and staff. I will work to advise and understand curriculum on a broader level.
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.
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.
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.
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.
Courtney Pallay: I will spread the word that people are making these changes happen for the future. I will also encourage East Coast diversity.
Nick Teets: As a student, the best think 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, that is embracing a diverse array of opportunities during my four years here.
Ray Terrell: I will engage fellow faculty in dialogue about increasing excellence and diversity. I will also mentor students.

3/1/2004 10:30 AM (Middletown Campus)

Traits of a Successful Team
• Everyone is willing to listen and has a clear task,
• There is a spirit of honesty and sincerity. People openly disagree but still respect one another.
• Everyone is willing to participate.
• Team has the ability to resolve conflicts well.
• The team has fun.
• The team has the authority and ability to implement change.
• We share a common vision or purpose.
• The team leader is effective.

**Vision of Miami**

• Our Summer Orientation sets a clear tone for the seriousness of diversity as an educational imperative.—3
• Our very top officials and administrators (President, Board of Trustees) give clear messages about the importance of academic excellence through inclusion.
• We have a very inclusive and democratic process of making important decisions. The regional campuses are fully represented. Senate has real authority and voice.—3
• Our power structure is more transparent. Everyone understands who does what and how decisions are made.
• The academic policies and practices for access to the Oxford campus are inclusive, rather than exclusionary (e.g., drop policy for courses, GPA requirements for admission into certain majors, courses scheduled in evenings and on weekends).—6
• We have communication across campuses about how to achieve more open admission standards without compromising quality.—1
• We have an expanded notion of “success” and “achievement” that is more than GPA or test scores.
• We fully honor and build on the diversity that already exists on our regional campuses.—6
• We are a community where a person’s worth is valued because they are human and not because of their status or income level. We offer our employees a living wage.—1
• We host regular intergroup dialogue sessions among students, staff and faculty at all three domestic campuses.—1
• We have programming for transfer students that is thoughtful and reciprocal on all campuses.—3
• Oxford units really have the regional campuses on their radar screens.—2
• Classified staff feel valued and listed to. We have an ombudsperson to help make sure all voices are heard.—1
• We have a transparent and streamlined system for job audits. We reward and value good staff members.
• Regional campuses offer ability to complete some degrees. Regional campus degrees and programs are different than those offered at Oxford but are equally valued.—3
• Our definition of diversity is broad and encompasses socioeconomic status.—1
• Everything doesn’t have to be “Oxfordized.”

3/1/2004 1:30 AM  (Middletown Campus)

**Traits of a Successful Team**

• Members have mutual respect and good communication habits.
• Everyone has a sense of commitment which is reflected in the energy and time that they put in.
• The team is interdisciplinary, and everyone understands the role that each person plays.
• We honor diverse perspectives, but we enjoy a common purpose.
• Everyone is willing to be honest and open in sharing their views.
• We set achievable and concrete goals.
• We actually rely upon—not simply just value—diverse perspectives.
• We are good at handling conflict and know how to make conflict constructive rather than destructive.

**Vision of Miami**

• Miami is an environment where faculty, staff and students (and even the administrators at the highest levels) have cosmopolitan, global perspectives on issues.—2
• Everything we do and create reflects a cosmopolitan, multicultural view. For example, we don’t display a big Christmas tree, serve pork at banquets, etc.—1
• We practice what we preach about diversity.
• Everyone thinks of diversity in a way that encompasses more than race.
• We offer many opportunities for faculty and staff to develop skills for working with students who have different ways of knowing and understanding the world. We offer intercultural workshops and learning opportunities as well as workshops on new instructional strategies.—5
• All of our campuses are acknowledged as full members of the community.
• We have moved away from a reliance on a grading model and created new, humane ways of assessing student learning.
• We have generated many mechanisms for generating civil discourse and respectful but honest exchanges of ideas. We know how to deal with “hot potato” issues in a healthy way.
• We have a climate that encourages personal and educational risk-taking.—1
• Diversity is at the center of our educational mission.—1

Commitments
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.
Cathy Bishop-Clark: I will continue to create classroom environments inclusive of all students.
Mary Lu Flynn: I’d be happy to play a role mostly in the area of “true” access to Oxford by regional campus students.
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.
Donna Workman: I would be willing to work on orientation of students to the regional and Oxford campus.
Tracy Davis: I will be involved in assisting with our orientations to set the tone of diversity.
Kelly Cowan: I will recognize a variety of diversities—socioeconomic, age, etc—using the regional campuses as a resource.

3/26/2004 12:00 NOON (OXFORD CAMPUS)

Traits of a Successful Team
• Everyone’s point of view is valued, and everyone feels free to give input.
• Members have a good ability to listen to one another.
• Members believe in the purpose or task at hand.
• There is a total commitment to the group and its processes.
• Members have mutual respect.
• There exists good communication.
• Everyone works to understand each other’s point of view.

Vision of Miami
• We have lots of caring, energetic and passionate disagreements.—3
• Students are as passionate about learning as partying.
• We enjoy highly intellectual discourse.
• Miami values experiential forms of learning.
• Our members have a fundamental respect for diverse sources of wisdom, including diverse students, international students and non-traditional students.—2
• Our members participate actively in workshops relating to advancing learning.
• We have a performing arts facility that is state-of-the-art.—2
We bring traditional and non-traditional students together for the purpose of mutual enrichment and empowerment.

Miami has small classes to promote closer student and faculty interaction.---4

Senior administrators are highly visible.

All staff and faculty undergo diversity training.—1

Money is not a barrier for coming to Miami.—4

We foster integration and interdisciplinary learning; disciplinary boundaries are permeable.—3

We share a broad definition of diversity.

Our members are willing to take risks intellectually and programmatically.—2

Our public relations publications reflect our intellectual atmosphere.

We offer classes at all times of the day and on weekends to accommodate students’ needs.—1

We enjoy a critical mass of all forms of diversity on our campus.

We offer a range of foreign language courses and require a foreign language of our students.

**Commitments**

Lisa Groger: I will start, organize and facilitate a group process that brings together students of different ages (traditional and nontraditional).

Beverly Flaig: I have become a non-traditional student as well as a staff member hand 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.

Jim Pollicita: I will work with the Institute for Learning and Retirement on ways to increase interaction with “traditional” students.

Nicole Stephansen: I would like to help in 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.

Connie Burton: I am willing to be on a planning committee to help with incorporation of these suggestions.

John M. Hughes: I will create a lecture series featuring our leading scholars.

Jessica Wentworth: I would like to organize and participate in fundraisers to raise money for performing arts facilities.

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.

3/26/2004 3:30 PM (OXFORD CAMPUS)

**Traits of a Successful Team**

- We have open communication.
- We are honest with one another.
- We are efficient and operate under clear time constraints.
- There is the appropriate number of team members.
- We all look to help each other.
- We are free to brainstorm, explore new ideas. No one is censored.
- We have a common goal or purpose.
- There is considerable trust among members.
- Labor is divided up voluntarily.
Vision of Miami

- We have a clear idea about what we mean when we say diversity. We have an idea about what type of diversity is possible for us to have on this campus. --1
- Our community is actively rather than passively concerned about inclusion. --3
- We take creative opportunities to recruit students from different geographical locations. --2
- We work on attracting students of different age groups to Miami.
- We have a foreign language requirement in order to encourage deeper international experiences. --2
- We connect to our Miami tribe heritage. --2
- Diversity is integrated throughout all we do and is not relegated only to special months or events. --2
- Our student body in terms of diversity reflects the society around us.
- We spend time processing what it means to be diverse and whether and how we should aspire to this through conversations and open discussions. --1
- We help students, faculty and staff move past their own cultural comfort zones to face fears and conflict in constructive ways. --1
- We use incentives to encourage cross-cultural and diverse collaborations among members of our community. --1

Commitments

Pamela Lewis: I will continue to speak up about difficult and painful issues even when others look down upon it.

Dave Rosenthal: I commit to develop more service learning and diverse internship opportunities.

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.

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.

Richard Norman: I will make sure that diversity is a visible element of the thinking and action within my division.