Team 3 met on Monday Oct. 1 in 220 Laws from 10-12pm.

Team members present:
Denise Taliaferro Baszile, Jerome Conley, Whitney Womack, Cristina Harris, Zhou Qihou, Terri Barr, Cheryl Young, Gerardo Marnique-Brown, Ron Becker, Ron Scott

Visitors: David Kietges

Inclusive Culture and Global Engagement:
Strengthen a culture of inclusion, integrity (equity) and collaboration that embraces a changing and diverse world and nurtures global connections

Possible Aspiration Statements:

- We aspire to lead the nation in our efforts to foster an inclusive culture where all students engage meaningfully with others by stepping outside their comfort zones and crossing boundaries.

- We aspire to lead the nation in our efforts to foster an inclusive culture where all students learn to act respectfully, responsibly and effectively in and among local and global communities

- We aspire to lead the nation in our efforts to foster inclusive and critical cross-cultural engagement in local and global contexts

Objectives and Metrics:

Team 3 started to work with the AACU Inclusive Excellence scoreboard to identify 4 areas of focus for our objectives. We kept the following format because it allows us to offer some definition and clarification of how we are using certain terms. We have also added a possible strategies area because we believe that innovation is really going to be best articulated on the level of strategy. So we want it to be clear some of the possible ways that our objectives can and should inspire innovation.

Area	Objective	Metrics
• **Access and Equity**: The compositional number and success levels of historically underrepresented students, faculty, and staff. We addressed this in Objective #1 and wanted to stress that we understand "diverse" to represent multicultural and international populations as well as other underrepresented groups on campus, such as access students. We feel that the campus should strive to reflect the diversity in our local and global communities.	By 2020 Miami will achieve equity of representation and outcomes of diverse students, faculty and staff to mirror that of our state (Ohio is roughly 20% nonwhite) OR By 2020 Miami will be ~~viewed as~~ a destination of choice for faculty, staff, and students from a wide range of (diverse) backgrounds and will provide the resources ~~and assets~~ to retain them.	• increase diverse students, faculty, staff and university leadership • increase retention rate of diverse students, faculty and staff • increase graduation rate of diverse student population **Possible Strategies:** • Create Cincinnati mini-campuses in diverse Cincinnati high schools where Miami professors and students engage with hs seniors. • Create a web-based access/mentor program for diverse students organized by current students
• **Cross-cultural engagement through Curricular and Co-Curricular Initiatives:** The quantity and quality of curricular and co-curricular opportunities for students to critically engage with difference by crossing boundaries. We understand "cross-cultural engagement" to include critical engagement with and within	By 2020 every Miami student will engage cross-culturally through curricular or co-curricular learning and reflect critically and intentionally upon those interactions.	• Steady annual increase of students engaging in cross-cultural local and global opportunities (including study abroad, study away, internships, service learning) • increase in the number of innovative learning opportunities that engage students cross-

diverse local and global contexts.		• culturally • increase the number of students participating in study abroad opportunities • Increase the number of students participating in community engagement/internship experiences in diverse local and/or intl communities **Possible Strategies:** • develop interactive websites/programs that seamlessly connect classrooms in Oxford with students, teachers and citizens across the globe.
• **Learning and Development:** Acquisition of content knowledge about diverse groups and cultures, including one's own, and the development of cognitive complexity. We believe that learning about diverse groups and cultures is not only critical for students but for faculty and staff as well	By 2020, every student graduating from Miami University will be required to meet a set of cross-cultural competencies and experiences agreed upon by a committee of faculty across divisions **i.e. acquisition of second language, at least one study abroad and one study away, complete a major project with a diverse group of peers** By 2020, all Miami faculty, staff and administration will participate in at least one professional development experience a year related to cross-cultural engagement	• Steady increase of students meetings competencies/experiences • Increase in the number of innovative professional development opportunities for faculty, staff and administration • Steady increase of faculty, staff and administration participating in PD related to cross-cultural engagement **Possible Strategies:** • Create a university wide committee (with academic and student affairs reps) to devise a list of compts. and exps and the multiple possibilities for students to meet these
• **Campus Climate:** Development of a psychological and behavioral climate supportive of all students, faculty and staff. We believe we must identify and continue to work on specific campus climate issues. Ultimately we expect	By 2020 Miami will develop a strong reputation/brand identity as a university that is inclusive and fosters meaningful cross-cultural engagement.	• Decrease number of incidents of harassment/discrimination reported • Number of campus climate unit self-studies completed • State of the art accessibility for differently

that if we stay on a committed and steady path to achieving the Inclusive culture and global engagement, that campus climate as we now understand it will dissipate		abled persons • Number of campus climate issues identified and effectively addressed. • Number of high school guidance counselors' who identify Miami as an inclusive university. • Number of college-bound school seniors in OH who identify Miami as an inclusive university