

3-17-2017

## 2017-03-17 Minutes of the Academic Senate

University of Dayton. Academic Senate

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Approved Minutes  
Meeting of the University of Dayton Academic Senate  
17 March 2017  
Kennedy Union Ballroom, 3:30-5:30 pm.  
Joseph M. Valenzano III, President

Present: Jason Pierce, James Robinson, Joe Valenzano, Caroline Merithew, Todd Smith, Carissa Krane, Shuang-ye Wu, Lee Dixon, Laura Leming, Jeanne Holcomb, Mark Bain, Jim Dunne, Rebecca Wells, Mark Jacobs, Corinne Daprano, Phil Anloague, Mary Kay Kelly, Eddy Rojas, Charles Edmonson, Markus Rumpfkeil, Deo Eustace, Andrew Strauss, Dori Spaulding, Kathy Webb, Emily Hicks, Ann Biswas, Mateo Chavez, Paul Benson

Absent: William Trollinger, Joel Whitaker, John Goebel, Minh Ho, Jeffrey Zhang, Matthew Peters, Kevin Kelly, Elizabeth Kelsch, Ben Bonne, Andrea Seielstad, Amy Krug

Guests: Amy Anderson, Bro. Ray Fitz, S.M., Lawrence Burnley, Miranda Hallett, Patty Alvarez, Chris Schramm, William Fisher, Chris Agnew, M.E. Dillon, Paul Vanderburgh, Carolyn Phelps, Alex McSwain, Jim Farrelly, Kim Trick, David J. Wright, Camilo P'erez-Bustillo, Wiebke Diestelkamp, Emily Haynes, Lauren Durnwald, Patsy Bernal-Olson, Ellen Fleischman, Sandra Yocum, Krystal Warre, Sayeh Meisami, Samantha Mayne, Theo Majka, Julia Hall, Deb Bickford

1. Opening Prayer: Mateo Chavez
2. Minutes of 17 February 2017
  - a. Approved with corrections by unanimous consent.
3. Minutes of 28 February 2017 Special Meeting
  - a. Approved by unanimous consent.
4. DOC 2017-01 Clinical Faculty Promotion Policy Procedural Question
  - a. Joe Valenzano presenting
    - i. The necessity of a ranked faculty vote (required by Senate Constitution for all matters relating to academic freedom and tenure) on this new policy was discussed.
    - ii. Motion was made and seconded that the vote on this issue should be conducted by closed ballot.
      1. Motion failed (9 For, 16 Against, 2 Abstained).
    - iii. Motion was made and seconded that a vote of the ranked faculty should be conducted for DOC 2017-01.
      1. Motion failed (1 For, 21 Against, 5 Abstained).
    - iv. The cover page of DOC 2017-01 will be revised to reflect this decision.
5. SAPC Report on Diversity and Inclusion Efforts on Campus

- a. Jeanne Holcomb presenting
  - i. Eye-opening to the faculty members of the committee that they were not very aware of all the activities around diversity and inclusion that take place on campus.
  - ii. Observations include a lack of systematic implementation or assessment across campus.
  - iii. CAP is one area that the Senate has authority to effect change
  - iv. Recommendations include Academic Senate liaison with Dr. Burnley's office.
  - v. Communication is a challenge across campus, particularly with faculty
  - vi. See Appendix A for full report.
- 6. University Response to Federal Executive Orders
  - a. Bro. Ray Fitz, S.M., Amy Anderson, Larry Burnley, and Miranda Hallett presenting
    - i. See Appendix B for handout and slides.
    - ii. Immediate concern was for those known to be from the 6-7 affected countries
    - iii. Building on work already being done prior to executive orders
    - iv. Working Group has been formed
    - v. Meeting notes will be available to campus
    - vi. Building on Marianist foundation/statement on human dignity
    - vii. "Sanctuary" does not have a legal definition; UD does not hand over information without subpoena
    - viii. Anyone who is confronted with federal officers looking for information on faculty staff, students should refer them to General Counsel
    - ix. This is opportunity to institutionalize what we are already doing; show our sustained support
    - x. This will be a continued discussion
- 7. Committee reports
  - a. APC (Markus Rumpfkeil)
    - i. Post-tenure review process fact-finding continues. Members of APC will meet with Chairs Collaborative soon to discuss.
  - b. FAC (Carissa Crane)
    - i. The application of the "100% rule" is being discussed. Its relationship with the outside employment policy will be reviewed.
  - c. SAPC (Jeanne Holcomb)
    - i. The report on diversity and inclusion activities on campus has been submitted.
  - d. ECAS (Joe Valenzano)
    - i. The procedural issue with the clinical faculty promotion policy has been discussed.
    - ii. John McCombe presented an update on the University Honors Program.

- iii. Two new undergraduate certificate proposals have been reviewed. One was sent back to the originators with questions. The other was referred to the APC.

Respectfully submitted,  
Emily Hicks, Secretary to the Academic Senate 2016-2017

## Appendix A

### **Summary**

#### *Overview of Charge*

In the Charge given to the SAPC in October 2016, we were tasked with identifying efforts currently underway across campus, relating to the climate for diversity and inclusion. We were furthermore asked to recommend actions the Senate could consider undertaking to help improve the climate for diversity and inclusion on campus.

#### *Key Observations*

- UD has many initiatives currently underway that strive to contribute to a climate that supports diversity and inclusion. Engaging in systematic review processes would give us indicators of the impact that is being made.
- Based upon our consultations, there are a number of opportunities to enhance the campus climate such that diversity, equity, and inclusion are key characteristics. The consultations largely reflected enormous efforts by many staff and students, but a lack of broad faculty participation or integration. The opportunities listed below and detailed in the following pages are meant to serve as an exploration of possibilities to address this gap.
  1. Develop more professional development opportunities.
  2. Develop mechanisms for helping faculty and teaching assistants consider diversity, inclusivity, and equity in the classroom.
  3. Embed diversity, equity, and inclusion into T&P, merit review, and post-tenure review.
  4. Implement mandatory training related to diversity, equity, and inclusion for search committees.
  5. Integrate various staff with expertise in areas related to diversity, equity, and inclusion into curricular opportunities.

6. Create a task force to review wording, implementation, and assessment of CAP components and learning outcomes related to diversity, equity, and inclusion.
7. Implement instruments that assess student attitudes and intercultural competence.
8. Develop funding mechanisms to support faculty and staff in piloting new initiatives, events, and programs.
9. Examine how diversity, equity, and inclusion on campus are interconnected with experiences in broader communities, and how involvement in collaborative and reciprocal partnerships with community organizations could be mutually beneficial.
10. Develop a way to centralize information, so as to facilitate university-wide awareness and engagement with the programs and available resources.
11. Consider mechanisms for building more extensive collaborative relationships between staff, faculty, and students.

#### *Recommendations*

1. There should be a representative from the Academic Senate working closely with Dr. Burnley's office.
2. ECAS should forward the enumerated opportunities to the appropriate offices or committees for further examination.

### **Detailed Report**

#### *Limitations*

- Identifying current initiatives was a bit problematic, because there is such a high level of activity regarding new programs and initiatives related to diversity, equity, and inclusion. Rather than attempting to offer a complete inventory of everything occurring across campus, we approached this charge by engaging in preliminary consultations and providing suggestions for further consideration.
- It also became apparent that perhaps a committee comprised of faculty and students was not the strongest committee for identifying current initiatives, because a significant amount of the work related to diversity, equity, and inclusion is done by staff. We did our best to ensure their voices are reflected in this report.
- The observations contained in this report are not based on any kind of program evaluation or impact assessment. We fully recognize the need for a more thorough assessment of current programs and data based decision-making. That was beyond the scope of this charge.

### *Framing*

- This report does not consider available data regarding issues related to diversity, equity, and inclusivity on UD's campus or in the broader context of higher education. We did not attempt to define the problem; rather, we used UD's explicit commitment to diversity, equity, and inclusion as the starting point. Guided by principles such as the dignity of every person, social justice, and inclusive excellence, we operated under two assumptions: 1) There is always room for reflection and improvement, and 2) Data collection and analysis was beyond the capacity of this committee.
- In discussions of this charge, it became apparent that we do not have a consistently used definition of diversity. For the scope of this work, we focused on areas of difference that are embedded within broader systematic patterns of oppression, including race, gender, sexual orientation, religious affiliation, and ability. This 'listing' approach is not meant to be exhaustive of all the relevant areas of diversity, nor is it meant to provide said definition; rather, it is simply meant to provide some context regarding the Committee's approach.
  - o It was beyond the scope of this charge was creating a definition or conceptual framework for the terms diversity, equity, and inclusion. We fully support work that moves in that direction, as coordinated efforts that have lasting impact will need to be based on shared understandings.

### *Notes on process*

- After receiving the charge in October 2016, the members of SAPC created a list of possible people with whom we thought it would be fruitful to consult, and we developed a list of guiding questions to provide a framework for those consultations (see Appendix A). Exclusion from the consultation process was not intentional, nor is it any indication of a perceived lack of value of the work being done. Time was a significant constraint, as there are almost innumerable individuals across campus involved in work related to diversity, equity and inclusion.
- The following people were consulted between October 2016 and February 2017:
  - o Patty Alvarez, Assistant Dean of Students and Director of Multicultural Affairs
  - o Larry Burnley, Vice President for Diversity and Inclusion
  - o Laura Gentner, LGBTQ+ Support Services

- Kristen Keen, Assistant Dean of Students for Education, Support, and Student Empowerment
- Steve Mueller, Assistant Vice President of Health & Wellness and Director of the Counseling Center
- Chris Schramm, Associate Vice President and Dean of Students
- Brett Slaughenhaupt, SGA, Chair of the Special Programs Committee
- Crystal Sullivan, Director of Campus Ministry
- Kathleen Watters, Interim Director of the Women's Center
- Ryan Wray, SGA, Director of Campus Unity
- A draft of this report was circulated to all those with whom we consulted. It was also sent to various other parties on campus from whom we sought feedback, including:
  - Amy Anderson, Executive Director, Center for International Programs
  - Deb Bickford, Associate Provost for Academic Affairs and Learning Initiatives
  - Mateo Chavez, SGA, Director of Academic Affairs
    - Hunter Goodman, Executive Director of the Fitz Center for Leadership in Community
    - Sawyer Hunley, Assistant Provost for CAP
    - Danielle Poe, Associate Dean for Curriculum and Academic Outcomes

### *Guiding Questions*

Attention to diversity, equity, and inclusion is firmly rooted in UD's mission. Guided by principles central to UD's Catholic and Marianist identity, the following questions guided our work:

- How do we build the institutional expectation that everyone contributes to a climate of diversity, equity, and inclusion?
- How do we move beyond initiatives that often feel like an add-on -- an event here and there, a training here, a statement there -- such that diversity and inclusion are interwoven into the foundation of everything we do?
- How do we increase awareness of the efforts already underway, and of resources already available? What tools can be provided to faculty to be more effective in this area?
- How could we envision greater integration and collaboration, so that we are all working together to build an inclusive environment that forms a foundation for the experiences of students, staff, and faculty alike?
- How can we expect students to co-create a diverse and inclusive environment, if faculty do not effectively model or participate in that co-creation?

## Notes

- It is difficult to overstate the significant level of attention being given to diversity, equity, and inclusion in Student Development, Campus Ministry, the Women's Center, SGA, and other areas across campus. We have tremendously talented staff and students who work diligently on issues related to campus climate.
- Many of the recommendations reflect a certain level of scaling up of programs already present on campus, perhaps by integrating with broader professional development programs or with classroom experiences. Resource needs should be seriously considered if such scaling up were desired. It is critical that the appropriate level of human and financial resources be devoted to such efforts.
- It is essential to view diversity as more than adding numbers of people from certain backgrounds to the campus community. We must ensure that all students, faculty, and staff have the appropriate support to help them be successful here. If we rush too quickly into simply bringing people from diverse backgrounds here, but the climate is not truly inclusive, then the risk of potential harm is significant.
- Consideration should be given to strategies for encouraging participation in efforts related to diversity and inclusion. For instance, while it is desirable to encourage participation, it is problematic to force people's participation. Even using a reward system such as PATH points, may inadvertently create the situation where students attend, but are not active participations, and could actually contribute negatively to the event.
- While it is commendable that we have an administrative office dedicated to diversity, equity, and inclusion, it is also important to remember that work related to campus climate cannot be viewed as residing only within one office's purview.
- It is important that we all be willing to confront the proverbial elephant in the room with regards to diversity, equity, and inclusion. We need to develop mechanisms for collecting both qualitative and quantitative data regarding recruitment, retention, and lived experiences, and we must be careful not to dismiss people's lived experiences. An awareness of systems of privilege that operate on campus, and how those might influence perceptions of areas of concern, is critical. We also must be willing to examine diversity, equity, and inclusion on all levels, and through multiple indicators. While most of this report focuses on the



intersections between faculty, staff, and students, there could also be more thorough examinations of equity within each of those groups.

- The three Marianist Universities in the United States have tended to have a very strong connection to place, and there have been strong connections between the places they are located and the students they serve. Perhaps it could be considered how our Catholic and Marianist mission, and our efforts to promote diversity, equity, and inclusion, intersect with our relationships with the local context.

#### *Detailed Opportunities for Consideration*

*In offering more detail on these opportunities, we have included information gathered through the consultations as well as examples from other institutions. These examples are not meant to serve as an exhaustive inventory; rather, they are meant to serve as examples that could have some merit upon further review.*

1. Develop more professional development opportunities, perhaps including diversity, equity, and inclusion into New Faculty Orientation, faculty retreats, or other faculty development programs.
  - These could occur at all levels, including the department, within each School and College, and across campus. ○ Faculty are invited to participate in programs such as Green Dot Training and Ally Training, but faculty participation in these programs is considerably lower when compared to student and staff participation. In this case, there are already programs in place, but faculty engagement is lacking. ○ There seem to be structures in place upon which we could build. For instance, could diversity, equity, and inclusion be built into the breakfasts for first-year faculty? Or could we develop a program for the second or third year that focused on diversity, equity, and inclusion? Or perhaps use a model similar to the Marianist Educational Associates program, where faculty and staff could participate and continue meeting over time?
    - The Libraries' Professional Development Team may also be a model for other areas to consider.
  - Professional development and training for graduate students should also be considered. ○ Many programs seem to address one aspect of inequality at a time, such as sexual orientation, gender, or race. However, we could also consider programs that examine the mechanisms through which inequalities are maintained, such as through microaggressions or language.

- Here is one example, from the University of Maryland: <http://www.diversity.umd.edu/TrainingMenu.pdf>
  
- 2. Develop mechanisms for helping faculty and teaching assistants consider diversity, inclusivity, and equity in the classroom through syllabi, course readings, selection of guest speakers, and classroom practices.
  - For example, there is already a Green Dot Faculty Toolkit, as well as resources for helping faculty consider accessibility in the classroom.
    - [https://udayton.edu/studev/dean/greendot/greendot\\_resources.php](https://udayton.edu/studev/dean/greendot/greendot_resources.php)
    - <https://udayton.edu/ltc/learningresources/facultyandstaff/index.php>
    - Would it be possible to develop similar toolkits, relating to other areas?
  - The Libraries Diversity and Inclusion committee is another relevant resource.
  - Diversity Across the Curriculum, Teaching a Global Student Community, the Global Education Seminar, and the LTC Faculty Development Fellow are examples of existing initiatives.
  - Student Development has some tools, such as the multicultural framework and reflection and planning tool that could be helpful.
  - “Five Tips for Embracing Classroom Diversity”: It could be possible to email out articles such as this one, or to have a workshop related to its content before classes started.
    - [https://www.higheredjobs.com/articles/articleDisplay.cfm?ID=1101&utm\\_source=11\\_30\\_2016&utm\\_medium=email&utm\\_campaign=Insi+derUpdate](https://www.higheredjobs.com/articles/articleDisplay.cfm?ID=1101&utm_source=11_30_2016&utm_medium=email&utm_campaign=Insi+derUpdate)
  
- 3. Embed diversity, equity, and inclusion into T&P, merit review, and post-tenure review.
  - Pomona College is one example where contributing to inclusive classroom environments have been included in review criteria.
    - <https://www.insidehighered.com/news/2016/05/23/pomona-moves-madeiversity-commitment-tenure-requirement>
  
- 4. Implement mandatory training related to diversity, equity, and inclusion for search committees.
  - While the College of Arts and Sciences does have Equity Advisors who have guided discussions for

search committees, as well as review committees, it does not seem to have been systematically required, nor has it been University-wide. ○ The School of Engineering also has Equity Advisors.

5. Integrate various staff with expertise in areas related to diversity, equity, and inclusion into curricular opportunities, such as first-year courses or senior capstones.
  - OMA has partnered with the Department of Communication, and they have embedded dialogue skills regarding relevant social issues into first-year courses.
  - There are also many opportunities to have guest speakers come to class through Don't Cancel Your Classes and Partners in the Classroom workshops through the Division of Student Development. ○ Barriers that exist when staff have the expertise and desire to teach full creditbearing courses should be identified, as should opportunities for reducing said barriers.
6. Create a task force to review wording, implementation, and assessment of CAP components and learning outcomes related to diversity, equity, and inclusion.
  - For example, see the letter attached in Appendix B, which highlights some of these concerns. ○ Assessment of the Diversity SLO is critical. Can we fully address the question of whether or not these classes are having the intended impact?
7. Implement instruments that assess student attitudes and intercultural competence, as well as changes in such indicators over time.
  - The School of Education and Health Sciences and the School of Engineering have already been doing this, but, again, we do not see systematic implementation of such efforts.
8. Develop funding mechanisms to support faculty and staff in piloting new initiatives, events, and programs. ○ The College of Arts and Sciences' recent Inclusivity in the Classroom Request for Proposals offers one example.
9. Examine how diversity, equity, and inclusion on campus are interconnected with experiences in broader communities, and how involvement in collaborative and reciprocal partnerships with community organizations could be mutually beneficial.
  - Any such considerations, evaluation of current programs, or development of new programs, should be done in close

coordination with the Fitz Center and Karen Velasquez, Director of Experiential Learning, and should emphasize best practices.

10. Develop a University-wide calendar and other mechanisms to facilitate communication.
  - Development for a website to help coordinate information is already underway, but the issue of communication regarding events and resources, as well as the lack of a University-wide calendar were repeated themes in the consultations.
    - A University-wide calendar could include holy days of all major religious traditions.
  - It is notable that the Commitment to Diversity and Inclusion: Social Justice Resource is an available resource
    - [https://www.udayton.edu/international/connect/faculty\\_staff/socialjustice.php](https://www.udayton.edu/international/connect/faculty_staff/socialjustice.php)
  
11. Consider mechanisms for building more extensive collaborative relationships between staff, faculty, and students.
  - Community Means Everyone, an initiative created in partnership with Laura Getner, the coordinator for LGBTQ+ services, and SGA, is particularly noteworthy, and could be one area of opportunity for broader collaboration between students, staff, and faculty.
  - Similarly, Creating Inclusive Communities is an intentionally collaborative group of students, staff, and faculty.
  - Opportunities for promoting stronger integration of international students could be explored.

### *Conclusions*

- It is important to recognize the significant amount of time and energy that many staff and students have dedicated to issues related to diversity, equity, and inclusion. Two recurring themes throughout the consultations were a lack of faculty knowledge or participation, and a lack of integration of staff, students, and faculty. There are many programs and opportunities already in place, but they seem isolated to particular areas, with little integration across campus, and faculty participation is completely optional in nature.
- Dr. Burnley has made it clear that strategic planning, as well as evidenced based decisions and practices, are key components of intentionally and effectively building a climate that is characterized by diversity, equity, and inclusivity. We are in full support of those plans,

and offer these suggestions based on our observations. It is our hope that this report might offer some conversation starters and that the Senate will be able to work collaboratively with Dr. Burnley and others across campus as we continue to work on issues related to diversity, equity, and inclusion.

## Appendix A

What is the overall goal of consultations?

- To help us identify current efforts related to diversity and inclusion (especially those related to students)
- Identify ways for greater involvement/contributions by faculty (in collaboration with student development and others) to support/strengthen our campus climate with respect to diversity and inclusion.

What are key questions we should be asking during the consultations?

- What areas of faculty contribution have been most helpful/supportive in achieving a healthy campus climate?
- What areas would most benefit from greater faculty engagement around diversity and inclusion?
- What suggestions/recommendations do you have for advancing the role of Academic Senate and the faculty in supporting/strengthening our campus climate for diversity and inclusion?
- What information/advice would you like all faculty to have when dealing with diversity and inclusion issues for students?

## Appendix B

**January 21, 2017**

**Dear Jeanne and other members of SAPC,**

**I am writing, as promised, to articulate my concerns about the Faith Traditions component of the CAP document. For ease of reference, I have included below the course description and the HIR learning outcome, upon which the course is based.**

### **Under “Learning Outcomes”**

**2. Faith traditions:** All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative and critical inquiry regarding major faith traditions.

Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices and spiritualities. Students’ abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.

### **CAP course description**

**Faith Traditions:** The course on faith traditions is designed to encourage students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context. Courses satisfying the faith traditions component may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students’ ability to examine their own faith commitments and to participate in dialogue with other faith traditions. The courses will: 1) place religious traditions within their historical context; 2) examine their philosophical foundations or the internal logic of religious thought, language, and practice; 3) compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices; or 4) examine a religious tradition with which students are unfamiliar (e.g., a non-Christian tradition).

**I believe that the Faith Traditions course, as articulated in our CAP documents, doesn’t support the diversity initiative as well as it could.**

**It appears that the original motivation for the course was to require students to learn about religious traditions beyond Christianity. The course was originally proposed with the title “Diverse Religious Traditions” and there are remnants of this initial idea in the objective. Note that the course is meant to develop students’ ability “to participate in dialogue with other faith traditions.”**

The problem is that a course can meet this requirement without treating of any religion beyond Christianity, as long as one of the above four requirements are met.

**In this political climate, when violence against and hatred towards Jews and Muslims are soaring, it is imperative that students learn about religions that are not their own. But our students can in theory pass through CAP without learning about another religious tradition.**

**I also object to the notion that students can develop their ability to dialogue intelligently and respectfully by understanding their own tradition. Knowledge of one's own tradition does not translate into sensitivity for others, even if one's tradition encourages love and respect for all. This is because sensitivity requires us to set aside what we know, or what we think we know, to allow witnesses of other religions/philosophies to describe their tradition in their own terms. Quite simply, failure to do so gives way to prejudicial assumptions and encourages paternalism. We must guard against the notion that the ability to engage intelligently with others involves nothing beyond understanding our own religious tradition. It is so much harder than that! And I would like the CAP document to reflect the importance and challenge of developing students' respect for others.**

**I have other concerns relating to our diversity charge. One concern I have regards the presumption, articulated in the learning outcome and CAP component, that students have "faith commitments." Being an atheist doesn't require a faith commitment, since for many people God is not in their purview. To make examination of one's faith commitments a central learning objective of the class is to treat those lacking commitments as marginal to our academic community, which fundamentally contradicts the idea of a community that welcomes a diversity of perspectives. Another concern I have regards the title of the CAP component. I wonder whether "Faith Traditions" may not be the best way to describe world traditions. There is some controversy, for instance, on whether Judaism is a faith tradition. I was raised to think it isn't. It is not clear to me that categorizing Hinduism and Buddhism as faith traditions hits the mark either. But I will have to defer to others on whether the title demonstrates respect for other traditions, or whether it views other traditions through the lens of Christianity.**

**Respectfully yours,**

**Myrna Gabbe**

## Appendix B

### *Summary of Campus Preparations for and Actions in Response to the Immigration-Related Executive Orders<sup>1</sup>*

#### OVERVIEW IMPACTED POPULATION

- Approximately 50 students, faculty and staff, and more than 70 dependents and spouses, are from five of the seven countries listed in the order. All the students are pursuing degrees in the College of Arts and Science and/or the School of Engineering. Majority are graduate students.
- Small number of DACA or known undocumented students.
- Students, staff and faculty from other countries, particularly those from other majority-Muslim or Latin American countries, as well as many US Citizens, allies, friends and extended family are also experiencing uncertainty and stress.

#### PRESIDENT SPINA

- Joined the Association of Catholic Colleges and Universities [Statement on Executive Order](#), along with more than 140 Catholic and higher education organizations
- Joined with more than 600 college and university presidents in an American Council on Education [letter to the new Secretary of Homeland Security as well as a second letter that should go to DJT next week requesting support for DREAMERS](#).
- Posted a [message to the campus community](#) and shared personal reflections in his blog, [Our Values Guide Us](#).
- Attended a meeting with international students from the impacted countries to listen to their concerns and express University support
- Formed a working group with student, faculty, staff, administration and Marianist representatives to make additional recommendations. Group is actively meeting and developing priorities for the remainder of the semester. The members of the working group:
  - Larry Burnley, vice president for diversity and inclusion
  - Ellen Fleischmann, professor of history and Alumni Chair in Humanities;
  - Miranda Hallett, assistant professor of anthropology
  - Sayeh Meisami, assistant professor of philosophy



- Camilo Pérez-Bustillo, executive director of the Human Rights Center;
- Amy Anderson, executive director of the Center for International Programs;
- Patty Alvarez, assistant dean of students and director of multicultural affairs
- Camila Robles, human rights and French major
- Leena Sabagh, international studies and human rights major
- Brother Raymond Fitz, S.M., Fr. Ferree Professor of Social Justice

#### PROVOST'S OFFICE

- Contacted all directly impacted faculty members and continue to offer support.
- Sponsored a team of three to Washington, DC on March 13 and 14 to participate in NAFSA Advocacy Day. The team included one student from Libya, and two CIP staff members. After a day of preparation, the team met with the Offices of Brown, Turner and Portman. They joined over 400 others from Ohio and across the country to advocate for international education.

#### CENTER FOR INTERNATIONAL PROGRAMS

- Contacted and accounted for all students from the impacted countries
- Sent follow up messages of support to all students from the impacted countries, and another to all international students expressing our continuous support
- Continuing to send messages with updates, as appropriate
- Worked with Provost Office and Legal Affairs to create a web site that provides updates and guidance for students, faculty and staff: [Information on Executive Order](#)
- Briefed Associate Deans and discussed actions at the unit-level
- Created a list of tips and information for faculty and staff to support students during this time
- Held a coffee hour specifically for the students from the impacted countries to listen to their questions and concerns.
- Holding regular coffee hours every other Friday to create an informal space for students to talk and share.
- Building on the NAFSA Advocacy Day project (see Provost Office above), to offer a larger number of voices an opportunity to express

their support for the value of international education and a more globally engaged and welcoming United States, CIP staff organized a companion campaign that offered the campus community the opportunity to sign a postcard to elected officials expressing support.

## STUDENTS

- Held a demonstration of solidarity
- Student Government Association, in partnership with Human Rights Center, Department of Sociology, Anthropology and Social Work, Roesch Library and Welcome Dayton, is presenting a nine-part film series – Films Without Borders - to provide a look into the world of immigrants (all showings from 8-10:30 pm)

Gospel Without Borders or Dying to Live	Tues Feb 14	Sears Recital Hall
Amreeka	Fri Feb 17	ArtStreet Studio B
Which Way Home	Tues Feb 21	KU 331
Shenandoah	Fri Feb 24	ArtStreet Studio B
Who Is Dayani Cristal?	Tue Feb 28	KU 222
A Better Life (or Exodus)	Thurs Mar 9	Roesch Library Collab
The Letter	Fri Mar 10	ArtStreet Studio B
14: Dred Scott, Wong Kim Ark and Vanessa Lopez	Tue Mar 21	Sears Recital Hall
Don't Tell Anyone or American Dreamers	Tue Mar 28	Sears Recital Hall

- Black Law Student Association held a panel to discuss the impacts of the order
- Student Government Associate passed a [resolution](#) expressing support for those affected by the EOs.
- Muslim Student Association hosting “Facing Islamophobia: Building Bridges of Peace and Unity – March 24<sup>th</sup>, 7pm. Sears

## ACADEMIC UNITS

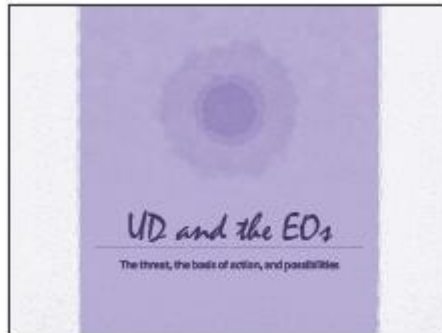
- Law Dean met with all international law students to express support
- SOE created a You Are Welcome Here sign in multiple languages for faculty and staff who are interested to hang in their offices

## CENTER FOR INTERNATIONAL PROGRAMS & INTERNATIONAL/GRADUATE ADMISSION

- Joined with more than 25 universities nationwide to create welcoming videos for international students: [#YouAreWelcomeHere](#).

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<sup>i</sup> Compiled by A. Anderson as of 3.17.2017. This documents may not be comprehensive and contains only those actions which have been shared.



### Why are the EOs a problem?

- They are unconstitutional (even those that are still in effect are being challenged)
- The executive orders will obstruct the work of higher education and public safety at local levels
- Threaten the human rights of refugees and asylum seekers as well as the civil rights of US residents and citizens
- Reinforce harmful and incorrect stereotypes of certain groups, contributing to a climate of fear and divisiveness

### Why should UD respond?

- Our Catholic and Marianist tradition requires us to stand up for the dignity of the human person and the rights of immigrants
- Because global engagement and intellectual exchange are so central to the work of higher education today, the new policies threaten our ability to do our work
- Many of us on this campus are impacted

### This impacts all of us

- Tertiary impacts**
  - Those who are not directly impacted
  - Those who are not directly impacted
- Secondary impacts**
  - Those who have friends and family who are directly impacted
  - People of color and all those most impacted
- Most impacted**
  - Those who are directly impacted, faculty, and staff
  - Those who are directly impacted

### A range of options

- **Priorities:** concrete policies, support systems, but also public stances/claims
- **Policies:** public safety, information sharing
- **Support:** know-your-rights training, legal assistance, emotional and psychological support
- **Public stances:**
  - Sanctuary
  - Immigrant-friendly campus
  - Constitutional haven
    - Safe space
    - Protected space

