University of Dayton

# eCommons

Fall 9-22-2023

# 2023-09-22 Minutes of the Academic Senate

University of Dayton. Academic Senate

Approved Minutes

**ACADEMIC SENATE**

**Meeting**: Friday, September 23, 2023

**Time/Location:** 3:30pm - 5:30pm – KU Ballroom

**Presiding:** Erin O'Mara Kunz, President of the Academic Senate

**AY 23-24 Senators Present:** Vijay Asari, Art Busch, Ali Carr-Chellman, Jason Combs, Lissa Cupp, Jennifer Dalton, Wiebke Diestelkamp, Greg Elvers, Jon Fulkerson, Tim Gabrielli, Colleen Gallagher, Kayla Harris, Nancy Haskell, Melanie Hendrick, Lexie Kemble, Allison Kinney, Gül Kremer, Erin O'Mara Kunz, Suki Kwon, Harold Merriman, Vincent Miller, Mitchell O'Brien, Danielle Poe, Rebecca Potter, Jusuf Salih, Andrea Seielstad, Todd Smith, Andy Strauss, Jaina Utrup, David Watkins, Darlene Weaver, Meredith Wronowski, Hamed Zolbanin

**Absent:** Darden Bradshaw, Trevor Collier, Jacob Cress, Precious Henderson, Addison Masek, Lou Persiani, Joel Pruce, Garrett Sargent, Kathleen Webb, Graduate Student representative (not appointed)

**Parliamentarian:** Greer Glover

**Guests:** Justin Keen, Mary Ziskin, Oliver Ferguson, Tom Skill, Ross Bagieuski, Nate Perny, Kim Conde, Josh Deslich, Neil McLaughlin, Toby Rush, Jana Bennet, Julia Randel, Sabrina Neeley, Corinne Daprano, M. E. Dillon, Semih Bedir, Tchamie Kadja, Emily Holterman, Melissa McLean, Jessica Hoelting, Nichole Rustad, Satang Nabaneh, Teshia Dunn, Amanda Black, Brent Kondritz, Chun Zhang, Davin Carr-Chellman, Monti Moyer, Heather Barhorst, Sam Dorf, Tiffany Taylor, Leslie Picca, Ben Kunz, Carolyn Phelps, Natalie Hudson, Austin Cheney, Eric Spina, Meghan Henning, Lee Dixon, Yue Pan, Jane Koester

**Call to order:** Erin O'Mara Kunz (3:35 PM)

| Agenda Item | Action | Material |
|---|---|---|
| Opening Prayer | Danielle Poe, Dean of the College of Arts & Sciences | |
| Attendance | Sign-in sheets were passed around | |
| Minutes - April 28, 2023 | Approved by unanimous consent | Available here |

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| Announcements | No announcements, round of introductions | |
| Overview of Senate Priorities, AY 23-24 (3:42 pm) | Erin O'Mara Kunz, President of the Academic Senate<br><br>• Overarching goal of making UD a more equitable institution by the end of the academic year<br>• Broad consultation over summer with faculty, staff, and students<br>• Four charges for subcommittees:<br>    o APC: Revise CAP four year review<br>    o FAC: Review paternity leave policy<br>    o FAC: Review workload policy<br>    o SAPC: Review appropriate locations for student policies<br>• ECAS will be working to address concerns related to CAP based on listening tour and also reevaluate policies related to outside work and the 100% rule<br>• Need to assume good faith among colleagues and fellow senators<br>• Focus on simplifying when possible and not making more work for our colleagues than necessary | |
| Shared Governance (3:55 pm) | Darlene Weaver, Provost<br>• Discussion of her views on shared governance in her new role as provost<br>• Likes that UD's governance structure has both students and professional faculty included<br>• Likes the delineation between consultative and legislative authority<br>• Likes the substantive, proactive, thoughtful work occurring in senate<br>• Wants to focus on being consultative, fair across units, managing incorrigible tensions<br>• Encourages a focus on curriculum and policy, and its real impact on students, the university, and resources; wants substantive shared decision making; wants to empower getting information into the hands of everyone<br>• Currently, focused on listening and data gathering<br>• Commitment to earning trust, establishing credibility, active learning, attention to equity, candor, transparency when possible<br>• Asks for candor in return, help on history, leverage newness, and grace in the first year<br>• Understands communication challenges occur, so give the benefit of the doubt and ask for clarification<br>• Desired key takeaway: Here to co-create with the Academic Senate | |
| Culturally Engaging Campus Environments Survey (4:10 pm) | Justin Keen, Director of Assessment and Student-Center Analytics<br><br>Mary Ziskin, Associate Professor of Educational Administration<br><br>• Justin and Mary are representatives from the University Inclusive Excellence Council Assessment Group<br>• Current goal of group is to identify new directions to maximize how equitable and inclusive the university is for all faculty, staff, and students<br>• Using the CECE Survey instrument to identify cultural relevance and | Appendix Item 1 |

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| | cultural responsiveness at UD; previously used with good effect at other universities<br>• E-mail with link to survey is coming Monday, 9/25/23<br>• Responses should be unique links with limited personal information retained<br>• Q: How will online / remote students be included. A: Students will be included and asked to identify unit and program to gather relevant information for this group. Recognize their experience may be different.<br>• Q: Concerns with oversaturation of surveys with students. A: The group recognizes this problem and has specific strategies for encouraging students to respond. Taking extra steps to encourage groups that may feel less safe responding to a survey with demographic content. | |
| UD's National Center for Faculty Development & Diversity (NCFDD) membership (4:22 pm) | Oliver Ferguson, Assistant Director for Inclusive Excellence Initiatives<br><br>• Providing information on UD's membership in NCFDD<br>• NCFDD is an independent professional development, training, mentoring community for faculty<br>• Core curriculum for webinars, live and asynchronous available; Next event October 18<br>• Monday newsletter, once per semester 14-day writing challenge (October 9)<br>• Other benefits: Discussion forums, dissertation support, accountability buddies, webinar library<br>• Anyone with udayton.edu email can sign up<br>• Comment: Senator experience has been positive with program | Appendix Item 2 |
| Blue Sky Update (4:33 pm) | Tom Skill, Associate Provost for Strategic Initiatives and Planning<br><br>• Tom is here in his role as executive sponsor for the Blue Sky initiative.<br>• Since last update to the Academic Senate, put together four teams.<br>• Learning Partner team and Experiential Learning teams did a listening tour on campus over Summer and Fall.<br>• Big picture is still focusing on improving the student experience and identifying differentiation from competitors.<br>• Next steps, LP and EL teams are identifying 2-3 models to circulate, and then identify a pilot project<br>• Bringing in a consulting group to assist in implementation and business process redesign<br>• Q: How are students being consulted in this process? A: Currently building a team for student focus groups to get feedback.<br>• Q: Role of library in this conversation? Currently only on the IT group. A: Has roles in some groups and on consultation list, but Tom acknowledges the critique.<br>• Q: Issues around previous Learning Partner-like initiatives. A: The previous one was with an external partner, and mainly focused on students with specific issues. This one is integrated into university and more holistic. All students should benefit. | Appendix Item 3 |

- Q: How are the needs of underrepresented groups on campus included in this process? A: Part of the process is making sure the new process will allow for tailoring to students needs. This includes reaching out early and often to students with additional help. A target 95% retention rate will require addressing students who need additional academic support.
- Q: Can you address where the 95% retention rate target came from? A: Aspirational institutions are hitting this number. Enrollment management sees this as a number that is in reach, but requires a lot of work. Given mission and focus on student success, thinks we can and should strive to achieve a 95% undergraduate retention. Commitment from Board of Trustees to support a focus on increasing retention.
- Q: Can you address how the Catholic and Marianist Identity has been integrated into the working groups. A: This has been a two-year process and early groups really leaned into mission documents and the need to be true to this identity. Feel like this is "walking the walk" on our identity. For Blue Sky, executive team has a "mission and identity lead" role to keep focus on how potential solutions reflect our mission and values.
- Q: Concerned for the amount of resources and commitment required to do what is proposed well. A: Capacity is of course a constraint. Started with aspirational ideas to identify something that is transformative, and will scale back based on resources. Could have an incremental implementation. Both idealistic and realistic.
- Q: Why not start at backwards design using current resources rather starting with aspirational goals? A: Outside consultant will address some of this. Also feel like this fits the culture of UD. Goal is to develop options and then matching it to resources. The plan assumes there will be additional resources.
- Q: Feel BlueSky has been hard to understand. Is experiential learning really differentiating? And is this really reflective of our best attributes? A: Parts of campus do experiential learning really well. We see how transformative this is for students. This is just one piece of the process, but prospective students are making decision based on these experiences and we would be worse off if we don't try to add more. Understands campus wants to get focus on the What, and this Fall is about getting these models in front of people and getting feedback.
- Q: Concerned about experiential learning becoming high pressure for some groups or privileged for others. A: Current thinking is the learning partners play a role in pressure and support. Also, there has been discussion around financial support for these experiences. Some recognition that we can have impactful experiences for everyone within our resources.
- Q: How will this be integrated into student experiences on campus? Already have many expectations imposed on them. A: Big question internally around connecting academic efforts with current residential and extracurricular activities. Hope learning partners help navigate this or help prioritize it. Don't want to pile on more, want to make it more meaningful.
- Q: How does equity and inclusion fit in with experiential learning? A: Not at stage of design where this can be addressed, but understand this is important and want it to be reflected in the process. Want people at the table for this topic.

| | | |
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| | • Eric Spina: We understand that these initiatives will be expensive. But don't assume we are going to keep doing what we are doing in all dimensions, which means we can divert resources. Another key element to this will be to increase retention rates and graduation rates, which improves our financial resiliency. Finally, by increasing the value of our experience, it will increase our financial resiliency. | |
| Committee Reports (5:16 pm) | APC (Nancy Haskell): Working on our charge related to CAP right now and focusing on what the objective of the review process should be. This will include a lot of consultation.<br><br>FAC (Art Busch): Two charges, but only have started working on the charge related to reviewing the university workload policy. Identifying consultation right now. Will pick up second charge soon.<br><br>SAPC (Tim Gabrielli): Picked up on work from last year and specifically around best location for student related policies (for example, student rights and responsibilities). Survey just went out to SGA, and have consultation with provost, registrar, and student development planned.<br><br>ECAS (Erin O'Mara Kunz): Approved four charges. Working on October Academic Senate agenda. | |

Motion to adjourn: 5:22

Meeting adjourned: 5:22

Appendix Items:

1 – Presentation on CECE Survey that will be sent on 9/25/23

2 – Presentation on NCFDD resources available to university faculty, staff, and students

3 – Presentation on Blue Sky Update for September 2023

Respectfully submitted by Jon Fulkerson, secretary to the Academic Senate.

# Culturally Engaging Campus Environments Surveys

Contact cece@udayton.edu for more details

University of Dayton

# Culturally Engaging Campus Environment Surveys

Students, staff, and faculty will receive an email invitation to participate on **Monday Sept. 25**

Subject: Community and Belonging at UD: Important Survey

**University of Dayton** | **WE SOAR** THE CAMPAIGN FOR THE UNIVERSITY OF DAYTON

Dear Member of the UD Campus Community,

Warmest greetings. As we strive together to become a more inclusive, welcoming, and equitable campus community, it is important that we measure "how we are doing" on a regular basis. As such, I want to invite you to complete a survey that focuses on your experiences at UD. It will take about 20 to 30 minutes. This survey will establish the baseline for UD, as the same survey will be used again in 3 years, and we can see whether our collective efforts to advance the UD community are bearing fruit.

Your responses will be used to help support student, staff, and faculty success across the university. I assure you that your anonymity and confidentiality is paramount, and no one will have any way to track responses to any individual; indeed, what matters are the cumulative statistics.

The link to our "Culturally Engaging Campus Environments" (CECE) survey is:
https://udayton.co1.qualtrics.com/jfe/preview/previewId/d795f80e-ff4b-4cc7-8cd0-8ee2bcfe1951/SV_5cXXgjzg5fupdzM?Q_CHL=preview&Q_SurveyVersionID=current

Note: This link should not be shared with others; it is unique to you.

Your anonymity and confidentiality is important to us:

- Your participation is voluntary, you can skip any question or stop participating at anytime

- Access information about the research here or read FAQs and IRB Materials here

Thank you very much for reading this and participating in this survey; you are helping us to take an important step toward greater inclusivity and belonging for all.

Kind regards,


Eric F. Spina

President

# University Inclusive Excellence Council Assessment Working Group Membership

| | |
|---|---|
| Aja McMichel | Undergraduate Student |
| Anya Galli Robertson | College of Arts and Sciences: Sociology |
| Ikram Hennaoui | Undergraduate Student |
| Ione Damasco | University Libraries: Inclusive Excellence, Engagement, and Operations, Dean's Office |
| Gerica Brown | School of Engineering: Inclusive Excellence Strategic Initiatives |
| Jason Combs | College of Arts and Sciences: Communications |
| Justin Keen (co-chair) | Learning Teaching Center: Assessment and Student Centered Analytics |
| Kevin Gonzalez-Brito | Undergraduate Student |
| Leah Ward | Women's Center |
| Madeleine Lacouture | Undergraduate Student |
| Maninder Kaur | Graduate Student |
| Mary Ziskin (co-chair) | School of Education and Health Sciences: Department of Educational Administration |
| Meredith Wronowski | School of Education and Health Sciences: Department of Educational Administration |
| Mérida Allen | Student Development: Multi-Ethnic Education and Engagement Center |
| Oliver Ferguson | Office of Diversity and Inclusion |
| Sophia Dixon | Undergraduate Student |

**What**: We will administer the **student, faculty, and staff Culturally Engaging Campus Environments Surveys**

**When**: Data Collection Throughout Oct. 2023, Data Use Throughout 2024, to be Complemented by Qualitative Work in 2024 and 2025, Repeated in Fall 2026

**Who**: The **University Inclusive Excellence Council Assessment Working Group**

**Why**: Surface important information on university and unit level inclusive excellence goals and help community members use that information to become a more culturally engaging campus

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# The Culturally Engaging Campus Environments (CECE) Surveys

- Offered by the National Institute for Transformation & Equity (NITE)
- Derived from three decades of published research in higher education
  - Folder of select articles including short form and long form introductions to student survey
- Institutions that have used the surveys and/or NITE consulting include:

| | |
|---|---|
| Butler University | Harvard University |
| Indiana University Bloomington | University of Denver |
| Georgetown University | University of Michigan, Ann Arbor |
| University of San Diego | |

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# Why Do We Study Campus Environments?

## Community

• Every member of our community matters: Their well-being, inclusion, and ability to thrive

## Marianist Mission & Identity

• Marianist emphasis on community, dignity

• Becoming an antiracist university

## Student Success & Inclusive Excellence

• Needed for understanding student success

• Supports us in improving and striving for excellence

Community

Student Success & Inclusive Excellence

UD's Marianist Mission & Identity

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# Decades of student success research

**Focus on**

- Individual student characteristics

- Academic and social integration behaviors

- Experiences of predominantly White, financially dependent, recent high school graduates, enrolled full-time

**Lack of attention to**

- What institutional practices contribute to student experiences and outcomes

- Students' subjective experiences

- The experiences of students with minoritized identities

# Research on Campus Racial Climate & Climate for Diversity

1990s Work, led by Hurtado and colleagues

- 4-component model of racial campus climate: Historical, Compositional, Psychological, Behavioral (Hurtado, et al., 1998)
- Shed light on  the learning that results when students interact with diverse peers
- Attention to students' *subjective sense of belonging* on campus (Hurtado & Carter, 1997)

21st-Century Growth in the Field

- Exploring more specific student experiences (e.g., sense of belonging; intersectionality)
- More focus on institutional practices and environments
- Students' experiences of campus climate as a predictor of sense of belonging

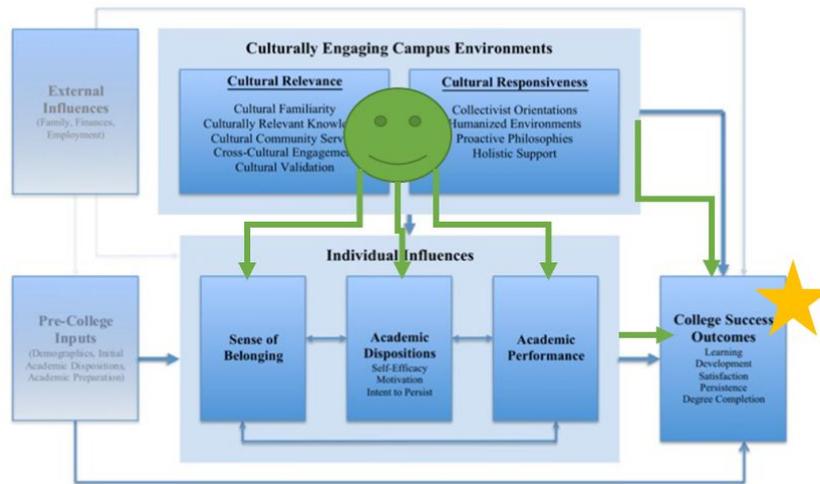# Individuals are more likely to <u>thrive</u> in a positive and culturally affirming campus climate



Figure 1: The Culturally Engaging Campus Environments (CECE) Model of College Success

## Thriving looks like:

➔ I belong here
➔ I know I can be successful here
➔ I want to be here
➔ I am able to demonstrate and grow my talents here

Engaged   Involved   Connected

Contributing   Evolving   Learning

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# Sense of Belonging

"**A perception of feeling supported by, connected to and valued by the campus community," ",a basic human need and motivation, sufficient to influence behavior"** (Strayhorn, 2012)

**Feeling valued for who you ARE**

**Feeling cared about**

**Authenticity**

- Recognition and appreciation of our skills, talents and ways of contributing
- Recognition and appreciation of our intersecting identities
- Mattering

- There are people who know us, and that we know
- Being listened to, and believed
- Mutual trust and respect

- Nice only goes so far
- Genuine interactions
- Being empowered to be, discover, and grow as your authentic self

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**Feeling under- or de-valued, unsafe, unwelcome, and isolated can cause 'cognitive dissonance'**
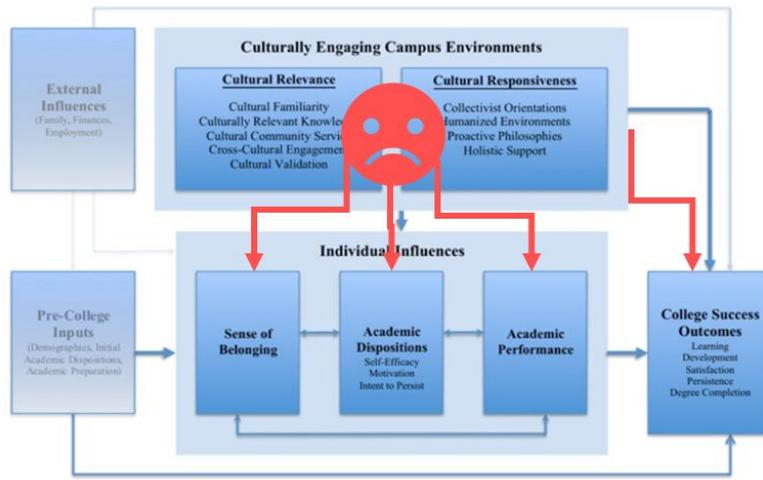


Figure 1: The Culturally Engaging Campus Environments (CECE) Model of College Success

**Cognitive dissonance can look like:**
➔ **Questioning one's reason for being here**
➔ **Questioning one's ability to be successful here**
➔ **Decreasing confidence and/or motivation**
➔ **Seeking acceptance, approval, security, etc. in safer spaces**
➔ **Avoiding spaces, people, things that trigger negative feelings**

Feeling generalized, stereotyped

Feeling ignored or dismissed

Feeling that you, your lived experience, unique perspective doesn't matter

Feeling expected to 'fit into' a specific box, or assimilate
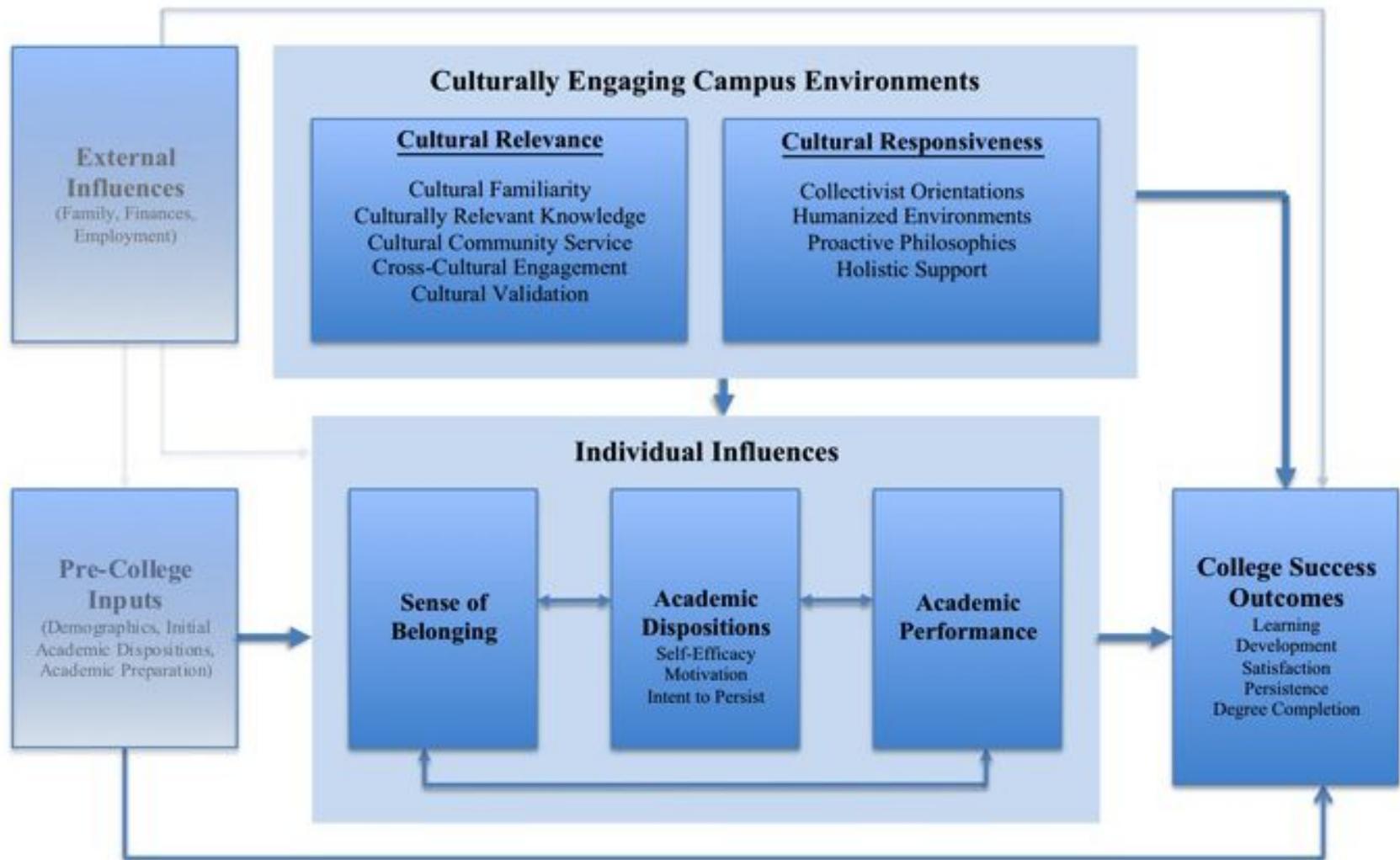
# Culturally Engaging Campus Environments



Figure 1: The Culturally Engaging Campus Environments (CECE) Model of College Success
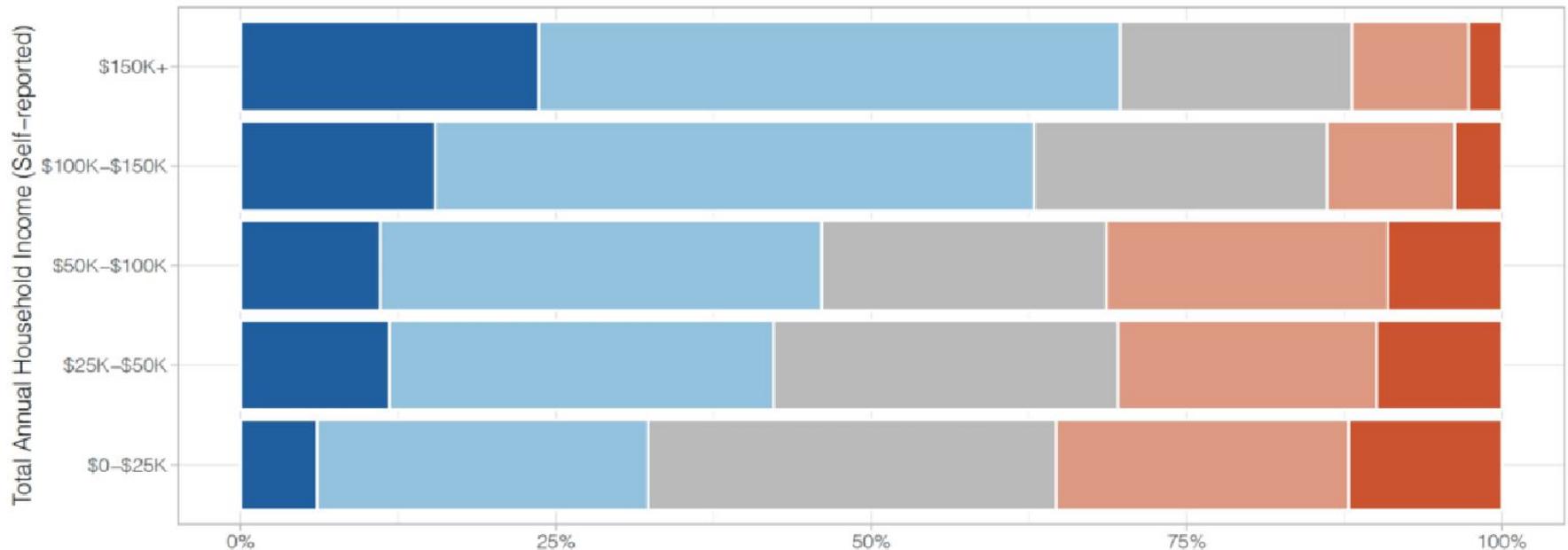
# Select Question Examples

| | |
|---|---|
| **Cultural Familiarity** | It is easy to find people at this institution who understand me. |
| **Culturally Relevant Knowledge**: | My institution supports activities to improve the lives of people in my cultural communities. |
| **Holistic Support**: | People at this institution check in with me regularly to see if I need support. |
| **Belonging**: | I feel like I am part of the community at this institution. |

# Example Finding from Georgetown Survey



Spotlight on Responses by Income/Parental Education Report June 2021
https://oads.georgetown.edu/surveys/cultural-climate-survey-spotlight-reports/

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# Help Get The Word Out

- This document contains [email templates](#) that can be used to encourage participation
- This document contains a [template for hosting time to fill out the survey in meetings](#), courses, or other venues (the survey takes 20-30 minutes to complete)

# Using the Data

- University level planning based on results
- Unit level analysis, engaging units in action planning and intersecting data with their unit level DEI strategic plans
- Shared Interpretation
  - Dialogue Zone conversations
  - Data Galleries
  - Roadshows and facilitated dialogues offered to departments/units/offices

*Ongoing conversations using multiple spaces to talk about and make sense of different aspects of the dataset. What does this mean for who we are? What are we going to do about it?*

# Privacy Protections

*Frequently Asked Questions* *and the* *IRB application* *with detailed procedures describing the general protections below will be included as links in the email invitations.*

In Summary:

- Your participation in this research is voluntary.
- You can skip any question or stop participating at any time for any reason.
- All of the information you tell us will be confidential. No identifying information will be included in any report of these results. We will not share or publish information for groups with less than 10 participants in order to ensure that your responses cannot be linked to you via demographic questions you respond to.
- We will not collect identifying information.
- We will not share the data set beyond the members of the committee and methodological advisors to the committee who are participating in data analysis
- Equity and Compliance will assist with analysis of open ended questions to provide an additional layer of protection when identifying information is self-disclosed
- The survey ask a series of questions about what cultural and social identities you identify with and how you have been treated at UD. These questions can be quite personal but will provide important information for advancing inclusive excellence at UD. We support your decision to respond, skip, or select 'I prefer not to respond' to any question.

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National Center for Faculty
**Development & Diversity**

# Overview of NCFDD Institutional Membership

# About the National Center for Faculty Development and Diversity (NCFDD)

The NCFDD is an independent professional development, training, and mentoring community for faculty, postdocs, & graduate students from over 500 colleges and universities.

The NCFDD is 100% dedicated to preparing the next wave of academic leaders for success to change the face of power in the Academy.

National Center for Faculty
**Development & Diversity**

# About the NCFDD

- NCFDD partners with colleges and universities to provide virtual professional development and mentoring.

- Our programs and services are designed by academics, for academics, with a focus on research and writing productivity and work-life balance.



The NCFDD Team

National Center for Faculty
**Development & Diversity**

# Resources: Core Curriculum Webinars

Our Core Curriculum webinars teach 10 Key Skills for thriving in academic positions.



**Next Session**
Skill #9: *"How to Engage Healthy Conflict"*
October 12, @2-3:30 pm

National Center for Faculty
**Development & Diversity**

# Resources: The Monday Motivator

**Our most popular membership resource!**

The Monday Motivator is a weekly productivity email introducing a bite- sized element of our Core Curriculum along with concrete, actionable strategies to implement in the week or semester ahead.



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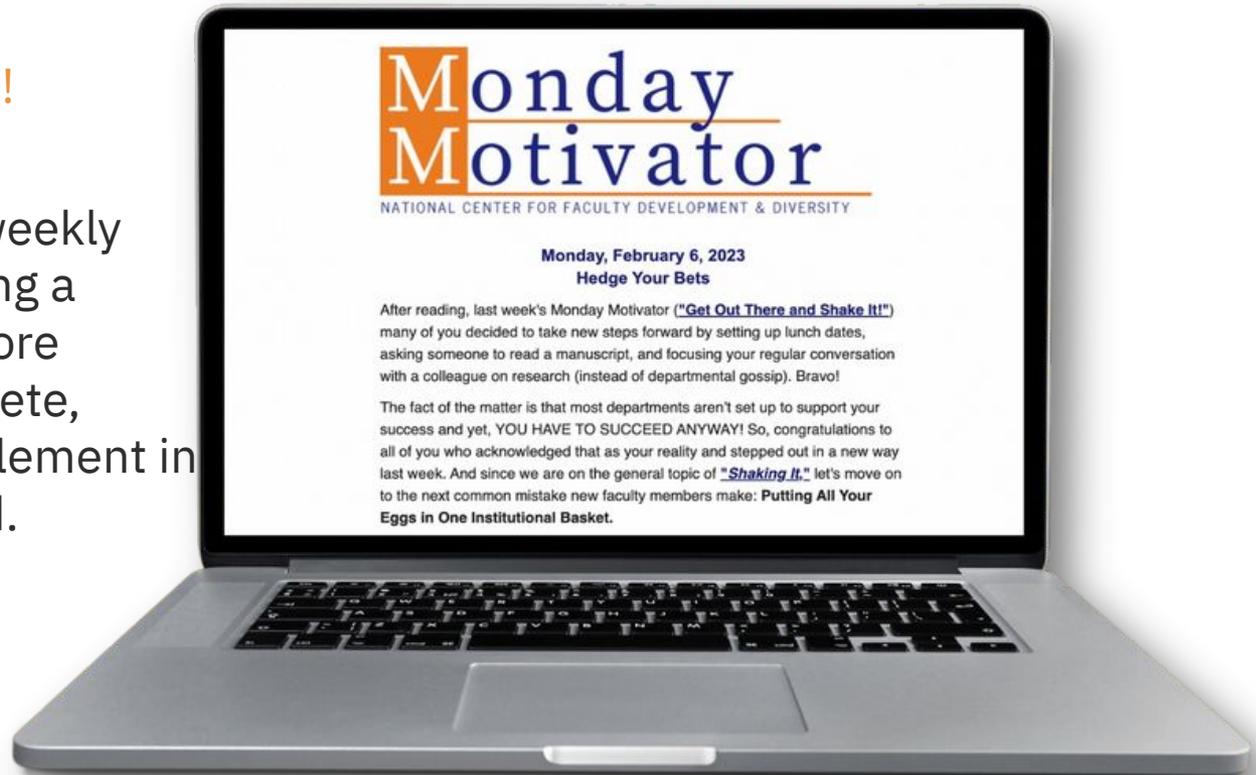
# Resources: Guest Expert Webinars

## Example titles include:

- Academic Motherhood: How Faculty Manage Work and Family.

- Students and Mentees Creating a Culture of Support for All Faculty Moving from Associate to Full Professor

- Writing for a Broader Audience: How to Convey Complex Ideas in Clear, Accessible Prose

- Equitable, Accessible, and Inclusive Teaching Practices

**Next Session**
*"5 Secrets to a Super-Productive Semester"*
October 18, @2-3:30 pm

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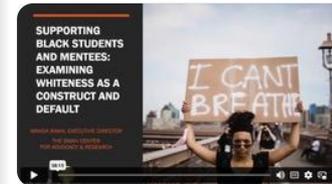
# Resource:14-Day Writing Challenge

- Every semester, members are invited to join a 14-Day Writing Challenge.
- It provides the opportunity to experiment with daily writing, online community, and supportive accountability on our WriteNow platform.
- Participants can also look forward to a daily dose of encouragement in their inbox from the NCFDD Team.

- **NEXT CHALLENGE:** *Oct. 9 - 22*



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Development & Diversity
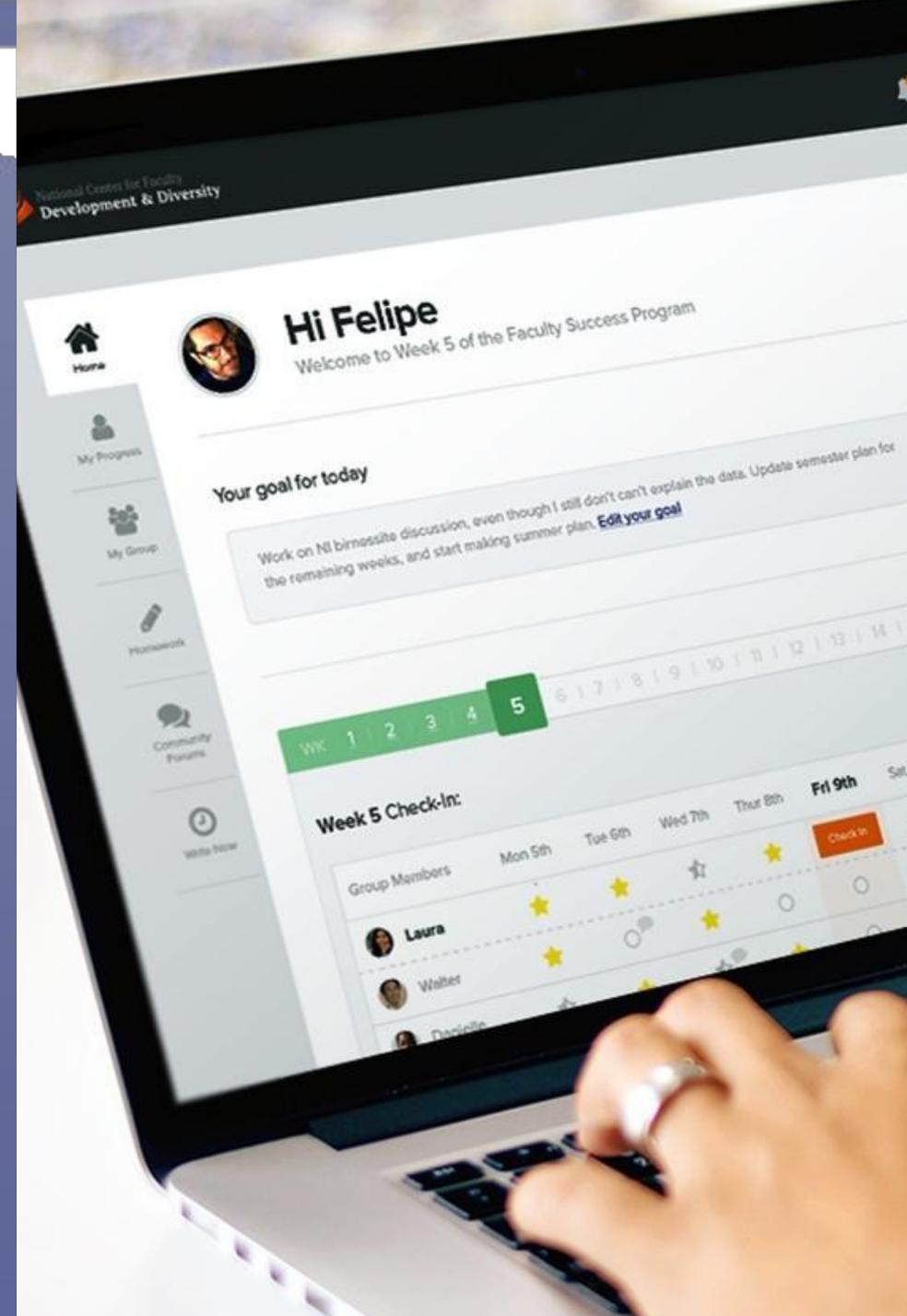
# Additional Member Benefits



- Access to our Discussion Forums, including monthly writing challenges

- Dissertation Success Program for advanced graduate students

- Accountability Buddy matches

- Access to our continuously growing Webinar Library including hundreds of hours of professional development training

- Priority Registration and discounted tuition for the Faculty Success Program (FSP) for sponsoring offices

**National Center for Faculty Development & Diversity**

*On demand access to the mentoring, accountability and support you need to thrive in the academy.*

**National Center for Faculty Development & Diversity**

**To Redeem your account!**

**SCAN ME**

**Membership Benefits:**

- *The Monday Motivator* delivered to inbox weekly

- Monthly *Core Curriculum* Webinars

- Guest Expert Webinars

- Multi-Week Web Courses

- NCFDD's library of all previous webinars

- 14-Day Writing Challenges with *WriteNow* accountability tracking

- Peer-mentor ("buddy") matches by request

- *Dissertation Success Curriculum* for grad students

# **Work Completed this Summer**
## (Jun. 2023 - Aug. 2023)

- Launched leadership team and workstream teams; invited participation of over 100 campus Subject Matter Consultants to provide insight into current processes

- Learning Partners (LP) met with: Flyer Promise, Dean of Students, MEC, Counseling, AVIATE, Vocation, Student Support, CAS, SBA, GIA, SEHS, AALI, SOE, Student Recruitment, Advising Council. Two notable themes from these conversations:

  - The placeholder term "Learning Partner" will be reconsidered as the facets of this role are more clearly defined.We'll be soliciting campus input about options.

  - Faculty and staff from across campus reported that our students need more support during their UD journey

- Experiential Learning (EL) met with StuDev, SOE, Teacher Education; by 9/27 will meet with CAS, Research & UDRI, Education Abroad/GIA, Community-Engaged Learning, Health and Sport Science, and SBA.

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# Next steps
## (Sept. 2023 - Dec. 2023)

- Complete initial interviews with campus SMCs

- Engage consultant support to summarize / analyze interview findings and complete mapping of current processes.

- Generate 2-3 potential EL & LP implementation models to assess for feasibility and share with campus for feedback.

- Blue Sky Executive Sponsors, in consultation with academic Deans and the Blue Sky Leadership Team, will affirm the most promising models for pilot evaluations.

- EL and LP teams will draft plans to pilot approved models in 2024.

- Continue to gather feedback from campus throughout the semester, including on pilot models (once identified).

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# Next Steps
## Blue Sky Facilitation Partner (late Sept. start)

**SIG HE Technology Consultants (www.sigcorp.com)**

- Extensive expertise in business process mapping / analysis, technology requirements & project management
- Deep experience working with higher education

**Key Deliverables**

- Business process workshops with campus stakeholders
    - Current / future state process maps
    - High-level action plan for future-state processes
    - Options for new models and scalability
- Technology requirements
- Roadmaps for pilots
- Plan for creating policy and process documentation

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# What are ways the community can provide feedback today?

- Send an email to [bluesky@udayton.edu](mailto:bluesky@udayton.edu)

- Contact your unit leader

- Contact your academic senator

- Visit the [Blue Sky Porches site](#) for updates and periodic requests to provide feedback on specific topics