

FLYERS PLAN FOR COMMUNITY EXCELLENCE



UNIVERSITY INCLUSIVE EXCELLENCE COUNCIL SUMMARY REPORT 2021

AN UPDATE ON THE UNIVERSITY OF DAYTON DIVERSITY,
EQUITY AND INCLUSION STRATEGIC PLAN 2020-24



**THE UNIVERSITY OF DAYTON
REAFFIRMS OUR CONVICTION
THAT DIVERSITY, EQUITY AND
INCLUSION ARE INEXTRICABLY
LINKED WITH EXCELLENCE.**

Launched in the 2020 spring semester, both the *Flyers Plan for Community Excellence* and the newly formed University Inclusive Excellence Council (UIEC) were disrupted by the unprecedented challenges presented by the coronavirus pandemic. Despite these challenges, the University community was—and continues to be—resolute in its commitment to advance inclusive excellence for the common good.

It is the intersection of UD’s Catholic and Marianist mission and vision and the conceptual framework of inclusive excellence that serve as the basis of this declaration by President Spina:

“As a Catholic and Marianist University, we believe in the intrinsic value and dignity of each person as created in the image and likeness of God. In light of our identity, mission and values, the University of Dayton reaffirms our conviction that diversity, equity and inclusion are inextricably linked with excellence.”

Grounded in this mission and identity, the University recognizes and embraces the principle of inclusive excellence, which posits “that diversity, equity and inclusion are fundamental to academic and institutional excellence. Inclusive excellence requires a comprehensive, cohesive and collaborative alignment of infrastructure, resources and actions.

The Flyers Plan for Community Excellence is guided by the core principles of UD’s mission and identity as a Catholic University in the Marianist tradition of education grounded in Catholic Social teaching.

AS A CATHOLIC UNIVERSITY ↔ MARIANIST IDENTITY AND TRADITION OF EDUCATION ↔ CATHOLIC SOCIAL TEACHING

A common search for knowledge based on the belief that truth is ultimately one and can be more fully known through both faith and reason

Excellence in integrated learning and scholarship

An appreciation for the ways in which people, creation, communities and ordinary things in life manifest in a sacramental manner the mystery of God

An education that encompasses the whole person (mind, body and spirit) and educates students to think critically and apply practical wisdom to the world around them

A belief that education can transform society when people work together as a community committed to service, justice and peace

A commitment to the creation of an inclusive community grounded in the principle of human dignity

Willingness to adapt and change to live our mission more fully

A commitment to the dignity of the human person as a social being created in the image and likeness of God

A call to family, community and participation

The belief that rights require responsibilities

A preferential option for the poor and marginalized

The affirmation of the dignity of work and the rights of workers

Solidarity in pursuit of justice and peace and the common good

A commitment to care for God’s Creation

FLYERS PLAN FOR COMMUNITY EXCELLENCE

COMMITTED TO INCLUSIVE EXCELLENCE FOR THE COMMON GOOD

The *Flyers Plan for Community Excellence* provides the strategic framework for advancing the University’s commitment to diversity, equity and inclusion. The plan calls for the creation of the **University Inclusive Excellence Council (UIEC)**, a permanent, standing council of the University, established for the purpose of advancing and supporting efforts across the University to achieve and sustain inclusive excellence.

The goals and objectives contained in the *Flyers Plan for Community Excellence* reflect the tension and opportunity resulting from an acknowledgement of the mission-driven necessity to build our capacity to more accurately understand, empathize with, embrace and respond to the lived experiences of persons and populations whose identities constitute the extraordinary diversity of God’s creation. **These identities include race/ethnicity, national origin, gender, gender identity, gender expression, socioeconomic location, sexual orientation, age, physical and/or cognitive ability, religion or worldview, or other identities, and the ways in which they intersect.** The preexistence of historic and the emergence of new [affinity groups](#) are driven by this understanding of and commitment to diversity.

See page 4 for more about the work of the UIEC.

The plan’s goals and objectives align with, guide and support other plans, including the following:

Anti-Racism Action Plan (AAP)

The social upheaval and what some have referred to as a “racial reckoning” in our nation during the spring and summer of 2020, centering in part on the police violence against Black and African Americans in the middle of the pandemic, served as a catalyst for the University’s leadership to launch an 11-step Anti-Racism Action Plan on June 15, 2020. The AAP is an outgrowth of the *Flyers Plan for Community Excellence*.

[Review the Anti-Racism Action Plan](#)

President’s Commission on the Status of Women

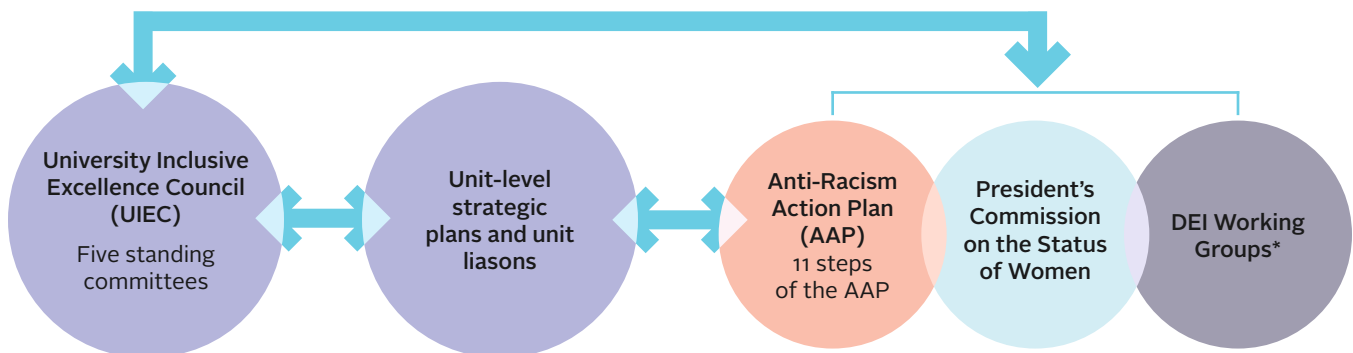
The purpose of the commission is to illuminate and ultimately enhance the status of women at the University of Dayton by advising the president and other senior leaders on issues pertaining to gender equity, and on specific concerns of women-identified faculty, staff and students at the University.

[Review the President’s Commission on the Status of Women](#)

Unit-Level Strategic Plans and Unit Liaisons

Unit-level strategic planning teams are convening to move forward unit-level plans in support of goal #4 of the *Flyers Plan for Community Excellence*.

See page 11 for membership composition for the unit-level strategic planning teams.



*e.g., [LGBTQ+ Policies and Practices Working Group](#) and Interfaith Initiatives/Religious Diversity working group

Revision of the *Flyers Plan* timeline: Given the disruptive impact of the coronavirus pandemic on the implementation of the *Flyers Plan for Community Excellence*, as well as the delays the pandemic has caused on unit-level strategic planning, consideration is being given to revising this timeline to conclude in 2025 instead of 2024.

BUILDING SYNERGY

The synergistic relationship of the University's strategic initiatives are demonstrated as:



A comprehensive unit-level DEI strategic planning process involving 17 administrative and academic units

This process involved four capacity-building workshops for unit liaisons and consultations with unit working groups.



A successful completion rate of 97% of all incoming students taking the [UDiversity Community Education Module](#)

Student Development remains committed to engaging all students through co-curricular and peer education. This mission-critical work is designed to create, introduce, support and advance opportunities for awareness of multicultural/multi-ethnic identities through educational engagement, programs that provide critical reflection, and dialogue.



Partnering with University and regional organizations to advance diversity, equity and inclusion

Regional efforts included: launch of UD-Greater West Dayton Conversations, Greater West Dayton Incubator, and UD's Supplier Diversity Initiative; production and presentation of the "The Roots of Racism: Exploring the Legacy of Dayton's Racial Divide" series; and partnering with the Center for Leadership to deliver DEI professional development workshops beyond the campus community.



The cultivation of cultural intelligence and intercultural competency among faculty, staff and administration through professional development and education opportunities

Opportunities included the Dialogue Zone; the Inclusive Excellence Academy; the Inclusive Excellence Scholar Residency; and the President's Cabinet Courageous Conversations initiative.



The development of diversity institutional learning goals using the [Diversity Learning ILG Continuum](#)

The continuum offers a framework for learning and skill development in four key areas: intersectionality/power; social justice and inequality; bias and perspective; and intercultural competence.



The hiring of UD's first associate director for workforce diversification

The position is chiefly responsible for the development and implementation of strategies designed to increase diversity and equity among faculty, staff and administrators, positioning the University as an employer of choice.



[Setting institutional records](#) for recruitment of underrepresented populations and Pell-eligible students for first-year, full-time undergraduates for the fall enrollment

The University of Dayton enters the 2021-22 academic year with record overall enrollment and its most diverse student body in history.



The launch of the Institutional Bias Response Advisory Committee (IBRAC)

IBRAC guides the University's institutional response to bias-related incidents in alignment with our Catholic, Marianist mission and to support historically underrepresented populations on campus.



The work of the [Diversity and Social Justice Curriculum Fellows Report](#)

The group provides clarity and resources regarding the Diversity and Social Justice component of the Common Academic Program (CAP) and the larger Institutional Learning Goals (ILGs).

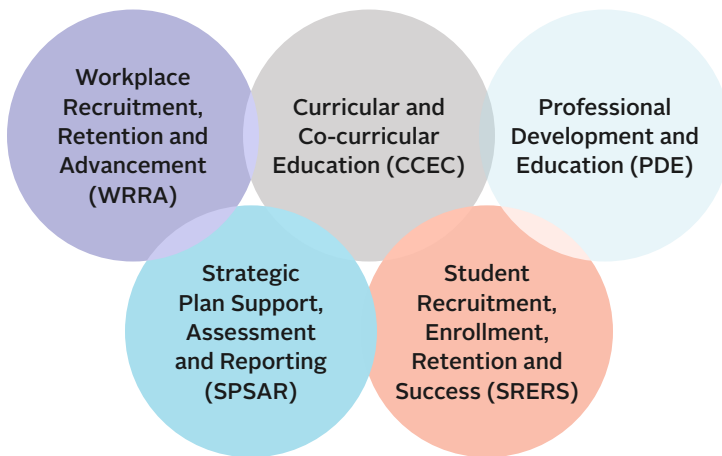
UNIVERSITY INCLUSIVE EXCELLENCE COUNCIL (UIEC)

The UIEC began its work in May 2020 with the goal of coordinating, advancing and supporting strategic matters related to diversity, equity and inclusion at the University of Dayton. Although activating the council during the middle of a global pandemic causes logistical challenges, the disproportionate impact of the pandemic underscored the critical importance of the council.

The UIEC met monthly via Zoom during the 2020-21 academic year. Key discussion items included:

- clarifying the function and objectives of the council;
- mapping University organizational efforts of DEI; and
- assisting in the activation of the five standing committees including committee membership and objectives.

Standing committees of the UIEC



See page 5 of this report for membership composition and charge for each standing committee.



Functions of the UIEC

The University Inclusive Excellence Council (UIEC) is to be a permanent standing council of the University of Dayton, established for the purpose of advancing and supporting efforts across the University to achieve and sustain inclusive excellence.

Its primary functions include:

- Advise the University's president and vice president for diversity and inclusion on University-wide strategic and organizational matters related to diversity, equity and inclusion at the University of Dayton.
- Serve as an organizational mechanism to cultivate and sustain synergy and collaboration of initiatives and programming related to diversity, equity and inclusion across the University.
- Monitor and report on the University's progress in the execution of the *Flyers Plan for Community Excellence*, the University's diversity, equity and inclusion strategic plan for 2020-24.
- Make recommendations for effective internal and external communication of University initiatives in the areas of diversity, equity and inclusion.
- Work to identify and advance systemic structures, practices, policies and traditions that will advance diversity, equity and inclusion, while also removing barriers of the same type.

STANDING COMMITTEES OF THE UIEC

CURRICULAR AND CO-CURRICULAR EDUCATION (CCEC)

Co-Chairs

Amy Anderson, Kenya Crosson

Membership

Donna Cox, Wiebke Diestelkamp, Hector Escobar, Steve Herndon, Karen Lovett, Tom Morgan, Michelle Pautz, Leslie Picca, Maria Vivero, Pam Young, Julie Zink

PURPOSE/CHARGE

Support and make recommendations on a framework to design, map, deliver and assess undergraduate and graduate curricular and co-curricular efforts to ensure faculty and staff use a developmental and scaffolded approach to student learning that includes progressively advanced levels (e.g., knowledge and awareness to evaluation, critique of power differences, social agency and action, and innovative problem-solving) and achieve robust offerings across diversity and social identities. The framework and resulting review may inform the work of the other committees.

OVERVIEW OF ACTIVITY

This group began meeting in February 2021. Over the course of the first four meetings, the members spent time reviewing the charge, discussing current, related efforts, and identifying frameworks already in use. Two members, Dr. Tom Morgan and Dr. Castel Sweet, led the Diversity ILG Working Group and the Diversity and



Social Justice Summer 2019 Fellows, which produced the Diversity ILG Learning Continuum. They shared their work and plans for mapping curricular and co-curricular offerings, and the relationship between that work at the CCEC. The group also discussed possibilities for this committee's organizational structure, considering ideas like subgroups, and decided to prioritize planning for the unit plans. The members identified representatives to participate in the review of the drafts, and generally prepared for the review of the final unit plans to come during the fall term.

In addition, CCEC co-chairs visited with the PDE committee to discuss activities and possibilities for collaboration with both committees; and visited the Academic Policies Committee to discuss thoughts on the framework for the CAP five-year review (in particular the CAP Diversity and Social Justice [DSJ] review). PDE co-chair, Tiffany Taylor Smith, shared information about PDE's work with CCEC. CCEC co-chairs will meet with the curriculum Anti-Racism Action Plan team to discuss the relationship between the Anti-Racism Action Plan and this committee.

PROFESSIONAL DEVELOPMENT AND EDUCATION (PDE)

Co-Chairs

Suki Kwon, Tiffany Taylor Smith

Membership

Nabil Abouzahra, Jordyn Baker, Laura Bistrek, Susan Brown, Daniel Cheung, Chris Fishpaw, Sangita Gosalia, Michelle Hayford, Erin Holscher-Almazan, Rochonda Nenonene, Rev. Dustin Pickett, Julio Quintero, Caroline Waldron

PURPOSE/CHARGE

Foster a culture of synergy and collaboration in the development, implementation, assessment and support of strategies to build institutional and workforce capacity in the areas of intercultural competency, equity-minded leadership and inclusive excellence throughout the University.

OVERVIEW OF ACTIVITY**Short-term goals**

- Understand the goals of the Inclusive Excellence Academy (IEA) and Curricular and Co-curricular Education Committee (CCEC)
- Understand the work being done by the DSJ Working Group.
- Understand the definitions and campus professional development offerings for intercultural competency, equity-minded leadership and inclusive excellence.

Long-term goals

- Understand and explore how the campus assesses the skill development of intercultural competency, equity-minded leadership and inclusive excellence.
- Explore the incorporation of these skills into the employee performance review, promotion and tenure processes.

STRATEGIC PLAN SUPPORT, ASSESSMENT AND REPORTING (SPSAR)**Co-Chairs**

Justin Keen, Kathy Webb*

Membership

Mérida Allen, Lisa Borello, Lawrence Burnley, Ione Damasco, Liz Mackay, Haimanti Roy, Susan Sexton, Steven Swabb, Mary Ziskin

PURPOSE/CHARGE

Support and make recommendations associated with the collection and analysis of relevant data, compilation of unit-level annual reports, and delivery of an annual progress report of the *Flyers Plan for Community Excellence*.

LONG-TERM OPPORTUNITIES AND ACTIVITIES

Three meetings took place in Spring 2021. The standing committee did not meet over the summer given that many members are faculty who were off contract. Rather, a sub-team convened.

During these meetings, the following potential opportunities and activities were identified:

- Identify/enact University plan measures in multiple areas including:

- Campus climate assessment strategies, including potential follow-up to the AIM4 survey
- Workforce recruitment and advancement common metrics and/or reports
- Scorecard, dashboard or other medium that track plan progress on measures related to each plan's goals
- Disaggregate University data for units; encourage consistent practices
- Collaborate on other UIEC standing committees' priorities
- Report on University plan progress

**STUDENT RECRUITMENT, ENROLLMENT, RETENTION AND SUCCESS (SRERS)****Co-Chairs**

Cari Wallace, Donnell Wiggins

Membership

Amanda Alexander, Philip Analogue, Corinne Brion, Gerica Brown, April Graham, John Harrelson, Catherine Mix, Sam Ortiz, Christina Smith, Krystal Warren, Verb Washington, Aaron Witherspoon

PURPOSE/CHARGE

Make recommendations for effective internal and external communication of University initiatives in the areas of curricular and co-curricular education as it relates to advancing a broad range of issues associated with inclusive excellence.

Monitor and report on the University's progress in the implementation of goal #2, objectives 2.2 and 2.3, and relevant key performance indicators.

Identify removal barriers that thwart or prevent efforts

to achieve objectives and key performance indicators associated with goal #2, objectives 2.2 and 2.3.

Serve as the primary UIEC resource for responding to questions or requests for support from units related to efforts aimed at advancing goal #2, objectives 2.2 and 2.3.

Responsible for writing the section of the annual report addressing goal #2, objectives 2.2 and 2.3 of the *Flyers Plan for Community Excellence*.

Provide periodic updates to the UIEC and upon requests.

SUMMARY OF ACTIVATION PROCESS: SHORT-TERM AND LONG-TERM GOALS

- Collect current DEI recruitment, enrollment, retention and success (SRERS) programming from campus partners.
- Collect and review current SRERS programming on campus to evaluate the depth and breadth of the offerings that impact DEI directly or indirectly.
- Discuss ways to share/promote SRERS programming with the campus at large.
- Make recommendations for high-impact practices based on assessment data; national trends; and benchmarking
- Discuss “Black at UD” Instagram and Twitter accounts in order to:
 - Raise awareness of the impact
 - Understand what it is and why it exists
 - Recommend ways we can support historically underrepresented students’ concerns

WORKPLACE RECRUITMENT, RETENTION AND ADVANCEMENT (WRRRA)

Co-Chairs

Carolyn Roecker Phelps, Troy Washington

Membership

Rachel Collopy, Nancy Haskell, Denise James, Tim Kao, Margie Pinnell, Shazia Rahman, Sukhjinder Sidhu, Angeline Washington

PURPOSE/CHARGE

The purpose of the Workplace Recruitment, Retention and Advancement committee (WRRRA) is to assess unit-level strategic plans relative to goal #2 of the *Flyers Plan for Community Excellence*; the University of Dayton’s Anti-Racism Action Plan; and the report of the Hiring and Advancement for Diversity, Inclusion and Mission Working Group.

Goal #2 of the *Flyers Plan for Community Excellence* is:

Achieve and sustain greater diversity, equity and inclusion throughout the University community.

Additionally, the purpose of the WRRRA is to provide recommendations, resources and support to campus-wide and unit-level groups and committees to further their strategies to assess, cultivate, achieve and sustain inclusive working, learning and living environments for students, employees and guests.

The final purpose of this group is to advance these goals at all levels and stages in the academic or career arc of individuals at the University.



The committee fulfills this purpose by executing the following functions:

- Cultivate synergy and collaboration of University-wide and unit-level initiatives and programming related to the overarching strategic goal #2 of the *Flyers Plan for Community Excellence*.
- Identify and recommend systemic structures, practices, policies and traditions that will advance goal #2.
- Monitor and report on the University's progress in the implementation of goal #2 and achievement of its objectives and key performance indicators.
- Identify and remove barriers that hinder or prevent efforts to achieve the objectives and key performance indicators associated with goal #2.
- Serve as the primary UIEC resource for responding to questions or requests for support from units related to efforts aimed at advancing goal #2.
- Write the overarching strategic goal #2 section of the annual report of the *Flyers Plan for Community Excellence*.
- Provide periodic updates to the UIEC and upon requests.

ACTIVATION PROCESS

The WRRRA committee members have been active in shaping and focusing the purpose of the committee (see above). The co-chairs have also updated the committee on other activity across campus that is related to the work of the WRRRA, for example, work by the LGBTQ+ policies review committee, the DEI statement working group, and the Anti-Racism Action Plan goal #5 working group. Additionally, two members have agreed to serve on the review teams for the unit strategic DEI plans.

Because the work of action #5 of the University's Anti-Racism Action Plan is closely related to the work of the WRRRA, an update of work on action #5 is provided here:

Effective May 3, 2021, Angeline Washington joined the University and the Office of Human Resources as the associate director of workforce development, a position chiefly responsible for the development and implementation of strategies designed to increase diversity and equity among faculty, staff and administrators, positioning the University as an employer of choice.

While continuing to become acclimated with the University's hiring and advancement policies, protocols and practices, Washington has quickly become a contributing participant in both faculty and staff pre-search meetings and is actively working to support the development and implementation of strategies to aggressively increase diversity and equity among faculty, staff and administrators.

The addition of Washington in the position of associate director of workforce diversification sets in place a critical resource needed to successfully achieve overarching strategic goal #2 of the *Flyers Plan for Community Excellence*.

Efforts to bring greater diversity to the faculty have also begun. The College of Arts and Sciences will conduct a number of hires clustered around expertise in three areas: Africana, Latinx and Middle East studies. Utilizing nine lines across the Humanities divisions that have been vacated by retirement or resignation, three hires will be pursued in each of the three areas. Applicant pools for positions that focus on the study of underrepresented groups are more likely to be diverse. We anticipate that, in addition to strengthening the University curriculum in these areas, more diversity will be brought to the University's Humanities faculty.



UIEC MEMBERSHIP 2020-21

MEMBER	UNIT
Joanna Abdallah Graduate Student Association	School of Education and Health Sciences or Graduate Academic Affairs/Provost Area
Nabil Abouzahra Staff Representative	Parking Services
Amy Anderson Associate Provost for Global and Intercultural Affairs	Provost Area
Kim Bakota Executive Director for Equity Compliance and Title IX/Section 504 Coordinator	Finance and Administrative Services, Human Resources, General Counsel, Facilities Management and Planning
Shane Borah Student Representative (Graduate)	
Lisa Borello Director of the Women's Center	Provost Area
Lawrence Burnley Vice President for Diversity and Inclusion (UIEC Co-Chair)	Office of Diversity and Inclusion
Natalie Coppolino Student Government Association	
Kathleen Costales Associate Professor of Global Languages and Cultures	College of Arts and Sciences
Samuel Dorf Vice President of Academic Senate	College of Arts and Sciences
Sangita Gosalia Director of Campus Engagement, Center for International Programs	Provost Area
Daria Graham Executive Director of Multi-Ethnic Education and Engagement Center and Associate Dean of Students <i>(Merida Allen, Executive Director of Multi-Ethnic Education and Engagement Center and Associate Dean of Students, replacing Daria Graham)</i>	Student Development
Beth Harrison Director of the Office of Learning Resources	Provost Area
Sara Harrison Executive Director of Procurement and Payable Services	Finance and Administrative Services, Human Resources, General Counsel, Facilities Management and Planning

MEMBER	UNIT
Laura Gentner Hutchinson Coordinator of LGBTQ+ Services	Student Development
Chief Savalas Kidd Vice President of Public Safety and Chief of Police	Student Development
Jay Mathews Associate Professor of Physics	College of Arts and Sciences
Carolyn Roecker Phelps Associate Provost for Faculty and Administrative Affairs	Provost Area
Leslie Picca Professor of Sociology and Roesch Chair in the Social Sciences (UIEC Co-Chair)	College of Arts and Sciences
Julio Quintero Associate Director for Inclusive Excellence Education and Initiatives	Office of Diversity and Inclusion
Nicholas Riordan Student Representative (Undergraduate)	
Eddy Rojas Dean of School of Engineering; Professor <i>(Kathy Webb, Dean of the University Libraries, replacing Eddy Rojas)</i>	Dean's Council
Tiffany Taylor Smith Assistant Vice President of Diversity and Inclusion	Office of Diversity and Inclusion
Carlos Stewart Senior Associate Director of Development, Diversity and Access Initiatives for Advancement and Alumni Relations	Advancement
Crystal Sullivan Executive Director of Campus Ministry	Campus Ministry
Troy Washington Vice President for Human Resources	Finance and Administrative Services, Human Resources, General Counsel, Facilities Management and Planning
Donnell Wiggins Associate Vice President of Strategic Enrollment Management and Dean of Admissions	Enrollment Management
Molly Wilson Vice President for Marketing and Communications	Marketing and Communications

UNIT-LEVEL STRATEGIC PLANNING

TIMELINE AND TEAMS

STEP 1 (UNITS)

Create and submit diversity, equity and inclusion (DEI) strategic plan draft



STEP 2 (UIEC)

Review teams provide comments on unit-level strategic plans



STEP 3 (UNITS)

Address comments and submit final DEI strategic plans



STEP 4 (UIEC)

Standing committees review unit plans and map to the *Flyers Plan for Community Excellence* (recommendations for implementation, reporting and support)



STEP 5 (UNITS)

Liaison workshop IV (early Dec)
Topic: Infrastructure and plan implementation

College of Arts and Sciences

LIAISONS

Jon Hess
Professor and Associate Dean

Chelse Prather
Associate Professor, Biology

Verb Washington
Lecturer and Assistant Dean

WORKGROUP MEMBERSHIP

Erin Holscher Almazan
Associate Professor of Printmaking and Drawing, Art and Design

Darden Bradshaw
Associate Professor of Art Education, Area Coordinator for Art Education

Teejai Dorsey
Production and Program Coordinator

Joe Jacobs
Adjunct, Religious Studies

Denise James
Associate Dean for Assessment and Program Review; Associate Professor, Philosophy

Madhuri Kango-Singh
Professor and Director of Graduate Program in Biology

Sr. Laura Leming
Associate Professor, Sociology

Jay Mathews
Associate Professor, Physics (and Electro-Optics and Photonics)

Tom Morgan
Associate Professor of American and African American Literature, English

Cynthia Payne
Assistant Dean for Student Success

Joy Willenbrink-Conte
Lecturer, Music Therapy

Cathy Zois
Professor, Psychology

*Unit-Level Strategic Planning Teams, Cont.***School of Business
Administration****LIAISONS**

Diane Sullivan
Professor, Management and
Marketing

WORKGROUP MEMBERSHIP

Lissa Cupp
Adjunct Professor, Management
and Marketing

Brandon Davy
Technology Support Analyst, SBA
Information Technology

Kathrin Hanek
Assistant Professor, Management
and Marketing

Regina Nelms
Senior Administrative Assistant,
MBA Program

Sri Ramamoorti
Associate Professor, Accounting

Courtney Stangel
CPA and Lecturer, Accounting

Jia Wang
Assistant Professor, Economics
and Finance

Donald Wynn
Associate Professor, MIS:
Operations and Business Analytics

C. Jayne Brahler
Associate Professor

Julia Circle
Director of Didactic Education,
Physician Assistant Education

Robert Frayer
Director of Budgets and Financial
Operations

Graham Hunter
Assistant Professor

Novea McIntosh
Assistant Professor; Co-Program
Director: Urban Teacher Academy
(UTA)

Rhonda Mercs
Director, ECHO (Empowering
Children with Hope and
Opportunity)

Rochonda Nenonene
Assistant Professor; First-Year
Experience Coordinator; Co-
Program Director: Urban Teacher
Academy (UTA)

Haozhou Pu
Assistant Professor

Mary Ziskin
Associate Professor

Jacob Cress
Assistant Professor, Engineering
Management, Systems and
Technology

Sandy L. Furterer
Chair and Associate Professor,
Engineering Management, Systems
and Technology

Marie Gaeke
Senior Administrative Assistant,
Engineering Management, Systems
and Technology

Erin Gibbemeyer
Lecturer, Chemical Engineering

Sid Gunasekaran
Assistant Professor, Mechanical
Engineering

Eric Janz
Faculty of Practice, Innovation
Center

Kristen Krupa
Chair and Associate Professor,
Chemical Engineering

Ting Li
Director, International Engineering
Student Engagement, Diversity in
Engineering Center

Rachel Robinson
Advising Coordinator, OSS

Markus Rumpfkeil
Associate Professor, Hans
von Ohain Chair, Mechanical
Engineering

Lindsey Temple
Program Coordinator, ETHOS

Dana Tobias
Senior Administrative Assistant,
Chemical Engineering

Core Team

Laura Bistrek
Executive Director, Diversity in
Engineering Center

Kelly Bohrer
Director of Community Relations,
KEEN/ETHOS

**School of Education and
Health Sciences****LIAISONS**

Corinne Daprano
Associate Dean

Pamela Young (Co-Chair)
Clinical Faculty and Director of
Accreditation

WORKGROUP MEMBERSHIP

Treavor Bogard
Associate Professor

School of Engineering**LIAISONS**

Laura Bistrek
Executive Director, Diversity in
Engineering Center

Margaret Pinnell
Interim Dean; Professor; The
Bernhard Schmidt Chair in
Engineering Leadership

WORKGROUP MEMBERSHIP

Sherri Alexander
Administrative Assistant,
Mechanical Engineering

Kelly Bohrer
Director of Community Relations,
KEEN/ETHOS

Unit-Level Strategic Planning Teams, Cont.

Gerica Brown
 Director, Minority Engineering Program, Diversity in Engineering Center

Kenya Crosson
 Associate Professor, Chemical Engineering

David Perkins
 Lecturer, Mechanical Engineering

Margaret Pinnell
 Interim Dean; Professor; The Bernhard Schmidt Chair in Engineering Leadership

Caroline Waldron
 School of Engineering, Equity Advisor, Dean's Office

School of Law

LIAISONS

Julie Zink
 Professor of Lawyering Skills

WORKGROUP MEMBERSHIP

Maureen Anderson (Co-Chair)
 Professor

Faisal Chaudry
 Professor

Khandice Lofton
 Student

Tracy Reilly
 Professor

Dalindyebo Shabalala (Co-Chair)
 Professor

Elizabeth Van Fossen
 Staff/Librarian

University Libraries

LIAISONS

Ione Damasco (chair)
 Associate Dean for Inclusive Excellence, Engagement and Operations in the University Libraries

WORKGROUP MEMBERSHIP

Kevin Cretsos
 Library Systems Support Specialist

Hector Escobar
 Director of Education and Information Delivery

Heidi Gauder
 Coordinator of Research and Instruction

Henry Handley
 Collections Librarian

Chloe Massie-Costales
 Circulation Assistant

Diane Osman
 Administrative Assistant

Scott West
 Collections Specialist

Advancement

LIAISONS

Emily Holterman
 Director of Development

Cheryl Sims
 Assistant Director, Prospect Research

WORKGROUP MEMBERSHIP

Matt Borden
 Director of Planned Giving

Jonina Kelley
 Alumni Engagement Officer

Patricia Thomas
 Annual Giving Specialist

Athletics

LIAISONS

Angie Petrovic
 Senior Associate Athletic Director and Senior Woman Administrator

WORKGROUP MEMBERSHIP

Neil Sullivan
 Vice President and Director of Athletics

Krystal Warren
 Associate Athletics Director of Student Development and Community Engagement

Finance, Administrative Services, Human Resources, General Counsel, Facilities Management

LIAISONS

Jordyn Baker
 Equity Compliance

Joan Bauman
 Dining

WORKGROUP MEMBERSHIP

Subcommittees

STRATEGIC PLAN CREATION

Savannah Adams
 Bookstore

A'Zia Garrett
 Dining Services

Scott Kulka
 Facilities

Heidi Pearce
 St. Mary's Hall

Ashley Rutledge
 Financial Support Services

David Schmidt
 Facilities

Jane Schober
 Human Resources

Unit-Level Strategic Planning Teams, Cont.

DINING SERVICES

Chris Alexander

Marycrest

Joan Bauman

Admin

Krystal Becraft

Catering

Rebekah Crawford

Kennedy Union

A'Zia Garrett

Chair

Susan Lammers

Virginia W. Kettering Hall

Lynn White

Admin

FACILITIES

MANAGEMENT

Leah Ceperly

Sustainability

Scott Kulka (Chair)

Construction Management

Gaynor Payne

Residential Properties Maintenance

David Schmidt (Chair)

Planning and Construction

Management

Eric Thomas

Campus Maintenance

FINANCIAL SUPPORT SERVICES

Savannah Adams

Bookstore

Ashley Rutledge (Chair)

Procurement

HUMAN RESOURCES

Jen Duwel**Anita Harris****Kate Henry****Tony Linz****Troy Washington**

ST. MARY'S HALL

Gayarathi Mahesh

Budget Controller

Janet McKinley

Legal Affairs

Heidi Pearce (Chair)

FAS/Chair

Jessica Routley

ARC

**Campus Ministry and
Office of Mission and
Rector****LIAISONS****Meaghan Crowley**Campus Minister for
Christian Leadership and Retreats**Fr. James Fitz**Vice President for Mission and
Rector**Mary Niebler**Coordinator of Cross-Cultural
Immersion**WORKGROUP MEMBERSHIP****Bridget Ebbert**Campus Minister, Residence Life
(South Quad)**Ellen Garmann**Associate Director of Campus
Ministry, Liturgy**Jen Morin-Williamson**Campus Minister, Residence Life
and LGBTQ+ Ministry**Tom Pieper, S.M.**Campus Minister, Residence Life
(Stuart)**Karen Rolfe**Administrative Secretary for the
Center for Social Concern**Crystal Sullivan**Executive Director of Campus
Ministry**Strategic Enrollment
Management****LIAISONS****Catherine Mix**Associate Vice President of
Strategic Enrollment Management
and Director of Financial Aid**Donnell Wiggins**Associate Vice President of
Strategic Enrollment Management
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