

Sustaining Our Mission and Identity

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The Mission and Identity Task Force
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INTRODUCTION

The University of Dayton's 2006 Strategic Plan includes, as one of its five major goals, "Strengthen and promote the University's distinctive Catholic and Marianist identity."¹ To this end, and in the spirit of regularly reviewing our fidelity to mission amid the ever-changing landscape of higher education, the Structures and Processes Committee of the Mission and Identity Task Force presents this report, *Sustaining our Mission and Identity*. Paired with its companion document, *Mission and Identity of the University of Dayton: Common Themes*, which offers a contemporary view of who we are, this document details how we sustain and strengthen the University's mission and identity, the associated challenges, and implications. This document is the result of a comprehensive analysis of the many events, activities, programs, and processes on campus that serve not only to introduce the Catholic and Marianist identity to community members, but also to promote deeper and more profound understanding of the elements of our mission and identity. The intent is not to highlight every one or those specific to one unit or division on campus. Rather, this document addresses those of broadest significance and campus-wide reach, along with those of particular concern, even urgency, in the present moment.

In each section below, the Task Force articulated a set of "University-wide Conversation Implications" intended to stir dialogue across campus in the 2012 Spring Semester, a dialogue that we hoped would crystallize into a smaller set of discrete and actionable recommendations to be added before submitting the final report to the President, Provost, and Vice President for Mission and Rector. In this revised Report, we reflect briefly on the results of these conversations, and how they helped shape the Task Force's recommendations.

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1. STRUCTURES AND MISSION

a. Office of Vice President for Mission and Rector

While the Provost and Deans are responsible for the Catholic and Marianist nature of academic programs, the Office of the Vice President for Mission and Rector was created to promote and strengthen the University's Catholic and Marianist mission and identity and serve as a coordination point for related activities, programs, initiatives, and information. Critically important in this transition, however, is the principle that mission does not belong to the Office of Mission and Rector. It, indeed, belongs to everyone.

This office is poised to address two primary challenges regarding mission: alignment and assessment. "Alignment" refers to mapping mission-formation activities across time (i.e., orientation, ongoing development, profound development) for UD students, staff, faculty, administrators, and alumni. Mapping, done periodically, would help identify needs, strengths, and the necessity for a balanced approach. "Assessment" refers to evaluating University-wide nourishment of mission and identity. This need is particularly acute because most assessment today is decentralized and methodology varies widely.

University-wide Conversation Implication: One potentially harmful perception of this new office's charge is that it bears sole responsibility for the University's mission, thereby exempting faculty and staff from dialogues, curricular applications, or responsibility for being able to articulate and engage the essence of UD's Catholic and Marianist traditions. What specific recommendations can be offered to ensure that mission remains a UD-wide responsibility?

Task Force Reflection: The Vice President for Mission and Rector is potentially very valuable in the tasks of alignment and assessment. Every care needs to be taken to guard against the potential impression that it has sole responsibility for mission, and the corollary impression that mission is limited to aspects of the University that are explicitly Catholic and Marianist. Academic issues, in particular, must be considered, decided, and implemented by those with primary responsibility for the University's academic mission.

b. Key Mission Offices that Support Mission and Identity

The Forum on the Catholic Intellectual Tradition Today (CIT) is a committee of UD faculty members committed to enhancing and developing the Catholic intellectual tradition at the University. It coordinates the University's annual presentation of the Marianist Award to a Catholic who has made significant contributions to the intellectual life. Book discussions invite faculty and staff (and, sometimes, the author) to read a book of recent or renewed interest and gather for a meal to discuss it. In collaboration with the University's Research Council, the Forum offers grants for summer research in Catholic Intellectual Tradition. Key one-time events have included the 40th anniversary of *Gaudium et Spes* (the Pastoral Constitution on the Church in the Modern World); a yearlong lecture series, "*Pro Deo et Mundo (For God and the World)*," to commemorate the centenary of the removal of the U.S. church from mission status; and panel discussions on taking up the challenge of *Caritas in Veritate* (Pope Benedict XVI's third encyclical, which reflects on economic and social justice). The Ph.D. in Theology program, designed to bridge the Catholic faith and American culture, is not only important for the CIT but for strengthening our mission and identity activities as well.

The Fitz Center for Leadership in Community initiates and sustains partnerships with urban neighborhoods and larger communities for both comprehensive community building and as a context for connected learning and scholarship. Students and faculty members participate in service-learning opportunities at Dayton's Neighborhood School Centers based on their academic interests. These include classroom assistants, garden club, summer camp, reading instruction, wellness activities, and

recreation. Its Genesis Project, focusing on the rebirth of depressed neighborhoods, enabled home ownership to grow to 75 percent, 40 sub-standard houses to be demolished, and 34 homes to be built or rebuilt. In partnership with the National Issues Forum, the Fitz Center has conducted community discussions on terrorism, race relations, social networking, and academic excellence in American higher education. Its Dayton Civic Scholars program prepares students for the path from the classroom to community leadership and public service.

The International Marian Research Institute supports learning and scholarship faithful to the teaching of the Catholic Church by assembling, organizing, and making available books, periodicals, audiovisual materials, art, and artifacts for information, teaching and research in Marian studies. In 1989, the Institute granted its first pontifical doctoral and licentiate degrees in theology with specialization in Marian studies. This global scholarly and pastoral mission is fulfilled through the operation of its library, gallery, museum, and academic program, as well as through research, publication, speaking engagements, and other forms of outreach. The Marian Library holds the world's largest collection of printed materials on the Virgin Mary.

The Institute for Pastoral Initiatives (IPI) serves the Catholic Church and addresses contemporary critical issues by researching new developments in pastoral and catechetical ministries; educating through online courses, workshops, seminars, and publications; consulting with local, national, and international communities; convening forums to explore new ways of being Church in the modern world; and providing pastoral and catechetical resources for ecclesial leaders. The IPI's Virtual Learning Community for Faith Formation partners with over 50 dioceses and offers distance-learning courses to over 800 off-campus students per year to support catechist and adult faith formation. On campus, the IPI coordinates the FORUM for Young Catechetical Leaders, designed to prepare UD students to engage with regional and national church leaders and move toward basic diocesan certification in religious education.

UD employs one of the nation's largest Campus Ministry staffs. As a result, thousands of students participate in numerous retreats and opportunities to serve the local church and society. About 1,000 students provide hands-on service to Dayton community agencies and other non-profit organizations through more than 30 student-run service clubs. More than 200 students participate in breakouts and service immersions in the United States and Latin America to rehabilitate low-income housing, tutor, and feed the hungry. Campus Ministry staff members also collaborate closely with the Cincinnati Archdiocese, preparing students for liturgical music ministry and helping to implement the 2011 translation of the Roman Missal. Campus Ministry, in collaboration with the Department of Religious Studies, also serves the Church through assistantships and training for graduate students in pastoral ministry.

Marianist Educational Associates (MEA), a program initiated by the Association of Marianist Universities, is designed to sustain and enrich the University's Catholic and Marianist mission and identity. Marianist Educational Associates commit to a one-year intensive initiation, after which they are invited to make annual public commitments. Since 2005, 46 staff and faculty members at UD have become MEAs and continue to actively participate in strengthening the University's Catholic and Marianist identity.

University-wide Conversation Implication: While these offices and structures have continued to provide substantial mission-related benefits to UD, the Church, and the community, we are challenged to determine the appropriate depth and coverage for all students, staff, and faculty — from orientation to ongoing development to profound engagement. These offices are also generally independent of each other. How do we balance the tension between mission responsibility belonging to all units and the

appropriateness of having an aligned mission and identity strategy for all students, faculty, and staff at UD?

Task Force Reflection: Comments from the conversations emphasize that these offices and committees are not the only ones concerned with the University's mission as Catholic and Marianist, and that all offices and committees have some share in mission. Task Force recommendations should emphasize the importance of this point—having members of the University community clamoring that their contribution to mission be recognized is a tremendous resource on which can and should draw.

c. University of Dayton Research Institute (UDRI)

UDRI is a vital source of revenue, innovation, and reputation for UD and the Dayton region. It employs more than 200 UD undergraduate and graduate students annually in meaningful applied research projects.ⁱⁱ This is congruent with “Provide an integral quality education,” one of the five key elements that characterize the Marianist approach to education. UDRI research and its commercial applications have enhanced the quality of life and improved safety through projects including phase-change materials for portable refrigerators used in vaccine delivery in developing nations; image-resolution innovations that allow for rapid transmission and reception of high-quality photographs; use of algae to convert carbon dioxide emissions into oil; radio-frequency identification tags to detect wiring clamp integrity in aircraft; and “crushable concrete” arresting beds that quickly slow commercial aircraft that have overrun landing runways. UDRI has consistently and attentively engaged in conversations about its research and congruence with UD's mission. While the President and Provost have the responsibility of ensuring mission-congruent research, at times, the filter by which UDRI accepts or rejects research opportunities is scrutinized by members of the UD community, especially in light of the tension between military applications and the promotion of peace.

University-wide Conversation Implication: How do we ensure a sustained and substantive process of reflection about UDRI's strategy for continued growth, its role in the defense establishment of the U.S., and UD's advocacy of peace and social justice?

Task Force Reflection: The range of comments on this issue reflect a dynamic common to current discussion of mission and identity in a number of areas. First, a perceived inconsistency with mission (in this case, participation in research that poses a conflict for those committed to peace and charity) is partly a misperception that can be corrected by communication and transparency. Second, it is also partly an accurate perception that needs to be faced forthrightly and faithfully, presuming the goodwill of all involved and relying on a common understanding of what universities are for: the exploration of ideas for the service of the larger human good.

d. Globalization and Diversity

UD began the Fall 2011 semester with nearly 1,000 international students on campus. About one in 10 of our undergraduate and graduate students hails from another country. We are learning that our support services, built primarily for domestic students, may not be sufficient to promote community and inclusivity, key pillars of our mission. As our campus community becomes more culturally and religiously diverse, we must provide a hospitable environment not only for our Catholic and Christian students, but also for those of other faiths, especially Muslim students. This will likely require additional investment and staffing in campus ministry, the learning center, health center, and counseling center. We need to not only welcome students, but also provide ways for the entire University community to learn from all of the cultures represented on campus.

University-wide Conversation Implication: Specifically, how have our international education objectives and enrollment strategies affected our ability to promote and sustain inclusivity, hospitality, and excellence in education in accordance with the Marianist philosophy of education? What training do

our staff and faculty need to be better poised to welcome students and faculty from around the globe? Should our present structures and processes for international students expand into each unit?

Task Force Reflection: The spring-semester conversations emphasized that addressing the issues specific to international students, especially the significant increase in the number of Chinese students is crucial, but also that in doing so the University also needs to maintain its commitment to enhancing diversity in other keys areas as well: race and ethnicity, gender, class, religion, sexual orientation, disability. Student conversations emphasized recruitment of international students who want to be part of the UD learning community – both contributing to and receiving from the community.

e. Undergraduate Admissions and Mission

The University has successfully enrolled large first-year undergraduate classes, even amid the economic downturn since 2008. Financial aid remains primarily merit-based, and tuition increases in the past five years have averaged over 5 percent per year. Over the same time period, the academic profile of the incoming undergraduate student, as measured by class standing and ACT test scores, has improved.ⁱⁱⁱ Recruiting African Americans and Hispanics, however, continues to be a challenge. These factors suggest a mismatch between admissions strategy and university mission. That is: higher-achieving students from more affluent families are more likely to experience a UD undergraduate education, a trend in the history of UD that seems to many in the community to be contrary to historical Marianist commitments to working with people from all classes. The Characteristics of Marianist Universities resource paper^{iv} reminds us that Marianist universities “Educate for Justice and Peace”:

In the spirit of Jesus who came to bring good news to the poor, those imbued with the Marianist approach to education remain always mindful of the poor and the marginalized. Scholarships offered by the University make it possible for students who otherwise would be unable to afford a private education.

In this spirit, the task force appreciates that the university is undergoing a capital campaign, the primary goal of which is student financial aid to make the UD education more accessible.

University-wide Conversation Implication: While we recognize that a key strategy for improving access to the UD education is fund-raising, how should mission and identity inform our enrollment management strategy?

Task Force Reflection: This is example #2 of the dynamic identified above: many participants in the Spring-Semester conversations see the increasing affluence of the UD student body as inconsistent with the historical educational mission of the Marianists. This perception is partly a result of insufficient information about the admissions process and the realities of financial stewardship but there are also aspects of it that genuinely challenge UD to live more faithfully its commitment to principles of Catholic social teaching. Addressing the complexities of this issue could go a long way toward increasing confidence in the University’ commitment to its stated mission.

2. FAITHFULNESS TO COMMUNITY

a. Sustaining Commitment to Community (C2C)

The C2C document^v was developed to orient students in the Marianist principles of living and learning in community. While neither a structure nor a process, the document can be applied not only in residence life but also in the curriculum and among staff and faculty. Many consider it to be the guidepost by which we will educate students to reflect on, the responsibilities and benefits of living in community. Undergraduate students, however, have little experience with implementing conflict management techniques and intervening in volatile situations. Beyond orientation and the first few months of the new student experience, the impact of the principles in the C2C document seems to

diminish. Beyond the first year, some upper-class students report not knowing or remembering any engagement with the document's philosophical tenets.

Some specific tactics have been employed in Fall 2011 to increase the awareness and prevalence of C2C. These include 1) a letter from the Provost to the faculty, cosigned by the Vice President for Student Development and the Director of Campus Ministry, encouraging faculty members to use C2C in their course work, 2) C2C magnets placed on all refrigerators in UD houses, 3) banners naming the aspects of C2C placed in many campus plazas, 4) posters placed in all residence halls naming aspects of C2C, and 5) a contest involving sheets with C2C messages in the student neighborhoods.

University-wide Conversation Implication: How do we continue to integrate these principles, both inside and outside the classroom, so that they are sustained throughout the entirety of the student experience at the University?

Task Force Reflection: Spring-semester conversations reinforce both the effectiveness of the C2C document and the concern about finding effective ways to extend its message beyond its current uses, particularly in the student neighborhoods.

b. Communication in Community

The University has continued a bold trajectory marked by successes in financial strength, burgeoning undergraduate enrollment, improved undergraduate academic profile, property acquisitions, new construction, a more international student body, and a new international presence in China. At the same time, the UD education is becoming less accessible to those of modest means and class sizes are increasing. The decentralization of our campus and the growth in faculty and staff have created communications challenges. Recently, the ModernThink 2011 Campus Climate Survey for UD faculty and staff suggested that communication on key decisions was below the levels reported by our peer institutions. We are challenged to continue to be nimble and entrepreneurial while maintaining communication in community, a key Marianist tradition.

University-Wide Conversation Implication: What are some specific, systematic ways we can engage in regular and substantive conversations among staff, faculty, students, and administration, especially on mission-critical issues such as enrollment management strategies, diversity, and growth?

Task Force Reflection: The Task Force believes that these concerns about communication reflect larger anxieties about the changes the University has experienced in recent years and will continue to experience in the years ahead. As much as possible, they need to be addressed not through greater professionalization of communication (i.e., not primarily through public relations), but through the establishment (and re-establishment) of relationships and conversations between senior leadership and other members of the university community. For example, staff and faculty meetings could be structured less for information sharing and more for questions, answers, and the resulting conversations.

3. STUDENTS AND THE CURRICULUM

a. The Common Academic Program

In 2005-2006, the Marianist Education Working Group facilitated a campus-wide conversation about the purposes and substance of a Marianist education at the University of Dayton and presented recommendations about how a common academic program for undergraduates should express the ideals of University education in the Catholic and Marianist traditions. The Working Group concluded that students educated in the Catholic and Marianist traditions at the University of Dayton should attain seven core learning outcomes among others appropriate to their degree programs. These core learning

outcomes, detailed in the Habits of Inquiry and Reflection document^{vi} became the basis for the development of the Common Academic Program, approved by the Academic Senate in April 2010 and planned for implementation in Fall 2013. These outcomes suggest that all UD undergraduate students should develop and demonstrate:

- advanced habits of academic inquiry and creativity through production of scholarly work;
- ability to engage in inquiry regarding major faith traditions, and familiarity with the basic theological understandings and texts that shape Roman Catholicism;
- understanding of the cultures, histories, times, and places of multiple others;
- understanding of and practice in values and skills necessary for learning, living, and working in community;
- practical wisdom in addressing human problems and needs, drawing upon advanced knowledge, values, and skills in students' chosen professions or majors;
- habits of inquiry and reflection, informed by Catholic Social Teaching and multidisciplinary study, that equip students to evaluate critically and imaginatively the challenges of our times; and
- ability to articulate reflectively through the language of vocation the purposes of students' lives and their proposed work.

The Common Academic (CAP) program will be a primary academic means by which the University of Dayton enacts its Catholic mission in the Marianist style, and is therefore essential to promoting and strengthening our identity. Through the CAP, we make our distinctive mark on undergraduate education: providing intentionally developmental, integrative, and collaborative education for transformational leadership in a changing world. To this end, an Assistant Provost position has been created to coordinate the efforts to implement CAP by Fall 2013. A substantial number of faculty members and staff have participated in CAP course proposal development and weekend workshops.

University-wide Conversation Implication: The Common Academic Program is a new and creative approach to general education; the intent is that it become transformational. To do so, it calls on all faculty members, including those least connected to the current model of General Education, to attend workshops, join key CAP committees, and develop truly interdisciplinary Crossing Boundaries proposals. As is often the case at UD, however, many have yet to respond to the invitation. How do we create a culture in which all faculty members participate in the development of the courses, pedagogy, and collaborations required of the CAP?

Task Force Reflection: The key to creating a faculty culture that will give life to the new Common Academic Program is the cultivation of intellectual capital; i.e., approaching faculty as scholars and intellectuals and inviting them to bring their interests to the creation of new courses, and the revision of existing courses and majors, in conversation as appropriate with key aspects of Marianist educational heritage and Catholic intellectual tradition. The Learning Teaching Center, partnering with knowledgeable faculty members, could play a substantial role in this particularly for faculty development.

b. Learning Living Communities

The 2010 Provost Council Learning Living Communities (LLC) Task Force stated that learning living communities need to “become a more pervasive part of the experience for first-year students rather than a ‘boutique’ possibility for a small number of students.”^{vii} UD’s self-study document in preparation for the 2007 HLC reaffirmation of accreditation visit stated that the expansion of LLCs “needs to be carefully monitored and reviewed to ensure that all curricular LLCs are not only fully funded, but are also engaged in promoting first-year students’ involvement in transformational education in specially designed class sections with one another and with co-curricular activities in students’ residence halls and elsewhere.”^{viii} The evidence of LLC effectiveness is mixed. Furthermore, we see high attrition rates and

waning support for LLCs in some programs after the first year, largely due to perceived scheduling and staffing difficulties.

University-Wide Conversation Implication: How do we effectively engage our students in meaningful LLC opportunities?

Task Force Reflection: The spring-semester conversations reflect a ground-level concern with aspects of student life that remain deeply troubling: excessive drinking, inappropriate sexual activity, disregard for property and for the dignity of their fellow students. Serious attempts to change this culture—which, while not engaged in by all or even a majority of our students, surely affects them all—will meet with resistance and require sustained commitment of people and resources. LLCs will play a key role here if this commitment is maintained.

c. Signature Programs and Opportunities for Formation and Exploration of Faith, Student Leadership Development, Service Learning, and Community Involvement

Undergraduate students find an abundance of opportunities for faith exploration and development on campus. These experiences take place at all levels of development, from introductory to profound. In addition to opportunities provided by Campus Ministry, avenues exist for all undergraduates, in and out of the classroom, for profound levels of faith formation and exploration of the Catholic and Marianist traditions. These include the Chaminade Scholars program, the academic minor in Marianist Social Transformation, the FORUM for Young Catechetical Leaders, the undergraduate student music minister program, Marianist student communities, the lay Marianist formation program, and Marianist Fellows. These distinctive, signature programs do not reach all students, but aim to create core groups that serve as leaven in the greater student population.

As expressed in the University's Mission Statement, "The University as Marianist challenges all its members to become servant-leaders who connect scholarship and learning with leadership and service." Leadership development opportunities are well-distributed throughout the University. Examples include: residence hall assistants, neighborhood fellows, leadership roles in student clubs, activities, recreational sports, student government, presidential emissaries, representation on University Boards, engaging in research with faculty members, and peer mentoring and advising. The University also offers numerous ways to engage in service, service learning, and community involvement, ranging from Campus Ministry breakouts and service immersions, Fitz Center and Service Learning projects, SBA non-profit Flyer Enterprise, Dayton Civic Scholars, and River Stewards. UD law students are invited to sign a Commitment to Community pledge, promising at least 50 hours of service during their years at law school. Through the Volunteer Student Law Project, they work with local attorneys on *pro bono* cases.

University-wide Conversation Implication: Should we consider faith formation and leadership as experiences that can be built in the CAP requirements? If so, how?

Task Force Reflection: In the Spring Conversations, the comments on this issue were quite positive, both in the myriad of servant leader opportunities and the integration with CAP presently being planned. As a result, we determined that this issue not be addressed as an acute need but rather as a strength in our go-forward recommendations to the President, Provost, and Vice President for Mission and Rector.

d. Graduate School

Examples of UD graduate programs that promote and strengthen mission and identity include the Religious Studies master's and doctoral programs, the International Marianist Research Institute's Marian Library and graduate programs, and the Lalanne Program in the School of Education and Allied Professions. The 2009 Catholic and Marianist Philosophy of Education Survey results indicated that

over 50 percent of graduate students and faculty believed that coursework and majors embody the Catholic, Marianist philosophy of education.^{ix} Since moving most commuter graduate student courses to River Campus, we now serve more than 500 graduate students each semester in one building. Nonetheless, graduate student participation in retreats, faith formation activities, and service learning is sporadic at best. Also, because of the specialized focus of graduate curricula, the challenge of bringing at least some elements of the Catholic and Marianist philosophy of education to all graduate programs remains acute.

In a recent paper,^x Thomas Eggemeier, former Dean of the Graduate School, adapted the *Habits of Inquiry* document's five educational aims specifically for graduate education:

Students educated within graduate programs in the Catholic and Marianist traditions at the University of Dayton pursue rigorous academic inquiry, in a sacramental spirit, and engage in vigorous dialogue, learning in, through, and for community. Guided by the purpose of transforming society for the ends of justice, peace, and the common good and recognizing that the intellectual life is an important and significant form of service to the world, graduate education at the University of Dayton challenges students to excel in their studies and research/scholarship, cultivates practical wisdom in light of the needs of the twenty-first century, addresses vital issues of the day, and offers opportunities for student reflection upon their individual vocations.

University-wide Conversation Implication: What specific opportunities do we have to address mission and identity elements and formation for graduate students?

Task Force Reflection: This topic has two equally important elements. First is the University's obligation to provide for graduate students opportunities such as retreats and reading groups that contribute to their personal faith formation, as well as inviting them into other parts of Marianist community on campus. In addition, though, is the need for serious reflection on what it means to train professionals and future academics as a Catholic university. If UD hopes to be transformative in relation to society's commitment to justice and charity, that difference should be apparent—in attractive, exciting ways—to those seeking professional and academic credentials.

e. Communications Technology and Distance Learning

As we continue to adopt and adapt to the latest advances in distance learning, social networking, communication, information access, and data processing, we must also maintain our Marianist vision and reality of community. Indeed, this vision centers on the development of a high level of interpersonal and relationship-building skills capable of reconciling complex and difficult situations. University of Dayton educational traditions suggest these are best learned via face-to-face interactions between and among faculty, students, and staff in classrooms, residence halls, offices, athletic fields, churches, service organizations, etc.

University-wide Conversation Implication: How might we leverage social networking and communications technology advances to strengthen our sense of community? How might we align distance learning with our mission and identity? What structures and processes would enable this?

Task Force Reflection: This is example #3 of the dynamic described above. The primary concern in this area seems to be that these programs are being undertaken solely as revenue-generators, with no concern for whether they genuinely reflect Marianist educational commitments. To the extent that this is a misperception, it can be addressed through communication; however, before the University undertakes more such programs, those proposing them should be able to account for their consistency with the university's mission. The task force recognizes that some of the challenges associated with distance

learning and mission are perceptions based on lack of experience as we can look to our own Institute for Pastoral Initiatives to observe best practices for online learning and community building.

4. STAFF AND FACULTY DEVELOPMENT AND FORMATION

a. Process for Hiring New Faculty, the Hiring For Mission Retreat, and the Second Year Faculty Retreat

The 2002 Sesquicentennial Recommendations^{xi} called for increased discussion of UD's mission and identity as a part of the hiring process for new tenure-track and tenured faculty and as a part of new faculty orientation. Since then, chairs or at least one member of every faculty search committee have been required to attend the annual Hiring for Mission Retreat for Faculty. This retreat helps supervisors and search committee members deepen their understanding of how to communicate UD's Catholic and Marianist mission and identity, articulate how diverse faiths and perspectives are welcomed, and reinforce the importance of mission in faculty hiring decisions. This can be manifested in how job descriptions are written, what mission-related questions are asked of candidates, and how mission impacts teaching, research, and service for all disciplines. Furthermore, this retreat helps articulate UD's goal to make more interdisciplinary hires across all units, congruent with the needs of the new Common Academic Program.

Since 2010, All tenure-track faculty members have attend a retreat in the second semester of their second year at UD to reflect individually and in community on issues of faith and reason, the Catholic Intellectual Tradition, academic freedom, tenure, and promotion. Begun in 2008, this structure and process, over time, will help ensure that all tenured faculty members have engaged in undistracted and substantive conversations on the link between UD's mission and identity and life in the academy.

University-wide Conversation Implication: What structures and processes might we employ to ensure that faithfulness to our mission and identity persists beyond the second year faculty retreat?

Task Force Reflection: Clear and strong leadership from the Provost and the Deans will be key to addressing this concern. We must have a substantial number of Catholic scholars and scholars of other faith traditions to keep the Catholic Intellectual Tradition alive as an important voice in our conversations of learning and scholarship. Providing voluntary opportunities for personal development in topics related to Catholic and Marianist identity is crucial, but for the faculty to be affected the appropriate aspects of the University's Catholic and Marianist mission must be integrated into the academic structures of the University.

b. Faculty Development in Student Development Structures and Processes

The Office of Student Development has taken the lead on key initiatives involving student educational experience outside the classroom, including the Commitment to Community (C2C) document and its application across campus, the Student Conduct System,^{xii} New Student Orientation, Residence Life, and student leadership programs. Yet faculty and staff are provided with little opportunity to learn about student development programming.

Campus-Wide Conversation Implication: How do we build student development programming initiatives into staff and faculty development?

Task Force Reflections: The Task Force believes leadership of the respective units must continue to explore ways to accomplish this.

c. Adjunct Faculty Members and Mission

The University relies upon adjunct faculty to teach approximately one-third of all student credit hours. University-wide processes for hiring and training adjunct faculty do not address Catholic and Marianist mission and identity issues, nor do they provide guidance on addressing student alcohol consumption, sexual assault, and Commitment to Community standards. Adjunct faculty candidates are rarely asked mission-related questions when hired, and they are provided with few opportunities to learn more about or grow in appreciation of the University's Catholic and Marianist identity. Although it may vary by department, no university-wide structure is currently in place for mentoring these faculty members who, especially in the humanities disciplines, frequently teach first-year students.

Campus-Wide Conversation Implication: In what ways can we improve the mission and identity formation of adjunct faculty members at UD?

Task Force Reflection: CAP faculty development will involve adjunct faculty along with full-time. It is also crucial to consider with regards to mission whether adjunct faculty are being paid a just—and in some cases even a living—wage. National trends in this area are distressing; UD needs to demonstrate its difference in this area before asking adjunct faculty to fully embrace the mission.

d. Mission and Identity Programming for Senior Administrators

Few senior administrator development programs at UD specifically address executive leadership in a Catholic and Marianist university. This challenge is particularly acute because they serve as the chief mission officers of their respective units or divisions. The symptoms of this dynamic may include:

- Making key decisions with insufficient reflection on or attention to mission
- Lack of evaluation of mission effectiveness
- Few intentional and deliberate signs, symbols, and behaviors that reinforce the Catholic and Marianist identity of the unit or division
- Few deep conversations about what is Catholic and Marianist
- Few similar conversations among senior administrators

University-wide Conversation Implication: How should senior administrators at UD engage in mission and identity topics, particularly in terms of frequency and modality? What should be the specific purposes of such engagements? How should the fruits of these be shared?

Task Force Reflection: This appeared to be an issue of significant concern in the Spring Conversations. The task force recognizes that the Academic Senate and the administration should work collaboratively to improve communications to and conversations with the faculty. This may set the stage for better overall campus-wide communication.

e. Staff Formation Opportunities

The mission-based staff retreat allows staff to reflect on how the Catholic and Marianist mission relates to their work and provides a foundation on which to build an integrated approach to mission-driven work. During interviews for upper-level staff positions, asking mission-directed questions allows interviewers to explicitly articulate the Catholic and Marianist nature of the University and candidates to present their understanding of the role this mission plays in the work of the UD community. Events such as “Food for the Soul” are accessible methods by which staff members may learn more about the Marianists and the Marianist charism. Many exempt staff members are involved in key mission activities such as Leadership UD (including its Development Team), Marianist Educational Associates, Campus Ministry, and the Fitz Center for Leadership in Community. Attendance by non-exempt staff members may be not possible due to position descriptions.

Campus-Wide Conversation Implication: In what specific ways can we reach out more effectively to non-exempt staff in mission-based formation activities and initiatives?

Task Force Reflection: This issue was perhaps the one on which the spring semester conversations produced the strongest, most emphatic response. Because of our sense that we are providing a number of opportunities already, we need more information about where the disconnect is happening. In particular, participation by non-exempt staff has been an issue in mission-related conversations for at least the last 20 years. We should either commit to the creative solutions we envision in each of these processes or admit that their relationship to mission is simply different from that of other University employees.

ⁱ University of Dayton, “The Five Common Goals: Strategic Plan,” 2006, p. 20-25.

ⁱⁱ www.udri.udayton.edu

ⁱⁱⁱ 2010 University of Dayton Fact Book

^{iv} “Characteristics of Marianist Universities,” 2006. Available at

<http://www2.udayton.edu/rector/directoriesanddocuments.php>

^v <http://www2.udayton.edu/studev/CommitmenttoCommunity.pdf>

^{vi} http://academic.udayton.edu/senate/documents/senate%20documents/06-09_%20Report%20from%20the%20Marianist%20Working%20Group.htm

^{vii} Learning Living Communities 2010 and Beyond: Vision and Recommendations,” Provost Council Learning Living Communities Task Force Report, University of Dayton, Presented to Provost’s Council April 20, 2010, p. 4.

^{viii} University of Dayton, “Self-Study Document for 2007 HLC visit,” found on MITF quickplace site, p. 212.

^{ix} Stock, Richard. “Catholic and Marianist Philosophy of Education On-line Survey: Final Report,” March 2010, p. vii.

^x Eggemeier, T. “Implications of the Catholic and Marianist Identity of the University of Dayton for Graduate Education,” July 2011.

^{xi} See “Conversing: Reflections on the University of Dayton's Catholic and Marianist Character in its 150th Year—A Report from the Task Force on the Sesquicentennial Conversation, Recommendations,” February 19, 2002, Recommendations 1 – 5.

^{xii} “Student Standards of Behavior and Code of Conduct,” Office of Community Standards and Civility, University of Dayton, 2010.