

Elizabeth Dunens (she/her)

Graduate School of Education (PennGSE) | University of Pennsylvania
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Education

Ph.D. Higher Education Policy, Organizations, Leadership, & Systems **May 2024**
University of Pennsylvania, Philadelphia, Pennsylvania *(anticipated)*

Dissertation: *From Crisis Management to Crisis Governance: Examining the Legitimacy of and Lessons from Parallel Governance in Response to COVID-19*

Multiple case study on decision-making and leadership approaches to COVID-19 at three colleges in the mid-Atlantic. Findings contribute to theoretical and practical understanding of how higher education institutions can respond to dynamic, lasting crises with shared governance principles and community values in mind.

Committee: Dr. Matthew Hartley (Chair), Dr. Laura Perna, Dr. Julie Wollman

M.A. Higher Education Organizations, Leadership, Policy & Development **May 2015**
University of Minnesota, Minneapolis, Minnesota
Graduate Minor: Integrative Leadership

Thesis: *Understanding the 'Why': A Research Study on the Motivations of Graduate Students for Public Engagement*

Mixed methods study (focus group; survey n = 75) surfacing students' intrinsic and extrinsic motivations for incorporating community engaged learning, teaching, or research into their graduate experience. Findings contribute to postsecondary understanding of ways to advance graduate student involvement in community engagement.

Committee: Dr. Andrew Furco (Chair), Dr. David Weerts, Dr. Lou Quast

B.A. Art History & Arts Management **May 2007**
University of San Francisco, San Francisco, California
Study abroad: Oxford University, University of Buenos Aires

Professional Experience

Associate Director **2015 - 2019**
Center for Community Work & Learning, St. Catherine University, St. Paul, MN
Promoted from Assistant Director to Associate Director in 2017

- Collaborated with 25+ faculty annually on design and implementation of community-engaged learning (CEL) for undergraduate and graduate-level courses, including in the School of Health Sciences (Interprofessional Education, Nursing, Nutrition, Occupational Therapy, Physician Assistant Studies, Public Health)

- Managed CEL and community-based research for 500+ undergraduate and graduate students and 50+ nonprofits each year; cultivated and maintained Center relationships with diverse campus and community stakeholders
- Conducted CEL research with multiple faculty; co-authored two peer-reviewed journal articles and co-presented at multiple conferences
- Designed, implemented, and analyzed student, faculty, and community partner evaluations of Center programs (CEL, community-based internships, community-based research); synthesized data (n~400 each semester) to inform practice and reporting (e.g., Office of Institutional Research, Carnegie Community Engagement Classification)
- Designed and managed Center communications (annual reports, monthly newsletters, social media); supported Center Director with strategic planning, grant applications, budget management; supervised staff, graduate interns, and student workers

Co-Chair, *Equitable Community Engagement Community of Practice* 2017-2018
Iowa & Minnesota Campus Compact

- Designed and facilitated a monthly community of practice for 12 regional higher education and non-profit professionals working toward a more equitable and inclusive community engagement practice in their work and at their organizations (co-chaired with Joyce Coleman, former Vice President at Century College, MN).

Department Administrator 2011-2013

Department of Writing Studies, University of Minnesota, Minneapolis, MN

Promoted from Office & Admin. Specialist to Exec Office & Admin. Specialist in 2012

- Administrative support to the department chair and department (80+ faculty, lecturers, & graduate instructors); assisted with departmental budget and accounting, faculty annual review processes, HR and orientation for new and continuing instructors, course scheduling and enrollment management, and supervising student workers

Medical & Clinical Affairs Assistant 2008 - 2010

ChemoCentryx, Inc., Mountain View, CA

- Administrative support to the Chief Medical Officer and clinical department; processed expense reports and invoices; managed company's clinical report library; assisted with FDA report submissions; graphic design for conference posters

Teaching Experience

University of Pennsylvania, Philadelphia, PA 2020-2023

Graduate Fellow for Teaching Excellence, Center for Teaching and Learning | 2022-2023

- One of 14 doctoral students from across the university selected for AY22-23

- Collaborated with PennGSE to design and lead teaching workshops for graduate students/postdocs; topics ranged from [Crafting Effective Syllabi](#) to [Facilitating Classroom Community and Discussion in a Politically-polarized Climate](#)
- Completed teaching observations of doctoral students from diverse disciplines to support graduate students' development as educators

Graduate Instructor, PennGSE | Summer 2022 | 11 students

Course: [Faculty & Academic Governance: Decision-making in Postsecondary Organizations](#)

- Designed and taught graduate-level seminar on governance theory and practice in higher education
Mean student eval. of teaching: 3.85 / 4

Graduate Teaching Assistant, PennGSE | Spring 2021 | 16 students

Course: [Case Studies: The Future of Higher Education](#)

- Graduate-level course with student teams partnering with higher education institutions to develop analytically grounded case study scenarios for their postsecondary sector
- Supported Dr. Peter Eckel with course design, lesson planning and delivery, discussion facilitation, and grading
Mean student eval. of TAing: 3.66 / 4

St. Catherine University, St. Paul, MN

2015-2019

Adjunct Instructor

Course: *Hindu and Buddhist Mythology* | J-Term 2019 | 20 students

- Undergraduate study abroad in Nepal led by Dr. Emily West (Classics); managed student affairs/support aspects of study abroad experience

Course: *Community Clinical Immersion* | Summer 2018 | 20 students

- CEL course for M.S. Nursing co-taught with Dr. Kim Dinsey-Read (Nursing); managed CEL partnerships, placements, and curriculum

Course: *The Global Search for Justice* | J-Term 2017 & 2018 | 25 students

- CEL course for upper-level undergraduates focused on housing insecurity in Minnesota
- In 2018: Co-designed, delivered, and graded curriculum/assignments with Dr. Mason (Public Health); managed CEL aspects of course
- In 2017: Co-taught with Dr. Nancy Heitzeg (Sociology); managed CEL partnerships, placements, and curriculum for course

Course: *The Reflective Woman* | Fall 2017 & Spring 2018 | 25 students

- Core (required) undergraduate course with a CEL component focused on liberal arts, supporting first-year writing and academic skills, and fostering student development and belonging
- In 2017 taught section for first-semester students; in 2018 taught section for transfer students
Mean student eval. of teaching (across courses): 4.8 / 5

Graduate T.A.

Undergraduate courses supporting [President's Emerging Scholars](#) (PES) students in their first year at the UMN | Instructor: Andrew Williams, (former) Director of PES

Course: *Liberal Arts Learning* | Fall 2013 & 2014 | 25 students

- Led one discussion section of PES undergraduates through a curriculum focused on identity, student development, and academic success; designed course activities, facilitated classroom learning and discussion, graded assignments, and fostered first-gen students' sense of belonging at the university

Course: *Global Inequality & Transformative Citizenship* | Spring 2014 & 2015 | 25 students

- CEL course covering a range of global equity and social justice issues; taught one discussion section of undergraduate PES students

Research Experience

Graduate Research Assistant | University of Pennsylvania

Project: *Institutions of Excellence* (forthcoming book, Cambridge University Press). Multiple case study featuring global postsecondary institutions with unique missions, models, and successes that WCU/rankings systems overlook. Contributed research, writing, and project management.

PIs/supervisors: Dr. Matthew Hartley and Alan Ruby

Co-PI | University of Pennsylvania & University of Wisconsin, Madison

Project: *High Performing Pell institutions: A typology and analysis of institutions with high low-income student success*. Quantitative research study identifying U.S. institutions graduating and advancing the social mobility of Pell-eligible students at higher-than-predicted rates (in progress)

Co-PI: Dr. Taylor Odle

Research Team Member | [IRHE](#), University of Pennsylvania

Project: [Case Study report](#) on California public higher education policy through the Institute for Research on Higher Education (IRHE). Authored chapter and contributed research, writing, editing, and graphic design to report.

Supervisor: Dr. Joni Finney

Co-PI | St. Catherine University

Project: [Imparting the Skills Employers Seek: Community Engaged Learning as Career Preparation](#). Qualitative research study examining the potential for postsecondary

community-based educational experiences to impart the skills employers most desire from new college graduates. Qualitative responses generated from 46 participants (CEL faculty, students, and community partners) were coded and then compared to the top skills business executives and hiring managers reported in 2018 as priorities for new college graduates.

Co-PI: Professor Elizabeth Otto (Communication Studies)

Co-PI | St. Catherine University

Project: [*Service-Learning as a Practical Introduction to Undergraduate Public Health: Benefits for Student Outcomes and Accreditation.*](#) This study presents one university's model of service-learning in introductory public health courses, and results from the analysis of two datasets representing students' experience with service-learning in undergraduate public health curriculum. Findings provide empirical support of the effectiveness of this pedagogy for advancing student learning and the achievement of foundational accreditation domains outlined by the Council on Education for Public Health (CEPH).

Co-PI: Dr. Meghan Mason (Professor, Public Health)

Research Collaborator | St. Catherine University

Project: *An Innovative Approach to Interprofessional, Team-based Service-Learning at Community Sites Serving Older Adults.* Evaluation and presentation of an interprofessional CEL model for health science students studying aging and elder care.

Collaborators: Professor Jim Tift (Interprofessional Education), Shelli Beck (Community Partner), D'Ann Urbaniak Lesch (Center for Community Work & Learning)

Graduate Student Intern | Center for Community Engaged Learning, University of Minnesota

Project: Completed qualitative analysis (NVivo) of CEL student survey data (n=900+).

Supervisor: Laurel Hirt, Director CCEL

Publications

PEER-REVIEWED

Otto, E., & **Dunens, E.** (2021). Imparting the skills employers seek: Community-engaged learning as career preparation. *Journal of Community Engagement & Higher Education*, 13(1), 39-56.

Mason, M., and **Dunens, E.** (2019). Service-learning as a practical introduction to undergraduate public health. *Frontiers in Public Health*, 7(63), 1-8.

Dunens, E. (2017). New book addresses “lack of guidance” for teaching and practice of community-based research [Book Review, *Community-based research: Teaching for community impact*, Beckman, M. & Long, J. F. (Eds.)]. *Journal of Community Engagement and Scholarship*, 9(2), 137-139.

MANUSCRIPTS IN PREPARATION

Dunens, E., & Odle, T. K. (2023). High Performing Pell institutions: A typology and analysis of institutions with high low-income student success.

BOOK CHAPTERS

Dunens, E. & Hartley, M. (2023). University of Maryland, Baltimore County. In Hartley, M., & Ruby, A. *Institutions of Excellence*. [Forthcoming]. Cambridge University Press.

REPORTS, WORKING PAPERS, & UNIVERSITY PUBLICATIONS

Dunens, E., & Kaul, M. (2020). Surveying fragmentation in California’s higher education landscape. In T. K. Odle & J. E. Finney (Eds.) *“Faultlines” Shaping Higher Education Policy and Opportunity in California*. Philadelphia, PA: Institute for Research on Higher Education, University of Pennsylvania Graduate School of Education. ([Link](#))

Dunens, E. (2017). Assessing community engagement at St. Catherine University: Lessons learned from the Center for Community Work and Learning. *The Lens* 9(1), 1.

Dunens, E. (2016). About Community Work and Learning. *St. Catherine University Colleagues* 26(2).

Dunens, E. (2015). *Understanding the ‘why’: A research study on the motivations of graduate students for public engagement* [Master’s thesis]. ([Link](#))

CONFERENCE PRESENTATIONS

Dunens, E., Wollman, J., Lundy-Wagner, V., & Whitfield, K. (2022). *Now entering the learning phase: Postsecondary reflections, lessons, and ongoing uncertainties from COVID-19*. Association for the Study of Higher Education (ASHE) 2022 Annual Conference.

Dunens, E. & Hartley, M. (2022). *Responding to existential crisis: An examination of organizational adaptation over four decades*. American Educational Research Association (AERA) 2022 Annual Conference.

Dunens, E., & Odle, T. K. (2021). *High Performing Pell institutions: A typology and analysis of institutions with high low-income student success*. AERA 2021 Annual Meeting.

Dunens, E., Eremenko, I., & Hartley, M. (2021). *In it for the long haul: How continuity of leadership matters*. AERA 2021 Annual Meeting.

Bodnar, M., Patel, P. R., Odle, T. K., Finney, J. E., **Dunens, E.**, Kaul, M., Van Ostenbridge, L. (2020). *A case study of “Faultlines” shaping higher education policy and opportunity in California*. ASHE 2020 CPPHE Pre-Conference.

Dunens, E. (2015) *Understanding the ‘why’: A research study on graduate student motivations for public engagement*. Paper presented at the International Association for Research on Service-Learning and Community Engagement (IARSLCE) Meeting, Boston, MA.

Dunens, E., Crume, R., and Van Wylen, Thomas (2017). *Holding up the mirror: Implicit bias in experiential learning services*. Presentation session at Minnesota College Professionals Association 2017 Annual Conference.

Mason, M., Lesch, D.U, **Dunens, E.,** & Lynn, K. (2017). *Service-learning as a practical introduction to public health*. Poster session for 2017 American Public Health Association Annual Meeting.

Tift, J., **Dunens, E.,** Beck, S., & Lesch, D. U. (2017). *An innovative approach to Interprofessional, team-based service-learning at community sites serving older adults*. Poster session for 2017 Interprofessional Education Summit, St. Paul, MN.

Lesch, D. U., **Dunens, E.,** Allen, K., & Herr, S. (2016). *Career Ready: Pursuing equity through paid community-based work and learning experiences*. Presentation at Minnesota Campus Compact Vision and Voice conference, October 14, 2016, St. Paul, MN.

INVITED TALKS, PRESENTATIONS, & PANELS

Otto, E., & **Dunens, E.** (2018). *Community engaged learning as career preparation*. Presentation at Minnesota Campus Compact/St. Catherine University Engaged Faculty Institute.

Dunens, E., & Myers, C. (2017). *St. Kate's Career Ready internship program*. Presentation at Minnesota Association for Experiential Learning (MAEL) April meeting.

Dunens, E., Lesch, D. U., et al. (2016). *St. Kate's voices on the value of civic engagement*. Presentation session at St. Catherine University Opening Faculty and Staff Workshop, August 2016.

Dunens, E. & Gottschalk, L. (2016). *Supporting student self-authorship through reflection and learning partnership*. St. Catherine University Teaching and Learning Network January 2016., St. Paul, MN.

Dunens, E., Lesch, D. U., et al. (2016). *Community engagement and student leadership*. Presentation session at St. Catherine University Staff Circles.

Service

Committee on Degrees, PennGSE 2022-2023

Appointed by PennGSE Dean as the student member of faculty decision-making body for student petitions to academic policy.

Vice President of Finance, PennGSE Student Government 2022-2023

Managed \$230k budget/\$50k grant budget; led initiatives to meet students' academic, community, and professional needs

Proposal Reviewer & Session Chair, Assoc. for the Study of Higher Education 2022

<i>Proposal Reviewer & Session Chair, American Educational Research Assoc.</i>	2022
<i>Civic Action Planning & Assessment Committee, St. Catherine University</i>	2016-2018
<i>Marketing Strategy Task Force, St. Catherine University</i>	2018
<i>Faculty & Staff Awards Committee, St. Catherine University</i>	2017
<i>University District Alliance (UDA), University of Minnesota</i>	2013-2015
Board member and Executive Committee member; represented graduate students on UDA, a UMN initiative convening university, neighborhood, and local government stakeholders to improve relations and foster collaboration.	
<i>Student Board for Community Engagement, University of Minnesota</i>	2013-2014
<i>Community Engagement Representative, UMN GAPSA</i>	2013 - 2014
<i>Outstanding Community Service Award Committee, University of Minnesota</i>	2015
<i>McEvoy Award for Public Engagement Committee, University of Minnesota</i>	2014 & 2015

Awards, Fellowships, & Grants

2023	<u>William E. Arnold Award for Outstanding Contributions by a Student</u> Graduate School of Education, University of Pennsylvania
2023	<u>Andy Binns Award for Outstanding Service to Student Life</u> University of Pennsylvania
2022-2023	<u>Graduate Fellowship for Teaching Excellence</u> Center for Teaching & Learning, University of Pennsylvania
2019-2023	M.E.A. Stinner Fellow, Graduate School of Education, University of Pennsylvania (4.5-year research fellowship)
2019-2023	Research/Conference Grants, GAPSA, University of Pennsylvania (\$3,000)
2018	Staff of the Year finalist, St. Catherine University
2018	MCON Grant Recipient, Bush Foundation
2009	Make it Happen Award, ChemoCentryx, Inc.
2007	Dean's Medal in the Arts finalist, University of San Francisco
2003-2007	President's Scholar, University of San Francisco