



University of Dayton

STRATEGIC PLAN 2022

STUDENT DEVELOPMENT



**STRATEGIC PLAN MESSAGE FROM THE VICE PRESIDENT
DEVELOPING OUR FUTURE FOR THE COMMON GOOD**

Dear Faculty, Staff, Students and Colleagues,

I am pleased to present the Division of Student Development's Strategic Plan 2022. This plan builds on our significant successes, sets both ambitious and realistic goals, and positions us to achieve a forward-looking and far-reaching student centered experience that is deeply rooted in our Catholic and Marianist traditions.

This Strategic Plan is the result of more than a year of focused strategy and thoughtful research by the Strategic Planning Committee and senior leaders. During this time, we examined our peer institutions and gathered candid and constructive feedback from trustees, vice presidents, deans and key stakeholders of our campus-community, including faculty, staff and students. The subsequent plan represents our collective view of our future shape and direction, as well as our commitment to building an inclusive and supportive environment for all students.

I am very grateful to the members of the Strategic Plan 2022 work group for their hard work and dedication to this task and to the University community who participated in this tremendously collaborative effort. As we chart our path to the future, I look forward to forging deeper collaborations and partnerships with you as we develop a more inclusive and healthier campus environment where all students can thrive and foster the common good.

Best regards,

William M. Fischer

William M. Fischer, J.D.
Vice President for Student Development



VISION

DISCOVER. PRACTICE. CREATE. IN COMMUNITY.

MISSION

The Division of Student Development cultivates student learning in the Catholic and Marianist tradition. We challenge students to construct inclusive communities of purpose, demonstrate practical wisdom, and choose value congruent behaviors. We support students as they create safe and healthy environments where differences are respected and celebrated. We empower students to discover their vocation as they develop the skills needed to lead for the common good.

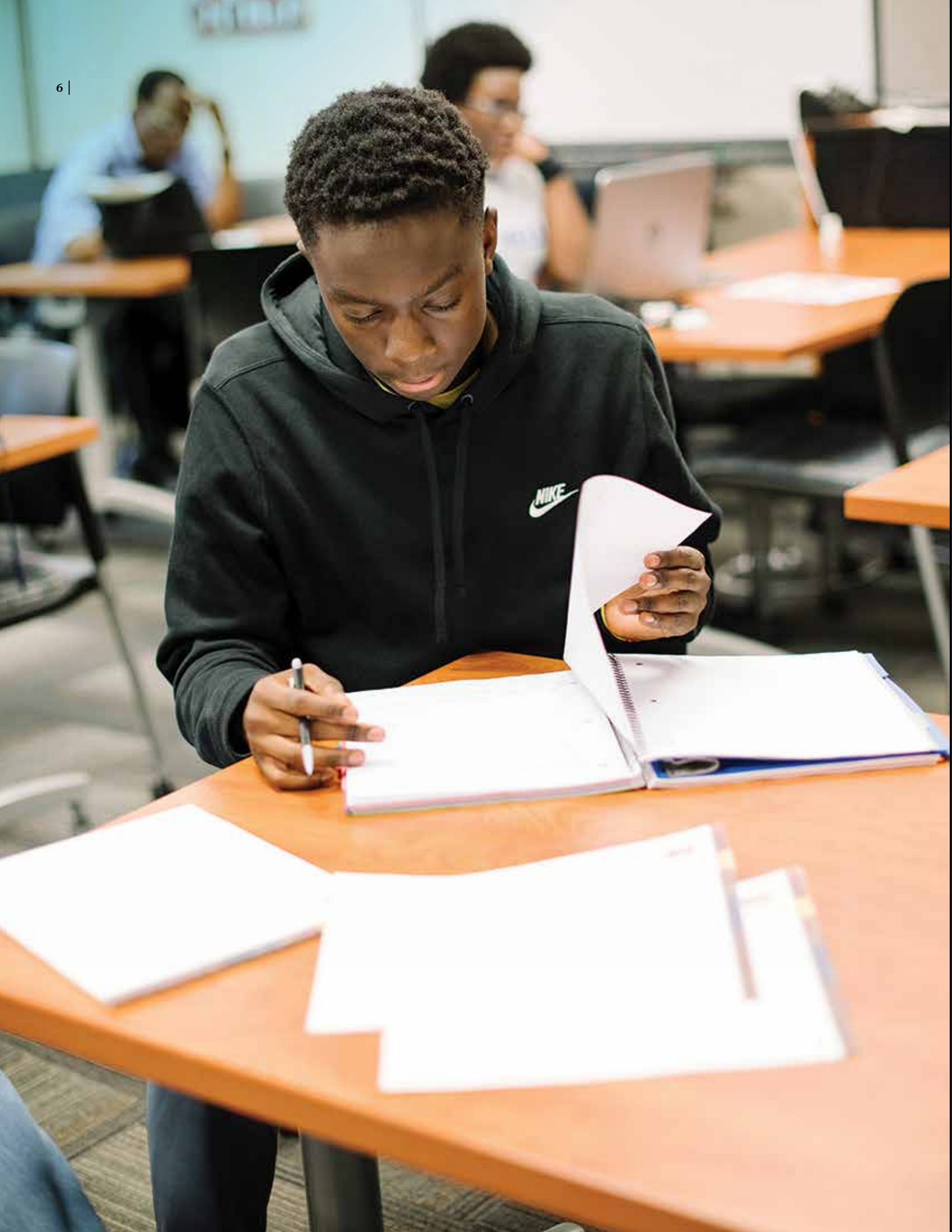
CORE VALUES

1. Learning as an innovative process guided by the Catholic and Marianist tradition
2. Respecting the dignity of self and others
3. Building community by committing to the common good
4. Developing habits of self-care in pursuit of well-being
5. Reflecting on and exploring faith, purpose and calling
6. Advancing inclusive excellence
7. Using professional ethics and standards to inform our practice

INCLUSIVE EXCELLENCE

As a Catholic and Marianist institution, the University of Dayton embraces diversity as a gift of God's creation and is committed to honoring the intrinsic value and dignity of all people, including an individual's race, religion, socio-economic status, gender, sexual orientation, country of origin, (dis)ability, ideology and other expressions of human difference.

We commit ourselves to eliminating discriminatory or hateful words and actions, pursuing equity and becoming known as a fully inclusive and welcoming environment for learning, discovery and community engagement.



STRATEGIC INITIATIVES:

The following strategic initiatives represent major priorities for Student Development to accomplish over the next four years. These objectives and initiatives will be further defined in strategic action plans, including timetables and responsibilities for each of the major priorities outlined.

STRATEGIC GOALS

1.

Develop students into leaders who transform communities through co-curricular learning

- 1.1 In the context of the common good, develop a clear definition of co-curricular learning. Using a common language to communicate with students, map co-curricular learning outcomes and skills to vocational outcomes.
- 1.2 Using available data, create a clear and sustainable analysis of the co-curricular needs of all students.
- 1.3 Expand access (pathways) to co-curricular programs for domestic, multi-cultural, international and under-served (underrepresented, under-resourced and commuter) students.
- 1.4 More fully integrate Student Development and co-curricular learning with faculty, University centers and the experiential learning efforts of the larger University.
- 1.5 Strategically explore behavioral and mental health, alcohol and drugs, and diversity within the residential curriculum and other program structures, including non-residential students.
- 1.6 Highlight and expand the spaces, tools and places for introspection and reflection on campus.
- 1.7 Engage alumni and parents, emphasizing the co-curricular experience as a value-added part of the Catholic and Marianist tradition.
- 1.8 Emphasize engaging and collaborative teaching and learning approaches with special attention to peer education.

2.

Challenge and support student self-discovery

- 2.1 Increase visibility and infuse the Marianist values and characteristics more fully into our leadership, vocation and character development initiatives.
- 2.2 Pursue a vision of socially responsible leadership that helps all students develop leadership competencies.
- 2.3 Expand opportunities for student involvement in leadership, vocation and character development.
- 2.4 Maximize the impact of student employment through a focus on student learning and development.
- 2.5 Integrate self-discovery, resilience, practical wisdom and diversity into co-curricular experiences.
- 2.6 Engage parents as partners in challenging and supporting students on their developmental journeys.
- 2.7 Increase understanding of student development theory and practice as essential to the value of the University of Dayton education.

3.

Encourage development of the whole student through health and well-being education and lifestyle practices

- 3.1 Develop, promote, and sustain a campus-wide culture of health and well-being focused on resilience, prevention, self-care and discovery of healthy practices.
- 3.2 Increase student involvement and awareness in environmental and social impacts of behavioral choices.
- 3.3 Integrate a climate of health and well-being throughout all of Student Development. Create an advocacy coalition across campus for well-being and self-care.
- 3.4 More fully integrate how our Marianist and Catholic identity informs and is connected to our health and wellness priorities.
- 3.5 Increase partnerships with academic areas and faculty that include health, well-being or self-care as part of their field of study.
- 3.6 Engage faculty partners to develop a student leadership cohort to act as peer advocates for health and well-being.
- 3.7 Educate students on the impacts of technology on health and well-being, including both positive and negative effects.
- 3.8 Continue to build and grow relationships with health and well-being organizations in the local community to expand our impact.
- 3.9 Take an inclusive approach to accessing health and well-being programs for all students (i.e., international students, graduate students, part-time students, etc.)
- 3.10 Enhance sexual violence prevention education through the expansion of curricula addressing systemic issues pervasive to a culture of power based personal violence to undergraduate, graduate and law students.
- 3.11 Develop a sequenced and comprehensive strategy of training, education and resources, which serves as the foundation for a campus wide ethos of wellbeing that destigmatizes mental health and builds individuals' capacity to thrive and contribute as an active member of our community.



4.

Foster a campus climate of Inclusive Excellence

- 4.1 In collaboration with campus partners, develop a common language for diversity, equity and inclusion, as well as strategies for developing students' cultural competence.
- 4.2 Expand professional development experiences for staff on a full range of diversity, equity and inclusion topics to foster their leadership and application to our work.
- 4.3 Use a data-influenced (quantitative and qualitative) approach to better understand and positively impact the experiences of underrepresented students and the campus climate of diversity.
- 4.4 Foster a welcoming campus community (in collaboration with campus partners, as appropriate) to engage all students in valuable learning experiences and to create a sense of belonging.
- 4.5 Provide coordinated student engagement opportunities across Student Development that develop intercultural learning competencies through student employment and co-curricular experiences.
- 4.6 Develop a common set of student outcomes and metrics, informed by data, to help impact and report on diversity, equity and inclusion efforts in Student Development.
- 4.7 Proactively communicate our values and expectations related to diversity, equity and inclusion to external constituencies; reinforce these messages when responding to incidents of concern.
- 4.8 Emphasize diversity, equity and inclusion as intrinsic to and embedded in all the work of Student Development.





5.

Enhance campus safety, personal responsibility and risk management

- 5.1 Increase understanding of safety as a systemic phenomenon that requires sustained investment, personal responsibility, accountability and coordination across the University.
- 5.2 Implement an ongoing safety education outreach program for the campus and the surrounding community.
- 5.3 Reinforce a consistent, integrated and focused strategy to address under-age and high-risk alcohol consumption, hazing and sexual violence with alignment of policies, protocols, messaging and processes.
- 5.4 Strengthen engagement among students with public safety in order to build an environment of trust.
- 5.5 Increase cross-training and awareness of safety-related resources and programs among all faculty and staff.
- 5.6 Strengthen and sustain a community policing climate and an environment of trust and legitimacy among stakeholders.
- 5.7 Reinforce structures to manage risk and threat.
- 5.8 Examine the capacity for equipment, public safety personnel and technology to enhance safety and manage risk.
- 5.9 Leverage strategy, external review feedback and implementation of an alcohol coalition to impact the individual and environmental dynamics of high risk alcohol use; which includes day drinking.

6.

Align process, resources, and infrastructure to prioritize strategic initiatives

- 6.1 Assess and develop a structure for Student Development that reinforces our contribution to student resilience, retention and persistence.
- 6.2 Conduct a comprehensive review of Student Development programs, services, personnel and organizational structure based on established priorities.
- 6.3 Develop a Student Development-specific financial prioritization process based on the review.
- 6.4 Conduct a facilities and space utilization review for student services aligned with our strategic priorities.
- 6.5 Collaborate with advancement to emphasize student development priorities.
- 6.6 Conduct a comprehensive communications and marketing review of Student Development activities that reached external audiences.
- 6.7 Hire, develop, retain and recognize Student Development staff who have skills and experience congruent with our mission.
- 6.8 Starting with the shared housing model with enrollment management, identify and project the impact to services and infrastructure caused by major shifts in enrollment.
- 6.9 As part of University-wide efforts, inventory and document all software and systems used by Student Development.
- 6.10 Create a culture and process to efficiently engage University partners in student development.
- 6.11 More fully integrate and engage Student Development in faculty and staff forums and working groups.



**University
of Dayton**

**UNIVERSITY OF DAYTON
300 COLLEGE PARK
DAYTON, OHIO 45469-0951**