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MISSION
The Division of Student Development is a community of professionals called to serve as a resource and partner for student learning in the Catholic and Marianist tradition. We challenge students to construct communities of purpose, exhibit practical wisdom and practice servant leadership as they integrate personal and social responsibility with academics and faith formation. We support students by assisting in the co-creation of a safe and healthy environment where differences are respected and celebrated. We encourage students to discover their vocation as they develop the skills needed to contribute as members of a global society.

STUDENT DEVELOPMENT LEARNING OUTCOMES

EXPERIENTIAL WISDOM
Drawing on the practical skills that students learn in their co-curricular experiences, students will develop creative and effective strategies to address academic, workplace, individual and community needs.

COMMUNITY ENGAGEMENT
Students will demonstrate the knowledge, skills and dispositions of a Marianist education through active community participation, collaboration and service.

HEALTHY LIVING
Students will exemplify appreciation for the dignity of each person and the common good by engaging in healthy behaviors, making purposeful decisions and contributing to environments that promote health and reduce risk.

MULTICULTURAL DEVELOPMENT
Students will demonstrate an understanding of their own and others’ identities, have meaningful cross-cultural experiences and reflect on and address individual and structural barriers to equity and inclusion.

VISION
DISCOVER, PRACTICE, CREATE COMMUNITY

CORE VALUES
Character
Faith
Innovation
Learning
Professional Practice

Community
Inclusion
Leadership
Health and Wellness

STATEMENT OF INCLUSIVE EXCELLENCE
The Division of Student Development recognizes the educational benefits of diversity for students, faculty and staff. We are committed to engaging in reflection, dialogue and experiences that both challenge and affirm multiple perspectives. Our Marianist charism calls us to value the dignity of every person and to advocate for social justice.

DISCOVER, PRACTICE, CREATE COMMUNITY
October 2016

Dear Colleagues,

On behalf of the Division of Student Development, I am pleased to share with you the 2015–16 Annual Report. We are excited to share our accomplishments from the past year with you.

In 2015–16, we strengthened our residential curriculum, now in its second year; continued and increased our diversity and inclusion efforts; engaged students in advocacy and leadership development; and worked to foster a safe, healthy environment for all members of the campus community. We also improved internal operations through professional development opportunities, and are proud to share the progress from the departments and offices in the Division.

This report is organized into a set of themes linked to the Division’s Strategic Goals, Diversity Strategic Goals and our Catholic and Marianist values. These themes exemplify the dynamic and vital work of our staff in expanding and diversifying the co-curricular experiences and educational opportunities available to our students. The themes include:

• Supporting student learning
• Learning and living in community
• Fostering the common good
• Promoting healthy living
• Developing leaders
• Creating inclusion
• Protecting the community
• Building capacity

The achievements highlighted in this report would not have been possible without the sustained efforts of our staff and the care of our community. I greatly appreciate the contributions, expertise and dedication of our staff and the collaborative work of our campus partners, faculty and colleagues who work tirelessly to support and enhance student life. I also extend my gratitude for the guidance and commitment of our board members and the generous support of our donors and friends. Thank you most sincerely for all that you do and continue to do to support our students.

In this academic year, I look forward to building new partnerships and collaborations and to working together to create a more diverse and inclusive community where all students can thrive.

Sincerely,

William M. Fischer, J.D.
Vice President for Student Development
THE DIVISION OF STUDENT DEVELOPMENT CREATES LEARNING OPPORTUNITIES AND COLLABORATES WITH DEPARTMENTS ACROSS THE UNIVERSITY TO PROVIDE CO-CURRICULAR EXPERIENCES FOR STUDENTS. In 2015–16, the Division launched new programs and improved existing ones to better support student learning.

DIVERSITY IN THE CLASSROOM
The Office of Multicultural Affairs continued to offer Partners in the Classroom. Through this program, faculty invite staff to conduct workshops designed to increase students’ knowledge of themselves and others. Workshops held this year included “Creating an Inclusive Community,” “Gaining Power through Cultural Diversity,” “Introduction to Intergroup Dialogue,” “Me, Myself and Others” and “Exploring Social Identity.” The Office offered 21 workshops to 849 individuals.

HANDS-ON EXPERIENCE FOR STUDENTS
This year, the Division’s Office of Information Technology mentored three students in the Management Information Systems program within the School of Business Administration. The student team assessed the Office’s processes for handling support tickets. Team members interviewed Student Development staff to gather input for possible improvements. Results yielded changes in how IT delivers and communicates its services. The students summarized and presented their recommendations in a capstone project.

GREEK LEADERS CONNECT AND REFOCUS
UD has long provided individualized advising to Greek organization chapters and councils. This year, the Center for Student Involvement recognized a need to unite the Greek community under common standards. Staff created a new curriculum for overnight retreats for Greek organization leaders and held retreats in August and January. Through these experiences, 96 leaders representing 20 organizations learned to articulate their organizations’ values and connect those to the values of the Greek community and UD as a whole. The Center also formally introduced the Pillars of a Values-Based Community (scholarship, leadership, service, campus engagement and sisterhood/brotherhood). As a result of these retreats, dialogue across council lines increased, while inquiries and investigations related to high-risk incidents dropped.

“Don’t cancel your class instead of canceling a class due to a conflict, faculty have the option to invite a speaker from Student Development to speak on an important issue. Topics covered include sexual violence prevention, LGBTQ+ support in the context of Catholic and Marianist values, leadership and wellness. In 2015–16, over 60 classes made use of this opportunity.

LEARNING THROUGH MENTORSHIP
In a national study of student leadership, University of Dayton students indicated that mentoring relationships helped them develop leadership abilities and behaviors. Fifty-five percent of UD students indicated having a mentoring relationship with an academic or student affairs staff member, compared to 50 percent of students nationwide.

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INTEGRATED LEARNING-LIVING COMMUNITIES SUPPORT SUCCESS
For the sixth consecutive year, students who participated in Integrated Learning-Living Communities (ILLCs) were retained at higher rates (92.7 percent) than those who did not (90.2 percent). These students were also more likely to feel connected to faculty, actively participate in classes and talk about course content outside of class.

“I am thankful I signed up for the Writing and the Arts ILLC. This ILLC has made my first semester of college one filled with many great experiences.”

First-year student

“I have loved being a part of the Writing and the Arts ILLC. The classroom setting, the size of the class and the opportunity to live on the same floor as my classmates has made it possible to form close relationships. It has overall been extremely beneficial to my first semester at UD.”

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First-year student
SHARING BEST PRACTICES FOR GRADUATE STUDENT DEVELOPMENT

Serving as a graduate assistant is a valuable experience for all students. But for those in the University of Dayton’s College Student Personnel and Higher Education Administration master’s programs, the work is particularly instructive. On average, the Division employs 40 graduate assistants. Graduate assistants make powerful connections between their coursework and professional learning while gaining experience that relates directly to their career path. In 2015, the Graduate Assistant Development Committee worked to forge new partnerships with the Schools of Business Administration and School of Engineering, sharing its holistic process for selecting and developing graduate assistants.

A 2015 survey of past and current graduate assistants showed that 88 percent of 42 respondents agreed or strongly agreed that the experience provided them with information to advance their career goals. When asked specifically how the assistantship helped their career goals, respondents cited firsthand experience in their field of professional interest (17), supervisory experience overseeing students (8), networking opportunities and the opportunity to build connections (8), increased confidence in their abilities (4), a better understanding of workplace politics (4) and knowledge of what steps to take next for their futures (3).

HONORING OUTSTANDING GRADUATE ASSISTANTS

The Graduate Assistant Development Committee presented four awards which recognize outstanding graduate assistant contributions: Student Support and Development, Peer Support and Enrichment, Campus Support and Collaboration, and Scholarship and Service.

“Being a graduate assistant in the Division of Student Development was the perfect complement to my coursework in the Higher Education Administration program. I was able to apply knowledge that I was getting through my program, and this well-rounded experience better prepared me to become a student affairs professional.”

Graduate student

FORMALIZED TRAINING FOR DOCTORAL STUDENTS

The Counseling Center has long offered practicum training in psychotherapy for up to four master’s students and two doctoral students. Soon, they will accept students for a formal, full-time pre-doctoral psychology internship. Counseling Center staff secured funding and developed a curriculum for the pre-doctoral psychology internship in 2015–16. Distinctive features of the curriculum include skills training and experience with individual and group counseling, as well as instruction on ethical issues, diversity and crisis management.

STUDENT EMPLOYEE DEVELOPMENT: PUTTING LEARNING TO WORK

The Division of Student Development invests heavily in developing, preparing and mentoring student employees. The process includes skill building—but also fosters intercultural sensitivity, leadership efficacy and capacity as well as personal growth. Each office within the Division develops its own training curriculum for student employees. However, training often involves collaboration across Student Development and the University.

TRAINING HIGHLIGHTS FROM THIS YEAR INCLUDE:

HOUSING AND RESIDENCE LIFE

With the introduction of A Vision for Integrated, Applied and Transformative Education (AVIATE), the Department of Housing and Residence Life took a new approach to staff recruitment and training. Students are now being trained to facilitate meetings and engage in effective dialogue. All 380 staff attended leadership trainings in fall and spring.

In addition, RAAs and Neighborhood Fellows completed six service hours during the year. These training events were each an opportunity for collaboration with the Office of Student Leadership Programs, Office of Multicultural Affairs, the Center for International Programs and others.

CAMPUS RECREATION

Campus Recreation’s training of its 250 student staff members in 2015–16 focused on building intercultural competency, specifically through the frame of empathy and dialogue. Through intentional developmental experiences, students learned that their intercultural worldviews are fluid and developed skills to apply in their personal and professional lives. The premise of this training was to move beyond transferable skills to transformational growth.

At the end of the year, 56 percent of student staff expressed interest in additional opportunities to broaden understanding of their cultural identity and the cultural background of others.

“Often race and culture issues are not addressed or deeply discussed enough. There are a lot of things left unsaid because they make people feel uncomfortable. But to truly solve these issues, we need to talk through the awkwardness and emotions that come with this subject to find solutions and ways to improve.”

Campus Recreation student employee

NEW STUDENT ORIENTATION

Preparing to welcome new students to campus is a year-round undertaking. The Office of New Student Programs employs 81 student staff, including orientation leaders, Blue Crew counselors and student coordinators who undergo training on diversity and inclusive leadership. In interviews, over a dozen leaders expressed an ability to learn from work experience, connect with civic identity and a commitment to bettering the community.
In 2015, the Office created competencies for staff to be trained on Green Dot, the University’s sexual violence prevention program, and leadership training through the Student Leadership Development Institute.

CENTER FOR STUDENT INVOLVEMENT
For the first time, the Center for Student Involvement invited students who were returning in associate and management roles to plan and facilitate fall training sessions. As a result, the Division saw a 6 percent increase over 2014–15 in student satisfaction and preparedness.

Another distinctive feature of the Center for Student Involvement’s employment experience is its emphasis on connecting hands-on learning to future career paths. Each week, student employees complete a reflection connecting an experience to a learning objective, such as problem-solving or conflict management. The effort has paid off: Many students noted that this exercise has helped them respond to job interview questions after graduation.

“Just wanted to thank you for all your support and trust. I feel lucky to be a part of the Center for Student Involvement, and thank you for all those weekly reflection emails—believe me, they really helped me in cracking my interviews.”

Graduate student

BY THE NUMBERS:
+ 2,100 STUDENTS ATTENDED EVENTS HOSTED BY THE CAMPUS ACTIVITIES BOARD
+ $21,000 IN #UDLATENIGHT GRANTS AWARDED
+ 5,398 STUDENTS INVOLVED WITH STUDENT ORGANIZATIONS
+ 53% OF STUDENTS HAVE SERVED AS LEADERS IN STUDENT ORGANIZATIONS
+ 45% OF STUDENTS HAVE TAKEN PART IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS
COMMUNITY LIVING IS GROUNDED IN THE UNIVERSITY OF DAYTON’S CATHOLIC AND MARIANIST PRINCIPLES AND IN AVIATE, THE RESIDENTIAL CURRICULUM INTRODUCED IN FALL OF 2014. IN 2015–16, STUDENT DEVELOPMENT EXPANDED THIS PROGRAM THROUGH INCREASED CAMPUS PARTNERSHIPS, ENGAGEMENT OPPORTUNITIES AND ENHANCED LEARNING EXPERIENCES FOR COMMUTER STUDENTS.
TRANSFORMATIVE RESIDENTIAL EDUCATION
At UD, residence halls and houses are more than places to live. They are spaces where valuable learning occurs, allowing students to grow as individuals and leaders. AVIATE creates a developmental learning and living experience that promotes increased autonomy and responsibility for community. It uses a curricular model as opposed to a program-based one, allowing staff to be more strategic in designing and assessing student learning.

Using a curricular approach to design and assess student learning is consistent with current best practice. Since 2006, College Student Educators International (ACPA) has sponsored an annual institute to educate Housing and Residence Life personnel on the essential elements of a residential curriculum. At the 2015 Residential Curriculum Institute, the University of Dayton was selected as a showcase institution for the innovative way in which it has integrated its curriculum with the housing assignment process.

Through AVIATE, students take part in engagement opportunities for which they earn Points Accumulated Toward Housing (PATH). This system reflects the progressive nature of UD’s residential curriculum and housing structure. AVIATE will continue to evolve through collaboration with students, faculty and staff. AVIATE has afforded a number of opportunities for Housing and Residence Life to strengthen relationships with campus partners. This year, Housing and Residence Life partnered with Campus Ministry on Check-In Chats. By allowing students to meet with campus ministers for PATH credit, AVIATE created opportunities for students to grow in faith in their residential environments.

VISION FOR RESIDENTIAL LEARNING: INTEGRATED AND APPLIED LEARNING
At the University of Dayton, living in community is essential to students’ full development and education. UD’s residential curriculum provides students with an opportunity to apply their classroom learning to their residential experiences. As students live in community, they engage in co-curricular learning that is both intentionally designed and developmentally appropriate. These opportunities are developed in partnership with Academic Affairs and additional departments across campus. Distinct learning-living communities are available to students each year as part of the residential curriculum. They are:

YEAR 1: INTEGRATED LEARNING-LIVING COMMUNITIES (ILLCs)
ILLCs exist on floors of first-year residence halls across campus. Guided by a faculty adviser, students discover relationships and knowledge based on common academic themes. They take one or more courses together and participate in events like guest lectures, field trips and service learning projects.

This year’s ILLCs included:
- Human Values in a Pluralistic Culture
- Sustainability, Energy and Environment
- Curiosity in the Classroom
- Writing and the Arts
- Building Communities Through Social Justice
- Business and Marianist Values
- Women in Science and Engineering

YEAR 2: DESIGNED LEARNING EXPERIENCES (DLEs)
DLEs are living communities created specifically for second-year students. DLEs help students connect learning across majors with life skills by engaging in structured community living, service and reflection. In 2015–16, two new DLEs were created. CurioCITY, created in partnership with ArtStreet, was the most in-demand DLE offered to date. Other DLEs included:
- Honors
- Substance-Free Housing
- Servant Leadership
- Leadership Through Faith and Ministry
- Conversation Partners

YEARS 3 AND 4: SPECIAL INTEREST HOUSES (SIHs)
Upper-division students have the opportunity to live in Special Interest Houses where they independently design plans for how they will contribute to the student neighborhood. SIH residents partner with faculty and staff advisers to design initiatives to educate their peers on their specific special interest. Through this partnership, students also sponsor community gatherings and participate in service projects. There were 122 Special Interest Houses in 2015–16, including:
- Marianist Student Community
- Helping Hands for Hospice
- Socially Responsible Investing
- 100 Days of Happy

“We have never had events so successful. Thank you for developing a program that invites students to come explore new topics and also for encouraging departments to continue offering campus programs. We are happy to have the high attendance numbers to support our claims that we need to keep doing campus programs.”
NEW STUDENT LIFE LEADERSHIP AT THE UD CHINA INSTITUTE

The UD China Institute continues to attract flyers to study in Suzhou, China, a world-class city with a history dating back 2,000 years. There, Institute staff have implemented a comprehensive student and residential life experience, including hiring its first Director of Student Life after an international search. The Director works in collaboration with the China Initiatives staff and faculty and receives ongoing support from the Dean of Students Office, Housing and Residence Life and the Office of Multicultural Affairs.

In the Institute’s second year, the Director of Student Life and Resident Assistants helped students from both the United States and China live and learn on campus. They created co-curricular immersion experiences, including intercultural conversations, weekly faculty and student dinners and explorations of Suzhou.
• Turnip for a Great Thyme
• Men Against Sexual Harassment
• National Society of Black Engineers
• Flyer Host
• Women Against Hazing
• Greek Organizations

“Living in a house with all of your closest friends who study similar subjects is awesome! We not only study together, but we love coming together as an ILLC to host events for incoming first-year students, pray with the Marianist Brothers or perform service on weekends. Business and Marianist Values is a tight-knit community, and I’m extremely excited with the progress that we’re making. I hope that we continue to grow as an ILLC in the coming years!”

Third-year student

BUILDING COMMUNITY
UD encourages students to take ownership of the communities in which they live. One way this happens is through Community Building Meetings. During these meetings, students identify connections between the Commitment to Community (C2C) and the everyday choices they make, set personal development goals, consider how to best use conflict resolution skills, interpret how the Student Code of Conduct applies to their experiences and reflect on the role social identities play in their lives and others.

“Community Building Meetings teach me to reflect on the things that matter long-term, not just how stressed I am about a test that I may not remember a year from now.”

Second-year student

By the Numbers:

• 503 Community Concerns Meetings Held
• 21,883 Participants in Community Building Meetings
• 3,781 Check-in Chats Held
• 83,915 Path Credits Awarded
• 177 Engagement Opportunities Offered Through 58 Campus Partners
• 50,973 Path Credits Earned Through UD Partner Events
• 32,942 Path Credits Earned Through Residential Programs
• 22 Average Path Credits for a Rising Senior, More Than Double the Average for 2014–15

UD also invites communities to come together during challenging times. In Community Concerns meetings, students address incidents from litter to noise complaints, working together to identify resolutions and revise community living expectations.

THE POWER OF CHECKING IN
Check-in Chats are one-on-one meetings between a resident and an RA/Fellow. They encourage students to consider...

...clubs and organizations
“I think that this will help me become a better member of the community and be involved in more of the clubs UD has to offer.”

...beliefs and values
“It helped me understand what my values are as a person. It helped me reflect on my second year here at UD.”

...inclusion
“Because of the University’s political, racial and religious diversity, we need to keep an open and safe house environment. We need to support each other in our own views and beliefs.”

FOSTERING COMMUNITY AMONG COMMUTER STUDENTS
The Center for Student Involvement recognized a need to build commuter students’ sense of connection to the University and one another. The Center partnered with Commuters on Campus—a student organization dedicated to enhancing the experience of commuter students—to offer a Friday night pizza party in the Hangar and snacks during finals week.

“Commuters on Campus has been one of my biggest influences at UD this far, giving me the opportunity to be a leader and represent a group of students who normally are not willing to speak up.”

Third-year student
Together is a beautiful place to be.
THE UNIVERSITY OF DAYTON’S MARIANIST TRADITION EMPHASIZES CARE AND CONCERN FOR OTHERS AND HONOR FOR THE DIGNITY OF EVERY PERSON. A critical aspect of the mission of Student Development is to cultivate and reflect on these principles. The Division infuses Catholic and Marianist values into its work to build a respectful, safe and thriving environment for all.

FOSTERING THE COMMON GOOD

GROWTH THROUGH STANDARDS
Restorative justice is a philosophy that emphasizes repairing relationships and addressing the needs of victims and of the community after an incident. Community Standards adapted this approach for a new program, Students Taking Action to Maximize Potential (STAMP). Through this program, students on probation can return to good disciplinary standing by completing activities related to knowledge, personal growth and community building. Participation in STAMP gives students the opportunity to demonstrate that they understand the expectations for their behavior and intend to live up to those expectations.

BUILDING A SAFER CAMPUS THROUGH BYSTANDER ACTION
Nationwide bystander intervention program Green Dot has been a fixture on UD’s campus for nearly three years. Informed by social change theory, Green Dot aims to end sexual assault, stalking and intimate partner violence by establishing intolerance of violence as a community norm. Green Dot educators encourage participants to think of high-risk situations as “red dots.” By intervening and preventing personal violence from occurring, UD community members turn these red dots “green.”

In 2015–16, 3,633 students, faculty and staff attended a Green Dot overview session. Compared to the national average, UD students have higher levels of confidence in their ability to intervene and are more likely to believe that other students would intervene on their behalf.

C2C CAMPAIGN REFRESH
The Commitment to Community (C2C) is a cornerstone of Student Development’s educational philosophy. In 2015, Housing and Residence Life, Campus Ministry and the Office of Communications and Community Relations developed a new campaign for the C2C. The campaign included a brochure given to all students during New Student Orientation and a series of banners posted across campus. The brochure earned a Silver Hermes Award from the American Advertising Federation, and the banners received a Bronze Award.

A SIGN OF COMMITMENT
The C2C Sheet Sign Contest is a popular program in the student neighborhood. This year, contest participation hit an all-time high. Ninety groups of students entered signs reflecting on an aspect of the C2C. Three awards were given: the Rudy Award (decided by more than 1,000 student and community votes), the Spirit Award (chosen by a panel of judges) and the Block Award (given to the block with the highest participation). The contest also presented an opportunity to connect with Facilities
Management staff. Students and staff worked together to post the sheet signs, and Student Development hosted an appreciation dinner for staff after the contest.

COMMUNITY CONNECTIONS
Members of the Department of Public Safety helped make the holidays brighter for Dayton families in need. Officers took part in “Shop with a Cop,” taking local children to stores to shop for holiday gifts. In the spring, they assembled 15 Easter baskets to share with community members.

COMMUNITY STANDARDS GROUNDED IN MARIANIST VALUES
UD’s approach to addressing student conduct violations grows from the University’s Catholic and Marianist charism. It focuses not simply on a student’s behaviors, but also on learning and development experiences to encourage students to explore the issues that challenge and affect their success in college.

FURTHER EVIDENCE OF LEADERSHIP GROWTH
Along with 250 other institutions, the University of Dayton participated in the Multi-Institutional Study of Leadership, a nationwide study of universities’ contributions to the development of student leadership. The survey included a subset of questions designed to evaluate the unique contributions a Catholic education brings to leadership involvement. In comparison to other Catholic institutions, UD students reported higher-than-average experiences on every question asked.

Students responded “Much or Very Much” to the statement:
“As a result of your experiences at [institution], to what extent have you been able to do the following?”

It includes:
- **Civility meetings**, one-on-one discussions between a student and staff member in which the student reflects on how their behavior connects to the C2C.
- **Perspective meetings**, sessions during which a student and staff member discuss a conduct issue in an informal setting, based on research showing that men, in particular, engage more deeply in conversation if they are taking part in a secondary activity. One hundred twenty UD staff members serve as facilitators for Perspective meetings.
- **Diversion programs**, Opt-In and Blueprint, are designed to help students found responsible for low-level offenses return to good standing. Last year, 57 blueprints were created and 181 students attended Opt-In.
+ 35% of students indicated that they participated in service organizations, compared to 24% nationally

+ 76% of students indicated that they participated in social change behaviors, including becoming involved in solving community problems and concerns, compared to 68% nationally

+ 38% of students indicated that they participated in community service through a campus student organization, compared to 26% nationally
THE DIVISION OF STUDENT DEVELOPMENT AT UD MODELS AND PROMOTES EXAMPLES OF HEALTHY LIVING. To care for students' whole selves, departments provide activities that promote physical fitness, programming designed to inspire a positive approach to life, as well as both mental and physical health interventions.

A UNIFIED STRATEGY FOR HEALTH AND WELLNESS
This year, Community Wellness Services, the Counseling Center, Campus Recreation and the Health Center developed a unified wellness strategy. The strategy's two learning objectives were designed to help the four departments align their programming and services. The learning objectives are:

• Assist students in achieving life balance by engaging them in experiences that facilitate meaning making and growth, including identifying beliefs and social norms that impact personal choices across physical, mental and social wellness dimensions.

• Assist students in developing the knowledge, skills and support to adopt, practice and maintain behaviors that enhance wellness.
MENTAL HEALTH: A COMMUNITY CONVERSATION
The Marianist vision of community compels Student Development to view mental health as a community-wide priority. A Mental Health Promotion and Suicide Prevention Implementation Team was formed with this notion in mind. This new committee is comprised of faculty, staff and students. In 2015, the team submitted recommendations to UD administrators regarding suicide prevention, with a three-year plan for implementation. Key recommendations include a suicide prevention training program for faculty and a campus-wide repository for information and resources on mental health.

WHAT’S YOUR 30?
Campus Recreation launched its first-ever campus-wide educational campaign to increase knowledge of the recommended amount of daily exercise for adults. They worked to combat the barrier of time constraints, create awareness of the physical and mental benefits of exercise and provide for behavior change.

Through education, new 30-minute fitness classes and a month-long AVIATE program, Campus Recreation encouraged students to incorporate exercise into their daily schedules. The initiative was a tremendous success. Every week of the On Your Path to 30 program, between 900 and 1,000 students exercised for at least 30 minutes four days or more. Before the program began, only 27 percent of undergraduate students knew that adults require at least 30 minutes of moderate to vigorous exercise daily. By year-end, that number had increased to 57 percent. Beyond increased knowledge, participants indicated they had more energy, were happier and had lower stress and anxiety levels.

RESPONDING IN A CRISIS: MUMPS OUTBREAK ON CAMPUS
UD’s Health Center has attended to isolated cases of possible mumps over the years, but when they saw three students with symptoms in a single week, staff took action fast.

Clear communication helped to limit the extent of the outbreak. The Health Center sent both emails and letters to students and parents, offered free vaccines and set up isolation areas for infected students (where some took their final exams). Health Center staff worked throughout the spring to bring all students’ vaccination records up to date.

STARTING THE YEAR OFF HEALTHY
Participation in the Choose Well, Live Well Day more than doubled this year. In September 2015, 17 vendors and more than 500 students gathered on the Central Mall to explore campus resources related to health and wellness and learn how to create healthy habits.

REDUCING STRESS, HAVING FUN
Community Wellness Services launched the 21-Day Stress Less Challenge to help students form healthy, stress-reducing habits. Over the course of three weeks, students participated in activities ranging from painting to unplugging from technology for a day. In one popular activity, students created their own blends of trail mix to represent the “sweetness” or “saltiness” of their outlooks on life.

SUPPORT FOR SUBSTANCE-FREE LIVING
Club 6 is an organization that provides a network of social support for students who make the choice not to drink. It offers substance-free programming open to the entire campus community, including themed parties, movie nights and ice cream socials. The club grew to more than 200 members in 2015–16.

FOSTERING PREVENTION THROUGH EMPOWERMENT
UD’s approach to alcohol and drug use intervention emphasizes growth and reflection, rooted in the Marianist commitment to personal development and social justice. A tiered system provides different levels of support for students with varying numbers and severity of violations, from one-on-one checkups and screening questionnaires to more in-depth training and assessments. Student responses to these interventions included:

“I enjoyed the class, as it was there to help me, not shame me.”

“It is okay not to drink. Saying no is better than the possible negative consequences.”

BY THE NUMBERS:

+ 4,135 STUDENTS TOOK PART IN INTRAMURAL SPORTS
+ 25% INCREASE IN GROUP FITNESS CLASS ATTENDANCE OVER 2014–15
+ 450 STUDENTS REACHED DURING NATIONAL COLLEGIATE ALCOHOL AWARENESS WEEK
+ 30% INCREASE IN PSYCHIATRIST SESSIONS HELD AT THE COUNSELING CENTER BETWEEN 2012–13 AND 2015–16
+ 5,303 STUDENTS REACHED BY COMMUNITY WELLNESS SERVICES PROGRAMS
UD'S DEFINITION OF LEADERSHIP IS BROAD AND INCLUSIVE. Student Development believes that any student can be a leader—and that opportunities to lead can occur in both formal and informal contexts. In 2015–16, UD students had more opportunities than ever to develop leadership skills and capacity.

STUDENT LEADERSHIP DEVELOPMENT INSTITUTE
The Office of Student Leadership Programs established a new workshop series, the Student Leadership Development Institute. Developed in cooperation with Student Employment, the program provided intentional opportunities for students to further their leadership development. The workshops were open to the entire student body, and more than 1,315 individuals attended. RAs and Fellows attended an average of six workshops.

A NEW LOOK FOR CO-CURRICULAR TRANSCRIPTS
Co-curricular transcripts are now being printed on official academic transcript paper—which includes a watermark and the official University seal—and accompanies graduating students' degrees.

NATIONAL SOCIETY FOR LEADERSHIP SUCCESS
The National Society for Leadership Success (NSLS) mission is to "build leaders who make a better world." A chapter of NSLS was founded by UD students in 2015. To become members, students underwent orientation and leadership training, attended speaker sessions and met regularly with success networking teams. UD's program differs from national standards only in its lack of a minimum grade point average, consistent with the Marianist commitment to inclusivity. The response was beyond expectation: 151 students completed the induction process to become NSLS members.

SGA CHAMPIONS CAMPUS ADVOCACY
Student Government Association (SGA) gained new co-advisers in 2015–16. The organization also adopted a more inclusive, advocacy-focused stance on campus. SGA organized programs on mental health education, sexual violence prevention, race and sustainability in partnership with other groups. SGA also requested support from a new graduate assistant, who will start in fall 2016.

"Being involved on campus has helped me grow as an individual by constantly pushing me outside of my comfort zone. I have met so many dynamic, talented people and can rely on them as a support system. It has truly enhanced my UD experience!"

Senior student
“YOU ONLY CAMP ONCE”—BUT THE EFFECTS ENDURE

Camp Blue is a weeklong transition camp for incoming first-year students. It focuses on leadership development, incorporating UD’s Learn, Lead and Serve philosophy. In 2015, Camp Blue planners partnered closely with the Office of Student Leadership Programs to provide a deeper leadership focus. Student interest in the program remains extremely high: In 2015, Camp Blue’s 120 spots were filled within two hours. And early leadership training seems to be working. According to the 2015 Multi-Institutional Study of Leadership, Camp Blue participants were more likely to be involved on campus and report a higher sense of belonging than non-participants.

STUDENT ORGANIZATION REFLECTION THROUGH CHECKPOINTS

Checkpoints are designed to help student organization leaders assess their programs and evaluate operations on an individual and organizational level. This process ensures that students are consistently reviewing their successes and challenges to ensure an organization’s long-term sustainability and fulfillment of its mission, vision and values.

SUPERVISOR LEADERSHIP COHORT

Students in supervisory positions within Campus Recreation participated in the Supervisor Leadership Cohort, attending meetings monthly for facilitated conversations about difference. Sixty-two student leaders participated. Assessments taken at the beginning and end of the program indicated that students increased their understanding of efficacy and capacity, dialogue and interculturalism as important components of leadership.

PROMOTING LEADERSHIP WITHIN RESIDENCE HALLS

In 2015, UD formed a new chapter of the National Residence Hall Honorary, inducting 25 undergraduate members.

The Residential Housing Association hosted 35 programs and presented a session at the regional conference in Washington, D.C. The Association won an award for “Leadership is an Open Door,” a conference presentation facilitated by two members of the executive board. The group also won a regional award for its Sophomore Housing Showcase. Forty-seven students ran for 29 area council positions, and 18 student leaders served on the Residential Housing Association executive assembly.

“National Residence Hall Honorary has been such a rewarding experience for me this year! NRHH was able to accomplish a lot this past semester, including #WhyIHRL and two winning regional ‘Of the Month’ awards. We look forward to what we have planned for the upcoming year and are excited to continue to build such an important organization that focuses on recognition and service.”

Resident assistant

STUDENT ORGANIZATIONS PUT LEARNING INTO PRACTICE

Participation in student organizations provides an opportunity for students to learn and practice the skills necessary to engage in meaningful, mission-driven work. Forty-six percent of student organization leaders indicated that they examined their mission, vision and values often when planning upcoming events. Eighty percent responded that they examined these values at least a few times per semester.
For events with heightened levels of risk, such as concerts, carnivals, and socials, students participate in event management training. Student learning is measured by how well leaders are able to articulate risks and risk response strategies associated with events they plan. This year, 205 students participated in 13 training sessions. A total of 330 risk management plans were submitted, and in 85 percent of plans, students successfully articulated potential risk impacts and risk mitigation plans.

“There are so many things to be grateful for here at UD, and the opportunities I have had to get involved in student organizations is one of them. By getting involved, I have been blessed with some of the most amazing friendships and networking connections. I have also learned a lot about myself by taking on leadership positions, and how to lead my life in the way that God intended.”

Senior student

GROWING LEADERS YEAR-ROUND
In 2015–16, student leadership programs continued their tradition of success. Key ongoing initiatives included:

- **Catalyst**, a spring semester program designed to rejuvenate student leaders, engaged 60 students in reflections on developing their personal leadership paths and learning how to be a driver of change.

- **Ulead**, a semester-long, for-credit course for emerging student leaders. Leadership theory and concepts, including the dialogic change model are covered. During two semesters, 33 students completed the course.

- An **awards ceremony** to celebrate on-campus leaders, where 17 awards were presented, including the Marianist Commitment to Community Award, the Faith and Conviction Award and Adviser of the Year Award.

- **Other leadership development programs**, which 18 percent of UD undergraduates participated in during 2015–16.

A greater percentage of UD students participated in the following types of leadership programs than the national average:

- Leadership conferences
- Leadership retreats
- Positional leadership training
- Leadership courses
- Emerging leaders programs
- Outdoor adventure programs
- Multicultural leadership programs

FURTHER EVIDENCE OF LEADERSHIP GROWTH
Fourth-year students who responded to this measure answered two questions, the first asking about their dispositions at the time of taking the survey and the other asking them about their dispositions before they started college. The Multi-Institutional Study of Leadership revealed that UD students develop their leadership attitudes and behaviors considerably between the start of college and senior year, as suggested by the following responses:

<table>
<thead>
<tr>
<th></th>
<th>PRE-COLLEGE</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>I KNOW MYSELF PRETTY WELL</td>
<td>57%</td>
<td>88%</td>
</tr>
<tr>
<td>MY BEHAVIORS REFLECT MY BELIEFS</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>I HOLD MYSELF ACCOUNTABLE FOR RESPONSIBILITIES I AGREE TO</td>
<td>84%</td>
<td>94%</td>
</tr>
<tr>
<td>I ENJOY WORKING WITH OTHERS TOWARD COMMON GOALS</td>
<td>81%</td>
<td>87%</td>
</tr>
<tr>
<td>HEARING DIFFERENCES IN OPINIONS ENRICHES MY THINKING</td>
<td>73%</td>
<td>87%</td>
</tr>
<tr>
<td>I VALUE OPPORTUNITIES THAT ALLOW ME TO CONTRIBUTE TO MY COMMUNITY</td>
<td>75%</td>
<td>84%</td>
</tr>
</tbody>
</table>

SOURCE: 2015 UNIVERSITY OF DAYTON ADMINISTRATION OF THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP
CREATING INCLUSION
THE ONGOING CREATION OF AN INCLUSIVE CAMPUS COMMUNITY IS A CRITICAL PRIORITY FOR STUDENT DEVELOPMENT. The Division embraces diversity in all of its forms and works actively to instill a sense of acceptance and inclusivity of all individuals. This mindset carries across all Student Development experiences, from learning and engagement opportunities to health care, student recruitment and employee training.
FACILITATING DIALOGUE ACROSS DIFFERENCE
In 2015–16, the Office of Multicultural Affairs extended opportunities for the campus community to engage with the intergroup dialogue model, an approach developed at the University of Michigan. With support from Housing and Residence Life and the Center for International Programs, 42 staff and faculty were trained on campus and four participated in a summer National Intergroup Dialogue Institute. These individuals constitute a base of experts on campus.

Fourteen students took part in a two-day intergroup dialogue training session. The Diversity Peer Educators facilitated educational workshops and dialogue experiences among students. In fall 2015, the group created a campaign, “My Culture is Not Your Costume,” to encourage their peers to consider the impact of their Halloween choices on individuals from diverse backgrounds.

These initiatives have the potential to positively influence the campus climate for diversity, particularly due to the involvement of diverse students committed to creating individual and institutional change, the contributions of faculty and staff partners, and support from Housing and Residence Life, the Center for International Programs and the Fitz Center for Leadership in Community.

PROVIDING MORE INCLUSIVE HEALTH CARE
Staff from UD's Health Center attended training in culturally competent medical care offered through the U.S. Department of Health and Human Services Office of Minority Health. The Center also worked to engage international students on differences in medical care across cultures to foster greater sensitivity and understanding. In one session, a group of Chinese students gave a presentation on Chinese herbal medicine.

PARTNERING TO RECRUIT UNDERREPRESENTED STUDENTS
The Office of Multicultural Affairs partnered with Enrollment Management regarding multicultural student recruitment initiatives. Programming included accepted student phonathons; presentations and outreach to students and counselors; overnight visits; and daylong on-campus experiences in partnership with high schools and other organizations. Staff engaged with over 1,500 prospective multicultural students, family members and high school counselors. Eight Lead Mentors and four Student Engagement Assistants volunteered time to participate in student panels and conduct phone calls.
ENHANCING CONNECTIONS WITH MULTICULTURAL STUDENTS
After New Student Orientation, all incoming multicultural students were invited to meet with the Director of New Student Programs in an informal setting. The Multicultural Connections Program was designed to help students connect and learn about resources on campus, from student employment to Greek life. Sixty-three students from diverse backgrounds attended the event.

AN INTERCULTURAL FOCUS WITHIN LIVING COMMUNITIES
Interculturalism is one of the three learning goals included in the Vision for Residential Learning. The Department of Housing and Residence Life placed direct focus on this goal through collaborations with the Center for International Programs. The Department developed a new living community for first-year students centered on cross-cultural connections. They also designed the Semester Abroad Intercultural Leadership (SAIL) program for second- and third-year students, which will be implemented in 2016–17. After a fall semester spent abroad, SAIL participants will be placed in spring Special Interest Housing and will complete a mini-course that will build on their cross-cultural learning.

SUPPORTING STUDENT SCHOLARSHIPS
Two students received the Mona Guerrier Fallen Endowed Scholarship from the Office of Multicultural Affairs in 2015–16. The Diverse Student Populations fund provided scholarship support to an additional 22 multicultural students. This funding helped students offset the cost of tuition, textbooks and other academic expenses.

LGBTQ+ SUPPORT SERVICES:
RESPECTING THE DIGNITY OF ALL PEOPLE
In Spring 2014, UD’s Student Government Association passed a formal resolution requesting more resources for supporting LGBTQ+ identifying students. A task force was formed, and Student Development—along with other departments across campus—has worked to implement the task force’s recommendations. Many of these recommendations officially took effect during the 2015–16 year. Key first-year accomplishments include:

• A graduate assistant was hired to support LGBTQ+ initiatives for students
• Education and training through the lens of Catholic and Marianist tradition, reaching 1,066 people through programs such as “Don’t Cancel Your Class” presentations and ally training
• Formation of an LGBTQ+ student advisory council and Q*Mmunity leaders, a student peer educator group
• Marketing efforts, including creation of a communication strategy, a logo and a branded resource guide for students on the websites go.udayton.edu/lgbtq and go.udayton.edu/ally
• Collaboration with the Counseling Center to develop and grow ally training
• “I ally” photo campaign with 60 student, faculty and staff participants who stated how they ally with the LGBTQ+ community
• A national search was conducted for a new full-time coordinator for LGBTQ+ support services
THE DIVISION OF STUDENT DEVELOPMENT CARES DEEPLY ABOUT THE SAFETY OF EVERY STUDENT. To create a safe community for all, a multitude of tools and resources are provided to aid students in making informed decisions about their own safety and that of their community. In the event of a crisis, the Division offers a coordinated response that respects the dignity of all community members and promotes student growth.
PROVIDING THE SUPPORT STUDENTS NEED
When the Dean of Students Office learns that a student may pose a threat to themselves or others, its response is deliberate and holistic, balancing challenge and support. Interdisciplinary Campus Awareness Response and Evaluation teams provide early intervention, following national best practice grounded in Catholic and Marianist tradition. Parents of UD students value and expect this “high-touch” approach.

FACULTY OUTREACH: WHAT’S YOUR BASELINE?
UD recognizes that faculty members are a valuable asset in early crisis intervention. They often get the first glimpse of students in trouble and may be the first person students turn to for help. The Dean of Students Office increased its outreach to faculty this year, speaking at departmental meetings and providing resource guides to help faculty better serve as a first line of response for students in distress. The Office encouraged faculty to identify students’ “baseline” behaviors as a way of understanding when a particular students’ actions may fall outside of their norm. More than 125 faculty attended approximately 20 of these meetings, and the Office advised others one on one.

Students, likewise, are important “eyes and ears” for detecting crises. The Office implemented the early stages of a campaign encouraging students to reach out about a concern for roommates and friends, with promising results. A wider campaign focused toward students is planned for 2016–17.

INCREASED TRAINING FOR OFFICERS
Public Safety greatly expanded training for officers on a variety of topics. Ten officers traveled to New Mexico to receive training on terrorism and suicide bomber response. Fair and Impartial Policing, LLC, visited campus to administer training on inclusive policing practices. A representative from the FBI provided training on responding to an active shooter. Officers also now have access to the PoliceOne Academy, an online module offering more than 220 hours of training.

BETTER AED AVAILABILITY AND TRAINING
During 2015–16, Public Safety completed a multiyear project to install automated external defibrillators (AEDs) in each high-density residential, academic and administrative facility. These devices can deliver lifesaving shocks to victims of cardiac arrest. UD Emergency Medical Services delivered CPR and AED training to over 200 community members during the academic year.

PARTNERS IN PREVENTION
The Office of Alcohol and Other Drugs Prevention Education, in cooperation with the Government Relations office, has teamed up with bar and restaurant owners in Dayton to develop a focused approach to alcohol and drug issues in the community. The Community Alliance, as the partnership has been named, will work to influence policy on issues related to alcohol.

PROMOTING RESPONSIBLE PARTIES
The Division of Student Development is committed to ensuring parties that occur on campus are safe and respectful. Flyer Host training, for students choosing to host parties, addresses social host responsibility. A Special Interest House offered weekly training for student neighborhood residents on state laws regarding alcohol and social events, safe serving sizes and other topics.

BY THE NUMBERS:

+ **5,938** LATE-NIGHT RIDES PROVIDED TO 10,119 STUDENTS BY MOM’S LIMO
+ **24/7** AVAILABILITY OF FULL-TIME PROFESSIONAL STAFF, IN COLLABORATION WITH PUBLIC SAFETY, TRAINED TO RESPOND TO STUDENT CRISSES
+ **156** CAMPUS RECREATION EMPLOYEES CERTIFIED IN AMERICAN RED CROSS TRAINING FOR PROFESSIONAL RESCUERS
+ **60%** OF STUDENTS KNOW CAMPUS RESOURCES ARE AVAILABLE TO HELP WITH FIRST-YEAR TRANSITION ISSUES AS A RESULT OF NEW STUDENT ORIENTATION
+ **576** STUDENTS RECEIVED FREE MEDICAL ESCORTS ON CAMPUS
+ **100%** OF STUDENTS REFERRED TO CARE TEAMS CONTACTED OR FOLLOWED UP WITH, 45 STUDENTS REFERRED TO THE DEAN OF STUDENTS OFFICE FOR EARLY CRISIS INTERVENTION AND SUPPORT
+ **62%** INCREASE IN STUDENTS WHO PARTICIPATED IN FLYER HOST TRAINING
+ **160** STUDENT ORGANIZATION RISK MANAGEMENT MEETINGS HELD
EMERGENCY MEDICAL SERVICES (FORMERLY KNOWN AS RESCUE SQUAD) IS A VOLUNTEER STUDENT ORGANIZATION COMPOSED OF APPROXIMATELY 50 UNDERGRADUATE STUDENTS. THE GROUP HAS ITS OWN AMBULANCE, EQUIPMENT AND MEDICATION, AND IS THE FIRST LINE OF SUPPORT FOR EMERGENCIES ACROSS CAMPUS. UD EMS RESPONDED TO 400 MEDICAL AND TRAUMA EMERGENCIES DURING THE 2015–16 YEAR.

IN 2016, UD EMS WAS NAMED THE OHIO EMS AGENCY OF THE YEAR. PRESENTED AS PART OF THE STATE OF OHIO’S STAR OF LIFE RECOGNITION PROGRAM, THE AWARD HONORS EMERGENCY MEDICAL SERVICES PERSONNEL AND THEIR CONTRIBUTION TO EXCELLENCE IN PREHOSPITAL EMERGENCY CARE.

THANKS TO A MAJOR DONATION AND ADDITIONAL FUNDRAISING, UD EMS HAS A NEW HOME BASE. THE HOUSE AT 214 LAWNVIEW WAS DEMOLISHED AND A NEW HOUSE WAS BUILT AT THE SAME LOCATION. THE NEW HOUSE PROVIDES ADDITIONAL SPACE AND COMFORT FOR ORGANIZATION MEMBERS WHILE ON DUTY. IT ALSO INCLUDES IMPROVED CREW SAFETY FEATURES, SUCH AS HOUSE LIGHTS AND ALARMS THAT ACTIVATE WHEN A CALL COMES IN.
CONTINUOUS IMPROVEMENT IS PART OF THE FABRIC OF STUDENT DEVELOPMENT. The Division practices responsible stewardship of its resources and adapts its offerings to meet students’ shifting needs. It invests in ongoing professional development for staff and strives for innovation in its programs. This allows the Division to be a partner for students, other departments and peer institutions.

BUILDING CAPACITY

ENABLING EFFICIENCY FOR EVERYONE
Student Development’s Office of Information Technology provides support to roughly 400 computers across the Division with software updates, troubleshooting and other services. In the past, fulfilling some requests could take weeks. This year, however, the Office completed a transition to Active Directory, a Windows directory application. This allows IT staff to access computers remotely, cutting service response times to as little as 20 minutes—helping the Division work more efficiently. The Office participated in the development of a guidebook that other units across the University will be able to use to implement the same system.

MAKING BETTER DECISIONS USING DATA
A new data analyst joined the Office of Information Technology. This position will enable the Office to work more closely with Assessment and Planning to help departments plan and perform data analytics.

STAFF PROFESSIONAL DEVELOPMENT
Continuous development of staff members is necessary for Student Development to advance its work. The Division produced its first formal staff development report in June 2016. The report builds on programs, initiatives and activities that have defined Student Development talent management over the past several years. It outlines staff feedback and initiatives undertaken to ensure staff members have the skills and aptitude they need to excel. Of the six programs offered from June 2015 to May 2016, more than 110 participants reported that their knowledge and skills had increased from a basic level to a moderate, good or expert level after the training.

Participants said:
“Role-playing actual scenarios was very helpful. The list of questions and statements to prepare for coaching meetings was also extremely helpful.”
“This was a good reminder to look for and value everyone’s styles, abilities and motivations and remember they are different from your own.”

“I’m leaving with a lot of information to consider and use within my own team and department.”

ADVANCED FINANCIAL TOOLS
When it comes to finances, the best way to predict the future is to look to the past. The Office of Budgets and Financial Operations introduced a financial approach to the Division that incorporates historical trends for more complex data analysis. This enables more accurate projections and better detection of issues, resulting in more productive and informed conversations about funds.

GIVING THANKS FOR GIFTS
Private gifts help Student Development expand the programs and resources it offers to students. For example, generous gifts received by the Student Crisis Fund allowed the Division to provide funds to four undergraduate students and one graduate student who were impacted by various financial hardships. In addition, gifts allocated to student organizations helped them grow and sustain their presence on campus.

ADAPTING TO NEW REGULATIONS
A May 2015 Ohio Supreme Court ruling requires that the Department of Public Safety make its records available under Ohio’s Public Records Law. Public Safety collaborated with University leadership, including the Office of Legal Affairs and Media Relations, to develop a policy and procedures to ensure compliance with this legal requirement.

NEW APPROACH TO CONFERENCE SERVICES
The University of Dayton takes an intentional and strategic approach to conference services. UD reaches out to organizers of conferences that align with the University’s Catholic and Marianist mission and also use conferences as a recruiting tool. This year, the Department of Housing and Residence Life took on a greater coordination role, managing bookings for food, transportation, offsite events and other services beyond housing. The goal is to become a “one-stop shop”—a single point of contact, a single contract and a single bill for all customers. This change gives UD greater flexibility in marketing, makes budgeting easier for conference customers and helps Student Development offset the costs of maintaining residence halls during the times of year when students are away.

INTERNAL COMMUNICATIONS ASSESSMENT
In 2014, UD’s Business Research Group conducted its first-ever review of Student Development’s internal communications, followed by a survey of Division staff. Survey results were shared in fall 2015, and the Division formed a workgroup to review and make recommendations based on the findings. A few preliminary recommendations include:

• Publishing a biweekly newsletter sharing Division-wide updates
• Offering safety training for staff in collaboration with Public Safety
• Providing customer interaction training for front-line staff members
• Tasking graduate assistants with sharing news from each department