

STUDENT DEVELOPMENT DIVERSITY STRATEGIC PLAN UPDATES

In January 2013, Student Development presented the division's diversity strategic plan. All staff members engaged in the initial diversity strategic planning process. The diversity plan included division-wide and department-level initiatives that achieve student development goals and contribute to creating an inclusive campus climate. Updates regarding key and emerging initiatives are provided.

MULTICULTURAL FRAMEWORK

A multicultural framework and a reflection and planning tool were designed to guide the development of intercultural student learning experiences. The rubric contains essential multicultural learning outcomes identified in higher education literature related to shaping the knowledge, attitudes, skills and socially just action of students at an introductory, expanded and advanced level.

- Reflection and planning sheet — tool to help staff reflect on the purpose of a session, attendee and facilitator information and session content.
- Multicultural framework — assist staff in determining desired learning outcomes, levels, experiences and assessment plan.
- Monthly professional development sessions offered by the assistant dean/director of multicultural affairs and director of student development assessment and planning to support staff and campus partners in designing student learning experiences.



2014–2015 EXAMPLES OF INITIATIVES USING THE MULTICULTURAL FRAMEWORK

CAMPUS RECREATION

175 STAFF PARTICIPANTS
20 COMPLETED AN INTROSPECTIVE PROJECT
 Fall 2014: Stereotype Awareness

211 STAFF PARTICIPANTS
29 COMPLETED AN INTROSPECTIVE PROJECT
 Spring 2015: Break the Cycle: the Cycle of Socialization

CENTER FOR STUDENT INVOLVEMENT

410 PARTICIPANTS
 Greek 101 Leadership Development Program

95 STAFF PARTICIPANTS
 Fall 2014: Diversity and Inclusion

OFFICE OF MULTICULTURAL AFFAIRS

428 PARTICIPANTS
 OMA Workshops: Partners in the Classroom

40 PARTICIPANTS
 Change Agents: Courageous Conversations through Dialogue for Faculty and Staff

OFFICE OF STUDENT LEADERSHIP PROGRAMS

40 PARTICIPANTS
 Ulead Mini Course

RESIDENTIAL CURRICULUM

The Residential Curriculum, implemented during the 2014–2015 academic year, provides engagement opportunities designed to facilitate intercultural student learning.

INTERCULTURALISM LEARNING GOAL

Residents will . . .

1. Articulate how one's personal culture interacts with the cultural identity of others.
 2. Demonstrate respect for and appreciation of the cultural perspectives of others.
 3. Utilize skills to build and support inclusive community.
- 325 undergraduate and graduate staff completed diversity training.
 - 447 students attended educational opportunities.

In 2015–2016, Cross Cultural Connections (CCC) will be offered by Housing and Residence Life and the Center for International Programs to 48 incoming first-year domestic and international student roommates. The students will engage in a series of structured relationship-building and intercultural development exercises, which will begin prior to the start of the fall semester.



UD CHINA INSTITUTE

In August 2014, a student life committee was charged with developing a comprehensive student and residential life experience for the University of Dayton China Institute. The assistant dean/director of multicultural affairs and assistant dean of students/executive director of housing and residence life designed and implemented an educational plan.

- Resident assistants and UD China Institute staff facilitated four meetings designed to foster community and intercultural student learning to 28 students during Spring 2015; 35 students will participate during Summer 2015.



NEW STUDENT PROGRAMS

A new online Diversity and Inclusive Leadership Module and International Students Module provided 80 Orientation Leaders and Blue Crew Counselors training over the summer using Isidore. Student leaders also attended diversity-related training sessions held on campus.

Sociodrama performances offered during New Student Orientation included vignettes that focused on diversity and inclusion; 2,200 first-year students attended.

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.

COMMUNICATING INCLUSIVE EXCELLENCE AS A VALUE

- Communicated a shared and inclusive understanding of diversity via 3,000 print materials (e.g., reports, posters, postcards and flyers), student development's website and 47 framed statements displayed in offices
- Developed a marketing promotion checklist to guide staff in creating inclusive electronic and multimedia materials
- Took more than 3,000 photographs to build a diverse pool of images for communication pieces
- Creation of a marketing and promotion workgroup in March 2015 to strengthen the division's diversity and inclusion communication efforts

CAMPUS RECREATION

Campus Recreation established a framework to promote inclusive recruitment, hiring and training processes for student employment.

- Collaborated with campus partners to gain insight and strategy suggestions
- Reviewed the following for inclusivity of language and/or the ability to assess the demonstrated cultural competence of candidates: position descriptions, interview questions and evaluation and student employee manual
- Enhanced recruitment practices, including:
 - revised position descriptions
 - developed a list of resources to promote position openings
 - hosted job interest meetings
 - provided interview questions in advance
 - asked interview questions on diversity, inclusion and the ability to create a welcoming environment
- From 2013 to 2015, underrepresented student hires increased by 7.52 percent.

An intercultural core competency rubric was created to inform the development of modules and activities and to assess and develop the multicultural knowledge, awareness and skill level of student employees.

Inclusive Programming: culturally inclusive women's only group fitness classes offered; three classes offered weekly to provide a space free from judgment of self and others.



DIVERSITY STRATEGIC PLANNING

During summer 2015, new departments in the division will engage in diversity strategic planning: Office of Student Leadership Programs and Public Safety.

COUNSELING CENTER

The Counseling Center coordinated and offered ally training to 50 students, faculty and staff who were interested in serving as allies to individuals from the Lesbian, Gay, Bisexual and Transgender community.

- Therapists conducted weekly office hours and 12 outreach presentations – reaching 96 students – in a liaison program with the Office of Multicultural Affairs.
- Staff partnered with the Center for International to offer four outreach presentations to 474 international students.

COMMUNITY WELLNESS SERVICES

In 2014–2015, 223 international students and students from the United States attended Breaking Bread events offered in collaboration with the Center for International Programs and the Office of the Rector. Breaking Bread is comprised of three interconnected events in which students become aware of other cultures, self-awareness is fostered and conversation and friendship develop over a meal.

CENTER FOR STUDENT INVOLVEMENT

The Center for Student Involvement collaborated with campus partners to provide dialogue and reflection regarding diversity-related topics connected to Christmas on Campus, the *Ghetto: A Retail Art Installation* exhibit at ArtStreet and student-sponsored silent protests.

CREATING INCLUSIVE COMMUNITIES

Student Development joined the Office of the Provost in supporting the participation of 32 students and 21 faculty and staff members in a creating inclusive communities initiative. The students were enrolled in a mini-course during spring 2015 and all of the participants attended a conference in March 2015. Students committed to engaging in a variety of projects designed to foster the creation of inclusive communities on campus.

Staff and faculty from the following areas supported students throughout the initiative: Center for International Programs, College of Arts and Sciences, Fitz Center for Leadership in Community, Women's Center, Office of Multicultural Affairs, Campus Ministry, Greek Life, Housing and Residence Life, School of Education and Health Sciences and Student Leadership Programs.

OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs staff presented diversity-related presentations to 428 students enrolled in 10 courses via the Partners in the Classroom initiative. Campus partners requested additional intercultural presentations, which were attended by over 500 additional students, faculty and staff.

More than 3,000 students, faculty and staff attended over 81 co-curricular events designed to foster intercultural engagement and learning.



PUBLIC SAFETY

The liaison relationship between Public Safety and the Office of Multicultural Affairs (OMA) produced significant outcomes:

- Public Safety participated in 27 events offered by the Office of Multicultural Affairs in order to build relationships between students and to gain an increased understanding of diverse perspectives.
- Monthly meetings held between a Police lieutenant and the assistant dean/director of multicultural affairs, two co-sponsored annual events for multicultural students and student organization leaders, biannual joint staff meetings held and a summer information and dialogue session presented by OMA attended by all UD Police staff.

Public Safety attended and/or presented information at 15 events offered by the Center for International Programs or the Office of Diversity and Inclusion.

Training opportunities focused on the importance of diversity at UD and in the workplace will be developed during summer 2015 for Public Safety student employees.

LGBTQ TASKFORCE

In March 2014, the Student Government Association passed a resolution seeking additional and enhanced support services for LGBTQ students.

The vice president charged an LGBTQ task force with the following:

1. Identify all current services and programs in support of LGBTQ students.
2. Identify gaps in services and/or support.
3. Make recommendations for improvements in support services.

The task force, assembled in the summer of 2014, submitted a report with recommendations in fall 2014. A development team is examining research and recommendations outlined in the report to provide guidance on what could be implemented at UD to address identified gaps in services for students.

HEALTH CENTER

All Health Center clinical staff participated in the nine-hour "Culturally Competent Care" training offered by the U.S. Department of Health and Human Services' Office of Minority Health.

- All documents regarding immunization and tuberculosis diagnosis and treatment were translated into Chinese and Arabic; immunization documents are available in nine languages.
- Staff engaged in multiple student outreach efforts, adopted additional translation resources and participated in professional development opportunities to support international students.

OFFICE OF STUDENT LEADERSHIP PROGRAMS

The Office of Student Leadership Programs, established in September 2014, provides and supports the leadership development of all students. The social change model for leadership and the multicultural framework informed the development of leadership experiences. Over 650 students participated in a leadership program offered by the Office of Student Leadership Programs.



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