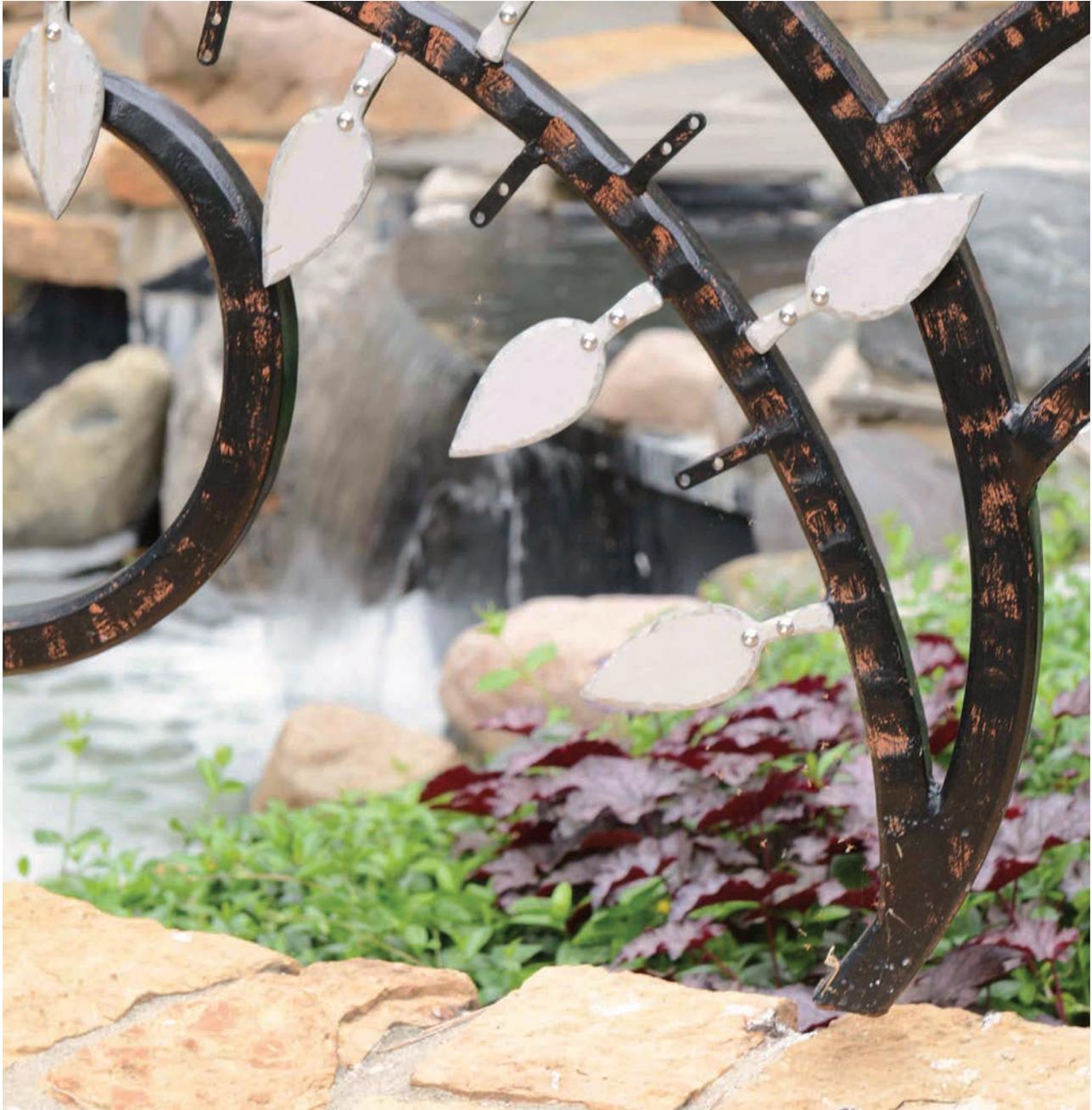


MAY 2017 STUDENT DEVELOPMENT

STRATEGIC PLAN PROGRESS REPORT



THIS REPORT DESCRIBES STUDENT DEVELOPMENT'S ACCOMPLISHMENTS RELATED TO THE STUDENT DEVELOPMENT 2011–2016 STRATEGIC PLAN. IN 2011, THE DIVISION COLLABORATED WITH INTERNAL AND EXTERNAL STAKEHOLDERS OF THE UNIVERSITY OF DAYTON TO DEVELOP ITS FIRST COMPREHENSIVE STRATEGIC PLAN. THE COLLABORATIVE PROCESS CULMINATED IN A NEW MISSION STATEMENT, A DESCRIPTION OF THE DIVISION'S CORE VALUES, AND SIX STRATEGIC GOALS WITH SEVERAL STRATEGIES AND TACTICS ALIGNED TO EACH GOAL. SUBSEQUENT TO THE PLAN'S DEVELOPMENT, THE DIVISION ENGAGED IN HUNDREDS OF ACTION STEPS AND TRACKED NUMEROUS INDICATORS BASED ON THE STRATEGIC GOALS. THIS REPORT INCLUDES HIGHLIGHTS OF ACCOMPLISHMENTS THAT WERE MOST CRITICAL TO THE DIVISION'S SUCCESS.

GOAL 1: CO-CURRICULAR COLLABORATION

Strengthen and develop opportunities for integration of student life and academics to enable both to more fully contribute to transformative education.

Housing and Residence Life launched AVIATE

(A Vision for Integrated, Applied and Transformative Education). AVIATE integrates the department's residential curriculum with the new housing assignment process for returning students. Students accumulate PATH (Points Accumulated Toward Housing) credit either by participating in engagement opportunities offered in the curriculum or by attending faculty and staff sponsored events that reflect the department's learning goals. Students' PATH credit, in turn, determines their priority for attaining their desired housing. Since the inception of AVIATE, over 215,000 PATH credits have been awarded to students. Through these educational opportunities students clarify their personal values, mediate conflict, learn about cultures and experiences different from their own and collaborate with fellow community members to identify problems and develop solutions that serve the common good. AVIATE is designed to incentivize these learning experiences and others that occur in residence. It neither competes with nor replaces learning that occurs in the classroom or gained through internships, study abroad, employment and participation in clubs and organizations.

Camp Blue—a first-year student leadership camp—was launched to enhance and support the transition of first-year students through a leadership development lens. Significant efforts were made to ensure the experience was available to diverse student populations, including the foundation of scholarships to support ethnic and socioeconomic diversity at the camp. Camp Blue participants were found to be more involved in campus activities than their nonparticipating peers.

Beginning in August 2014, the Dean of Students Office, the Office of Multicultural Affairs, Housing and Residence Life, the Center for Student Involvement, the Counseling Center, Community Standards and Civility, and China Initiatives within Enrollment Management collaborated to design and launch a comprehensive student and residential life experience for the **University of Dayton China Institute**. The new Director of

Student Life for the China Institute works with resident assistants to create co-curricular immersion experiences including intercultural conversations, weekly faculty and student dinners, and explorations of Suzhou, the world-class city where the China Institute is located.

A comprehensive **Graduate Assistant Strategic Marketing Plan** was developed to enhance awareness of the Division's graduate assistant experience and to increase the quality of graduate assistant applications. New processes were established to recruit and facilitate the growth of the approximately 40 graduate assistants employed by the Division. These structures allow graduate assistants to make powerful connections between their coursework and professional learning while gaining experience that relates directly to their career paths. The **Graduate Assistant Development Committee** forged new partnerships with several offices and departments across campus, sharing its holistic process for selecting and developing graduate assistants.

GOAL 2: CIVIC ENGAGEMENT

Foster civic engagement and responsibility within local, regional and global communities.

Forty-seven unique programs in the Division include initiatives to help students and staff members develop deeper understanding, appreciation, and application of the **Commitment to Community (C2C)** principles and habits. Of these programs, 23 were developed to educate students and other community members about the C2C principles and habits while 40 programs were established to help students and other community members apply the principles and habits.

Some examples include:

- The **Office of Civility and Standards** infuses the C2C throughout the student conduct process.
- The **Center for Student Involvement** utilizes the C2C in Greek Life, Campus Activity Board, Flyer News and Student Government Association retreats.
- Education on critical campus issues related to health and safety, including alcohol and sexual assault prevention is grounded in the C2C.

- All undergraduate staff within **Housing and Residence Life** and the **Center for Student Involvement** and several other offices are trained on the C2C.
- A new **C2C** campus-wide marketing campaign was developed to encourage inclusivity, respect for self and others, and developing relationships with those different from oneself. This campaign included flagpole posters across campus, brochures and materials distributed to students. The C2C brochure won a Silver Hermes Award and the C2C banners won a Bronze Award.
- In 2012 and 2015, a coalition of 12 Catholic institutions, including Georgetown, Gonzaga, Loyola Chicago and DePaul added a set of questions to the Multi-Institutional Study of Leadership that measured the distinctive contributions of a Catholic education to student growth and development. University of Dayton students reported more impactful experiences than their peers at other Catholic institutions on all of the measures. These areas included a student's ability to—integrate knowledge and beliefs and to draw meaning from their experiences, develop a sense of purpose for life, use reflection as a tool for learning and personal growth, construct a set of personal values, and find support to engage in their spiritual development and exploration— all of which are critical habits fostered by the C2C.

Restorative justice is a philosophy that emphasizes repairing relationships and addressing the needs of victims and of the community after an incident.

Community Standards and Civility adapted this approach for new programs including, **Students Taking Action to Maximize Potential (STAMP)** and **Blueprint**. Through STAMP, 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 expectations for their behavior and intend to live up to those expectations. Through Blueprint, students receive individualized assistance and education while engaging in actions to repair harm they have done to the community.

The **Special Interest Housing** program expanded from **54 houses in 2010–11** to **122 houses in 2015–16**. In the program, upper-division students create plans for how they will contribute to the student neighborhood while partnering with faculty and staff advisers to design initiatives to educate their peers. Several groups have established houses that focus on topics such as sexual violence prevention, alcohol education, hazing prevention, wellness, and faith development. The “legacy house” status was developed for special interest communities that are retained from year to year by recognized student organizations, faith-based organizations, academic/department sponsored groups, and athletic-related groups.

The Center for Student Involvement has enhanced student organization and campus programming advising in a number of ways. A new risk-mitigation based online event registration process has allowed for an increase of over 50% in student organization registered events. A new checkpoint system guides organizations through reflection on topics including recruitment, events, financial stability, leadership development, organizational mission, goals and officer transitions. Because of these and other improvements, student



organizations have been encouraged to flourish and make contributions to the community—leading to higher levels of participation in community service through organizations among University of Dayton students compared to national averages.

A change was made to the **Student Code of Conduct** to address group issues in relation to student standards of behavior for student organizations. **Community Standards and Civility** staff reviewed student group violations and individual student violations and found some differences and exceptions that needed to be made, including adding an investigation model outside of any police report. A full-day investigation-training program was developed and facilitated by staff from the Community Standards and Civility office during the fall of 2013 to prepare staff to conduct investigations. In the fall of 2014, an additional section was added to the Student Code of Conduct to outline variances in process for student groups, including an investigation of allegations of group violations. During 2015, external trainers facilitated training, and as a result, the process was improved and the handbook updated with the hazing policy. The investigatory process was vetted with the vice president for Student Development, and in 2016 adapted to include all collegiate sports teams.

GOAL 3: HEALTHY CAMPUS LIFE

Co-create a healthy campus life that promotes learning and development through active engagement with the community

Based on the recommendations of the Alcohol Taskforce and the consultation of national experts, the Division developed and enacted a multi-year strategy to reduce the prevalence of high risk drinking. Key events in this strategy have included:

- **The Center for Alcohol and Other Drug Resources and Education** added licensed professional staff to provide direct intervention services related to alcohol and drug use and abuse.
- **The Coordinator of Alcohol and Other Drugs Prevention** education position was established to launch programs for high-risk populations including first-year students. Over 5,000 students per year received educational programming.

- The **Alcohol Advisory Group** was initiated to provide opportunities for continuous collaboration across the University on strategies to reduce the prevalence of high risk drinking.
- The **Community Alliance** was founded to provide opportunities for continuous collaboration between University offices and local businesses and communities' interests to reduce the prevalence of and harms associated with high risk drinking.
- The University developed comprehensive strategies to respond to events associated with high risk drinking, including Halloween and Saint Patrick's Day. These strategies have included new approaches to enforcement, consequences, alternative programming, management of environmental factors and education.
- **#UDLateNight** programming was created, resulting in increased participation in late night alcohol-free programming.

As a result of these improvements the University of Dayton has seen a long-term downward trend in high risk drinking behaviors.

All areas of Health and Wellness, including **Campus Recreation, the Health Center, the Counseling Center, Community Wellness Services, the Center for Alcohol and Drugs Education and Resources, and Health Education and Wellness Promotion** developed additional capacity to serve an expanding range of student needs leading to sustained upward trends in the number of students served. Among the innovative approaches to increasing capacity over this period, several stand out:

- A new internship program in the **Counseling Center** increased direct service delivery while also providing an opportunity to mentor new professionals as they enter the counseling field.
- An **Outdoor Education** program was established in 2012, with an emphasis on adventure, environmental awareness, challenge, personal development, leadership, reflection, community building and fun. Significant program milestones over the past four years include the opening of the Outdoor Engagement Center as a central hub for equipment rental and instructional programs, the use



of Old River Park for the provision of recreational experiences within nature such as kayaking and canoeing around the lagoon, and a second RecBike fleet for rental with over 2,500 uses annually.

- New approaches to mental health behavioral care and vaccination campaigns, as well as overall service process improvements, have led to increased use of the **Health Center** while maintaining high rates of client satisfaction.

The **Health and Wellness** area fostered a stronger focus on student learning by creating learning outcomes that emphasize assisting "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." In pursuit of this outcome, staff structured opportunities for students to engage in group-reflection on the interconnections between their own health and wellness and their own roles in the communities they are a part of. The new coordinator of **Health Education and Wellness Promotion** has increased educational programming for students, including areas of high relevance to student's daily lives such as stress management and sleep habits.

The **CARE team**, led by the Dean of Students was developed to assess the potential threat students may

pose to themselves or to others and to provide early intervention, support and behavioral response to students who display varying levels of disruptive or concerning behavior. The CARE team responds to students who are at-risk or in-crisis and provides appropriate referrals to de-escalate situations to ensure the health and safety of all members of the campus community. To accomplish its mission, the CARE team uses a three-tiered approach. The CARE team serves over 100 students each year.

A Sexual Violence Prevention Education Coordinator was hired in September 2012 to create a holistic approach to sexual violence prevention across campus. This position, now an Assistant Dean of Students, started the "Don't Cancel Your Class" program in October 2012, created an ongoing peer education program that formally partnered with the One Love Foundation in May 2013, launched the **Green Dot** program in January 2014 and provided a homegrown set of developmentally appropriate presentations that approached sexual violence prevention education from a variety of topics to any organization, staff, or class that is interested. Through education and skills based practice, Green Dot engages all members of the community as active participants in preventing violence. Green Dot encourages proactive messaging that normalizes a violence free community and reactive skills that can be used to stop violence in the moment.



GOAL 4: STUDENT LEADERSHIP

Emphasize the purposeful development of student leadership.

The **Office of Student Leadership Programs** was created in 2014 to empower students to be socially just servant leaders through the acceptance and practice of responsibility, thoughtful decision-making, reflection and the exploration of the faith and spirituality of self and others. Key accomplishments have included bringing the **National Society of Leadership and Success** to campus and establishing the **Student Development Leadership Institution**, which provides ongoing training, and personal development for student leaders and student employees.

The **Co-Curricular Transcript** was developed to provide students with an official record of their leadership activities, community service and engagement, and professional development and educational training outside of the classroom. Over 2000 co-curricular transcripts are distributed every year. Graduating students receive their co-curricular transcript along with their academic transcript and diploma.

A new focus of making student employment experiences transformative leadership experiences has permeated the Division. As a part of this overall trend, the **Center for Student Involvement's** reflection-based student employee development and assessment program was awarded the 2014 Bronze NASPA Excellence Award and the 2017 Grand Gold NASPA Excellence Award. Many departments, like **Campus Recreation** have also developed experiences for student positions that supervise other students, leading to developmentally sequenced experiential leadership development programs. The Multi-Institutional Study of Leadership, a national study that the University of Dayton participates in, has found consistent high levels of leadership capacity and efficacy among students in peer helping roles, such as the approximately 200 Resident Assistants and Fellows employed by **Housing and Residence Life**.

Public Safety's student run volunteer Emergency Medical Services expanded participation and training for students, including a new nationally recognized certification. The expansion culminated in winning the 2017 National Collegiate Emergency Medical Services Foundation Collegiate EMS organization of the year award and the 2016 EMS Star Life Wards Agency of the Year award.

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.

GOAL 5: MULTICULTURAL EDUCATION, SUPPORT AND ENGAGEMENT

Actively contribute to building an inclusive campus community.

In January 2012, the Division began diversity strategic planning efforts through an inclusive process that involved all staff within the Division in the development and implementation of strategic goals. The diversity strategic plan was presented to the campus community in March 2013. The plan contains division-wide and department-level items that achieve important university goals and contributes to positively shaping the campus climate for diversity.

A **multicultural framework and a reflection and planning tool** were designed to guide the development of intercultural student learning experiences across the Division. 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 introductory, expanded and advanced levels. Several departments have developed new learning experiences for students based on this framework.

A campus-wide **Supporting Multicultural Students Committee** was formed by the **Office of Multicultural Affairs** and the Office of Learning Resources in February 2013 to more strategically support racially/ethnically underrepresented students. The committee contains staff representation from each of the Schools, the College and other student support units who provide direct or indirect support to multicultural students. Since the committee's inception, a collaborative, data-driven approach has been used to better understand the experiences of racially/ethnically underrepresented students. In 2014–2015, a formal connection was established between the Supporting Multicultural Students Committee and the campus-wide Student Success and Persistence Team (SSPT) to assist in identifying specific goals to address the success and persistence of racially/ethnically underrepresented students.

Based on the work and recommendations of the LGBTQ Task Force in 2014, **LGBTQ+ Support Services** was established in 2015 to serve as a hub of campus resources for LGBTQ+ identifying students and their allies, and to provide leadership opportunities to

students through the LGBTQ+ Student Advisory Council and Q*mmunity Leaders. New and improved educational programs including Ally Training (established by the Counseling Center in 2011), Don't Cancel Your Class and AVIATE presentations, and the I ALLY Photo Campaign have been developed to provide necessary knowledge and skills to create a more inclusive environment for LGBTQ+ identifying students in the spirit of Catholic and Marianist values.

GOAL 6: STRUCTURE AND STAFFING

Demonstrate responsible stewardship of resources

Public Safety rejoined the Division of Student Development. This union has enabled integrated approaches in protecting the community. In its brief time in the Division, Public Safety has worked toward achieving the Division's primary goals through implementing a community-based policing program, providing training on active shooter and self-defense, building an inclusive campus climate, and fostering student learning and leadership. In particular, the community-policing model being enacted by Public Safety is a complementary fit for the Division's overall approach to learning and living in community. A sustained collaboration between the Office of Multicultural Affairs and Public Safety and a set of important strategic initiatives has fostered inclusive excellence in all of Public Safety's work.

During 2014–15, the Division conducted a comprehensive internal communication review aligned with best practices in higher education. A total of 21 staff members participated in three focus groups and 87 completed an internal communication survey. During 2015–16, a workgroup and an implementation team were appointed to review results, make recommendations, and implement division-wide communication strategies. The communication framework established included a single "go to" place to get information to help keep staff current on news and details about policies, processes and training to help them do their jobs. In the fall of 2016, strategies were implemented to improve internal communications and engagement. A number of workshops have been held and progress has been made toward developing a strategic internal communication plan.



The Division engaged in a multi-year strategy to build a climate for staff that enables inclusivity, growth, vocational fulfillment and productivity. The Professional Development Committee developed strategies based on best practices and NASPA/ACPA Professional Competencies that encouraged staff to learn and advance in their careers. The main strategies focused on building a culture of learning and development; increasing opportunities for leaders, managers, professionals, and support staff to enhance knowledge and skills; and establishing a comprehensive multi-level professional development matrix and plan for all staff within the Division.

Departments across the Division have developed a culture of assessment and set of assessment practices to improve and/or redesign experiential learning opportunities focusing on the Division's four learning outcomes: experiential wisdom, community engagement, healthy living and multicultural development. These practices have mapped experiences in the Division to University student learning outcomes that guide the work of our academic partners. The commonality of goals and measurement techniques between curricular and co-curricular areas allows for new kinds of collaborations. This strategy, along with the creation of a director level assessment position in 2014, has

enabled the departments throughout the division to engage in continuous improvement and more concretely articulate their impacts on student experiences and learning.

The adoption of Division-wide enterprise applications presented a significant challenge to **Student Development Information Technology**. Service requirements expanded over this time, but staffing levels remained constant until 2016. This state of expansion required finding ways to reallocate time to support the expansion. IT invested efforts at the beginning of the cycle into building new and transforming old systems/processes by automation of repeatable tasks. Much of this effort was operationalized through new management tools and associated practices that did not exist at the institution until AY 2016-17. Microsoft Active Directory, Ivanti Landesk, system-monitoring agents and several other implementations have empowered IT to recapture time that was spent manually securing, deploying and managing systems in the Division. As a result, IT moved from a "fire fighting" method to a "fire prevention" model. This proactive approach to systems security, management and support has drastically reduced the time spent repairing the environment, and freed up time to build and expand services to the Division.



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