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FROM THE VICE PRESIDENT

October 2015

Dear Colleagues,

On behalf of the Division of Student Development, I am pleased to share with you the 2014–2015 Annual Report. This report highlights important accomplishments and significant progress made by our dedicated staff, at all levels in the division, toward achieving our strategic goals. Our partnerships with colleagues, faculty and staff were vital to our work and were deeply grounded in our Catholic and Marianist traditions and in our sustained commitment to enhancing student life.

Over this past academic year, the division launched a comprehensive residential learning program, increased students’ multicultural knowledge, addressed mental health and suicide prevention efforts and advanced student leadership programs as a critical strategic initiative to expand experiential learning and to enhance partnerships with academic affairs. We also expanded globally to support the UD China Institute and to establish systems, practices and programs that were fundamental to creating a comprehensive student life experience in Suzhou, China.

These innovative, integrated initiatives were designed to differentiate and expand the student experience, to enhance collaboration, to improve performance and productivity and to institute close tracking of progress toward achievement of our strategic plan. Our achievements can be categorized into four major areas:

1. **Residential learning**: Enhance and maximize learning in the living environment through the integration of the residential curriculum and the assignment process for returning students.

2. **Building an inclusive campus community**: Increase students’ multicultural knowledge, awareness and skills and continue to implement the Diversity Strategic Plan.

3. **Student leadership education programs**: Emphasize the purposeful development of student leadership and expand and improve experiential learning opportunities through collaboration between student development and academic affairs.

4. **Prevention education and support**: Address mental health and suicide prevention efforts through a campus-wide campaign, reduce the prevalence of high-risk drinking and related harms and establish and institutionalize sexual violence prevention education.

Together, these four strategic initiatives strengthened the division’s capacity to educate and provide leadership opportunities and to build an inclusive campus community. To this end, I truly appreciate the tireless dedication and hard work of our staff in serving students. I also extend my sincere gratitude to my colleagues and faculty who have collaborated on these efforts in support of student life. Thank you most sincerely for all that you do and all that you continue to do for our students.

As we move forward this next academic year, I look forward to building on these efforts to advance student life and to contributing to the preparation of our students as they learn, lead and serve in a global society.

Sincerely,

*William M. Fischer*

William M. Fischer, J.D.
Vice President of Student Development
DIVISIONAL STRATEGIC INITIATIVES

The Division of Student Development continues to focus on the four strategic goals and four major initiatives established in the strategic plan. Throughout the year, staff members collaborated with colleagues, faculty and students to launch a comprehensive residential learning program, foster an inclusive campus community, offer leadership education programs and increase prevention education and support to promote a healthy campus lifestyle.

These overall initiatives focused on four concrete goals for the 2014–15 academic year. The goals included:

- Co-curricular collaboration
- A healthy campus lifestyle
- Development of student leadership
- Multicultural education, support and engagement

INITIATIVE 1: RESIDENTIAL LEARNING

Co-curricular Collaboration: Expand and improve experiential learning opportunities throughout the University by encouraging collaboration between the Divisions of Student Development and Academic Affairs

Enhance and maximize learning opportunities within the campus housing environments by integrating the residential curriculum with the housing assignment process for returning students

- Housing and Residence Life created AVIATE, which stands for A Vision for Integrated, Applied and Transformative Education. AVIATE is the integration of the department’s residential curriculum into the new assignment process for returning students. Students accumulate PATH (Points Accumulated Toward Housing) credits by participating in engagement opportunities that are offered throughout the curriculum. A student’s PATH credits then determine his or her ability to obtain desired student housing options.
- Newly created staff positions maintain AVIATE’s sustainability. A graduate assistant supports the coordinator for co-curricular learning to implement, assess and improve the residential curriculum. An assistant director of housing assignments administers the housing assignment process and ensures its alignment with the department’s vision for residential learning.
- The special interest housing committee also created a legacy house status for communities that are retained annually through the special interest housing process. To maintain legacy house status, student groups must participate in one scheduled safety inspection per semester, identify a faculty or staff member to serve as the group’s adviser and adhere to the committee’s expectations regarding the storage and use of alcohol containers, packaging and signage as decoration within the common areas of the special interest house.

INITIATIVE 2: ACTIVELY CONTRIBUTE TO BUILDING AN INCLUSIVE CAMPUS COMMUNITY

Multicultural Education, Support and Engagement: Actively contribute to building an inclusive campus community

Increase students’ multicultural knowledge, awareness and skills

- Monthly professional development sessions — offered by the assistant dean/director of multicultural affairs and director of student development assessment and planning — were held to educate staff and campus partners in developing experiences designed to increase students’ multicultural knowledge, awareness and skills.
- Campus Recreation, the Center for Student Involvement, the Office of Multicultural Affairs and the Office of Student Leadership Programs planned programs and projects that reached 1,359 students and 40 full-time staff; this represents a 46 percent increase over the previous year in student participation in initiatives that use the student development multicultural framework.
- The multicultural framework also influenced the work of other areas throughout the University, including certain aspects of the residential curriculum and in-country experiences for students enrolled at the UD China Institute in spring 2015 and summer 2015.
Implementation of the Student Development Diversity Strategic Plan

• The Division of Student Development and other departments continued to assess progress and implement new and emerging diversity strategic initiatives. Of the initial 15 divisional strategic initiatives, three were completed, nine are ongoing and three are in progress. For additional updates, please reference page 7 of the annual report.

• Important internationalization goals were achieved with the assistance of two international student consultants; the students helped the division in meeting the diverse needs of international students, with a focus on Chinese students and students from the Middle East. The student consultants conducted 16 projects, which included a review of translated versions of the Code of Conduct and the Housing and Residence Life Roommate Living Agreement, and assisted with in preparing materials for the international student orientation.

• Departments also engaged in a variety of outreach efforts to international students and offered inclusive initiatives. For example, Campus Recreation collaborated with Muslim women to develop culturally inclusive, women-only group fitness classes.

INITIATIVE 3: INSTITUTIONALIZE THE PURPOSEFUL DEVELOPMENT OF STUDENT LEADERSHIP EDUCATION PROGRAMS

Student Leadership: Emphasize the purposeful development of student leadership

Co-curricular Collaboration: Expand and improve experiential learning opportunities through collaboration between the Divisions of Student Development and Academic Affairs

• After a national search, the University appointed a director for the Office of Student Leadership Programs to continue the programming created by a team of representatives within the Division of Student Development. Programs such as the Fall Leadership Conference and the Leadership Toolbox provide students with opportunities to continue developing their leadership skills from a personal instead of positional perspective.

• During the 2014–2015 academic year, all graduating seniors received an official copy of their Co-curricular Transcript with their diploma. The Co-curricular Transcript is an official University document that lists various developmental activities that take place outside of the traditional classroom. The transcript provides each student with an official record of honors, professional training, service and campus engagement.

• The Office of Student Leadership Programs hosted the first annual Catalyst Leadership Program to continue its efforts to provide leadership education across the institution. Catalyst is a leadership conference in which students are challenged to examine what it means to take their own path, understand how to connect and contribute to organizations they care about, and challenge themselves and their organizations to expand opportunities for possibility.

• By identifying opportunities to collaborate and share resources, the Leadership Consortium continued its work to connect leadership experiences and design across the institution.
INITIATIVE 4: PREVENTION EDUCATION AND SUPPORT

Healthy Campus Life: Co-create a healthy campus lifestyle that promotes learning and development through active engagement with the community

Prevention education and support: Address the mental health promotion and suicide prevention efforts through a campus-wide campaign

- A campus-wide committee, which was chaired by two student development staff members, formed to develop a comprehensive, collaborative, campus-wide review of programs and services regarding mental health promotion and suicide, and make recommendations.
- The committee collected data from peer institutions and other resources, including campus professionals and national best practices, in order to develop recommendations for suicide prevention on campus.
- Based on all of the collected research, the committee presented recommendations for promoting mental health on campus to the vice president and assistant vice president of health and wellness as well as the director of the counseling center.

Prevention education and support: Reduce the prevalence of high-risk drinking and related harms

- The launch of new programs and continued collaboration with the College of Arts and Sciences, the School of Engineering and the School of Education led to a 42 percent increase in students (5,435) who participated in risk reduction and bystander intervention training.
- 1,200 first-year students participated in the REAL Talk: First Year program, a value-focused workshop that utilizes online polling to collect information about students' beliefs regarding alcohol use. The program included injunctive norm education that challenged the beliefs in acceptability of high-risk behaviors. A social norms marketing campaign followed the poll.
- Directed at upper divisional students living in the student neighborhood, the Flyer Host initiative — which teaches students to be responsible hosts — was reimagined and launched in the fall. The responsible host training provided students with harm reduction and bystander intervention strategies, an understanding of campus policy, social host liability information and action steps to take in the case of an emergency.

Prevention education and support: Establish and institutionalize sexual violence prevention education

- Green Dot, a national bystander intervention initiative, had a successful year; over 450 students, faculty and staff received seven hours of training focusing on realistic bystander intervention strategies. During the academic year, 6,400 students learned about Green Dot through an overview presentation, and 2,000 students attended various programs during Green Dot Week in February.
- All first-year students participated in EverFi’s Haven, a one-hour online program that meets Campus SaVE legislative requirements, and a sexual violence prevention presentation; both presentations are a part of their academic curriculum. Additionally, many first-year students also participated in Red Zone presentations (which are designed by upper division students to reach first-year students as early as possible in the year and focus on critical safety information) and received a Green Dot introductory overview speech.
- The Peer Education program became much more structured during the 2014–15 academic year. Now named the “Peers Advocating for Violence Education” (PAVErs), the peer educators were selected from a competitive application process, presented to over 1500 first year students through their Red Zone presentations in September, and successfully created multiple campus wide programs and events to raise awareness of sexual violence in our community.
DIVERSITY STRATEGIC PLAN UPDATE

The Division of Student Development’s diversity strategic plan contains items designed to achieve student development’s goals and to create an inclusive campus climate. Updates regarding additional key and emerging division-wide and department-level initiatives are provided. For a comprehensive list of updates, please visit the vice president’s page (udayton.edu/studev).

STATEMENT OF INCLUSIVE EXCELLENCE

The division’s Statement of Inclusive Excellence 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.

Inclusive marketing and promotion strategies also included developing a marketing promotion checklist for staff and building a diverse pool of images for communication pieces.

INCLUSIVE RECRUITMENT, HIRING AND TRAINING

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

• Position descriptions, interview questions, evaluation tools and the student employee manual were reviewed for inclusive language and/or the ability to assess the cultural competence of candidates.
• Enhanced recruitment practices were implemented: revising position descriptions, developing a list of resources to promote position openings, hosting job interest meetings, providing interview questions in advance and asking interview questions on diversity, inclusion and the ability to create a welcoming environment.
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 Transgendered community.

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.

**INCLUSIVE PROGRAMMING**

The Residential Curriculum, implemented during the 2014–2015 academic year, provides engagement opportunities that are designed to facilitate intercultural student learning. Educational opportunities (e.g., International Thanksgiving, Chinese New Year, Freedom Center Trip, Perspectives on Faith and Life Series) were attended by 447 students.

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

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 (e.g., speakers, workshops, conferences) that provided them with additional tools to facilitate positive social change at UD and within other communities.

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

**INTERNATIONAL STUDENT SUPPORT & ENGAGEMENT**

In 2014–2015, 223 international students and students from the United States attended Breaking Bread events offered by Community Wellness Services, 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.

The Health Center translated all documents regarding immunization and tuberculosis diagnosis and treatment into Chinese and Arabic; immunization documents are now available in nine languages. The Health Center also engaged in multiple student outreach efforts, adopted additional translation resources and participated in professional development opportunities to support international students.

Two new online modules — a Diversity and Inclusive Leadership Module and an International Students Module — were provided by New Student Programs to 80 orientation leaders and Blue Crew Counselors (who are student leaders for an assigned team of first-year students) over the summer using Isidore (the University's learning management system). Student leaders also attended diversity-related training sessions held on campus.

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

DISCOVER, PRACTICE, CREATE COMMUNITY

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.

CORE VALUES

Character  Community  Faith
Leadership  Inclusion  Innovation
Health and Wellness  Learning  Professional Practice

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.

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.
MISSION
The Dean of Students Office is responsible for overseeing the development, implementation and monitoring of a comprehensive student development program to ensure student success. The office includes the Department of Housing and Residence Life, the Office of Community Standards and Civility and the Office of Multicultural Affairs and incorporates education on sexual violence prevention and alcohol and other drug abuse issues.

Built into the foundation of the Dean of Students Office are the three ideas of challenge, support and encouragement. We strive to promote a holistic learning experience by providing exemplary programs and services designed to enhance students’ academic and personal success. We value a diverse student population that works to foster responsibility and collaboration in the Marianist tradition. The dean of students office advocates for student issues, concerns, needs, accountability and responsibility. The dean of students office also responds to emergency and crisis situations affecting students and our community.

HIGHLIGHTS
While the Dean of Students Office at the University of Dayton has many functions, the office’s main responsibility focuses on intervention, support and behavioral response to students who are at risk or in crisis, providing appropriate response or referrals to de-escalate situations and ensuring the health and safety of all members of the campus community. The office’s role also includes challenging and supporting students when crises or emergencies arise and providing appropriate care and actions when students make poor decisions related to personal behavior and integrity. In these situations, our goal is to treat students with dignity and provide educational and immediate interventions to assist them on the path to their academic program and to earn their University of Dayton degree.

Campus Awareness Response and Evaluation (CARE) Teams
The Dean of Students coordinates four campus awareness response and evaluation (CARE) teams. The coordinated campus teams identify and respond to student concerns and crisis situations, and the teams assist in supporting individual students and the campus community. In a close community like the University of Dayton, tragedies are felt throughout the entire campus.

• The Dean of Students Administrators (DSA) are a team of full-time staff members in the division of Student Development who volunteer to respond to student concerns that occur after hours, which includes sexual assaults, students who are experiencing emotional distress, disturbances, student deaths and hospital transports. The DSAs are trained to assist students in crisis and to address campus-community threats all through the lens of the Catholic and Marianist ideals. Using a comprehensive response plan and protocol, dedicated staff members responded to 485 cases from July 2014 to June 2015. Staff responded to each case by either a personal phone call or a visit from a University official.

• The Behavioral Intervention Team (BIT) meets each week to discuss the week events and cases that occurred over the weekend to ensure that a proper response and/or follow-up is initiated. The BIT team consists of staff from residence life, community standards and civility, public safety, the counseling center and the DSA.
• The Threat Assessment Team (TAT) assesses threats to individuals and/or the campus community by conducting a comprehensive assessment of each situation. The campus team works to resolve difficult cases and to ensure that the interests and rights of all concerned parties are addressed. The team contains representation from community standards and civility, public safety, environmental safety, legal affairs, the provost office, campus ministry, housing and residence life, the counseling center and communications. During the 2014–2015 academic year, 10 cases were reviewed, and the level of risk (ranging from low to high) was assessed by the team.

• The Tragedy Response Team (TRT) — the fourth team chaired by the dean of students — coordinates and provides support and services for members of the community who are experiencing significant loss as a result of a traumatic event. The team responded to four tragic events in 2014–2015, including two student deaths and two critical accidents. TAT is composed of staff from housing and residence life, public safety, campus ministry, the provost office, communications, legal affairs and the counseling center.

Graduate Assistant Development Committee

The Graduate Assistant Development Committee includes representatives from each department in the division. Since its inception in 2009, committee members have implemented initiatives, tools and processes, including a selection process that attracts competitive candidates in the region; a graduate assistant agreement with performance expectations; standardized compensation packages; a competency-based performance appraisal tool; and professional development curriculum for supervisors and graduate assistants. Over the past year, committee members hosted 25 events, including creating activities to build relationships, holding workshops such as resume writing, supporting international students and developing effective strategies for building a team, and organizing an internship fair to provide structured experiences for supervisors to recruit interns and graduate assistants.

A new award was also developed in collaboration with the graduate school to acknowledge the impact of a graduate assistant’s scholarship on the profession and the student’s learning experience.

University Of Dayton China Institute

In August 2014, the division was charged with developing a comprehensive student and residential life experience for the University Dayton China Institute in Suzhou, China. Student Development formed a UD China Institute Student Life Committee. The committee studied best practices within international higher education, consulted campus partners, developed new systems and adapted existing policies and procedures in preparation for the inaugural spring semester and summer session of 2015 at the institute. The committee consisted of representatives from key areas in the division as well as the China Institute. Committee members provided valuable expertise that informed the development of a comprehensive student and residential life experience.

A final report outlined outcomes produced in support of the inaugural UD China Institute programs, with 28 students enrolled in spring 2015 and 35 students enrolled in summer 2015. Also included in the report were short- and long-term recommendations related to supporting the continued success of a comprehensive student life experience.
MISSION

The Office of Alcohol and Other Drugs Prevention works to prevent the high-risk use of alcohol and the misuse and abuse of other drugs. The office strives to create a campus environment that supports responsible and informed decision making in high-risk situations. The office provides education and other beneficial information to all students to prepare them for critical issues of college life. Respecting the dignity of every person is rooted in our Marianist values, and we continue to honor that by putting the health and safety of our students at the forefront of our work.

HIGHLIGHTS

Throughout its second year on campus, the Office of Alcohol and Other Drugs Prevention Education continued to focus its efforts on interactive programs, trainings and presentations through the REAL (Resources and Education for Alcohol in your Life) curriculum. Students experiencing a direct training increased from 4,009 (2013–2014) to 5,500 (2014–2015). Additionally, three specific programs were the highlight of this year’s success: REAL Talk: First Year, Flyer Host and the Athlete Value Series.

REAL Talk: First Year was offered to all first-year students during October and November. The educational session utilizes injunctive norm education to shift beliefs regarding acceptability of high-risk behaviors. Students are asked to participate in a live poll survey that asks specific questions regarding acceptability of high-risk behaviors. They were then asked about their perceptions of their peers’ beliefs regarding the acceptability of these behaviors. The program produced live data that was utilized in the moment to address what students believe to be the norm and what was actually the belief of the majority. Data was utilized throughout the year and incorporated into booster sessions and a social norm campaign.

Approximately 1,200 first-year students attended a REAL Talk: First Year training. During the training, students gave encouraging responses related to alcohol consumption on campus:

- 70 percent of first-year students believe it is unacceptable to blackout.
- 88 percent of first-year students believe it is unacceptable to miss class due to drinking.
- 89 percent of first-year students believe it is acceptable to come to college and choose not to drink.

Flyer Host, formally a Housing and Residence Life initiative, was reimagined and launched in the fall of 2014. The training, directed toward upper division students living in the student neighborhood, focuses on social host responsibility and the University’s Commitment to Community, which describes the Catholic and Marianist principles and habits of learning and living in community. Through the training, students gain the skills and knowledge needed to host a responsible gathering, including harm reduction and bystander strategies, an understanding of campus policy and the proper steps to take in an emergency.

The Athlete Value Series is a spring initiative that educates student athletes about the effect alcohol has on performance, reputation and the overall program. In the first section of the two-part educational session, student athletes learn about leading research conducted with Olympic athletes regarding alcohol’s impact on key body systems responsible for training and performance. In part two, student athletes discuss value setting as a team. The use of live polling allows the athletes to discuss their values in an open forum while maintaining anonymity. The data educates the athletes about the importance of value congruence regarding alcohol use both on- and off-season.

- This past year, 321 student athletes received training through the Athlete Value Series.
- When athletes were asked, “what values did your group identify that could guide positive decisions about high risk alcohol use?” they answered:
  “Not everybody drinks. It is a common misconception that all college students do. Knowing this was reassuring.”
  “To be educated about the risks of alcohol use and how to step in if you see someone in a high risk situation that involves alcohol.”

ALCOHOL AND OTHER DRUGS PREVENTION EDUCATION
SEXUAL VIOLENCE AND PREVENTION EDUCATION

HIGHLIGHTS

Currently in its third year in existence, the Sexual Violence Prevention Education Office continues to train and educate faculty, staff and students on the prevention of violence on campus and their responsibility to fight power-based violence, making the University of Dayton a safer community.

The Sexual Violence Prevention Education Office’s Sexual Violence Prevention Education programs include RSVP (a comprehensive sexual violence approach), Green Dot (a bystander intervention initiative) and Peers Advocating for Violence Education (a peer education program).

With the continued success of the Green Dot, PAVE and RSVP programs, attendance increased from 8,257 during the 2013–14 academic year to 12,224 during the 2014–15 academic year.

The office’s Relationships and Sexual Violence Program (RSVP) series continues to be an important educational tool; throughout the 2014–15 academic year, over 5,400 undergraduate students learned about perpetration patterns, hook-up culture, healthy relationships and the rape culture on campus. In addition, Dr. Harry Brod and Mike Domitrz, both experts in sexual violence, visited campus and discussed the role of consent with students.

The peer education program — entitled Peers Advocating for Violence Education (PAVE) — continued to expand during the 2014–15 academic year. After participating in a new formal application and interview process, 20 undergraduate students were selected to plan and implement campus-wide programming, including Take Back the Night. In addition, first-year students continued to receive online education through EverFi’s Haven.

Within the student neighborhood community, seven special interest houses, which are advised and supported by the University, now focus on preventing violence and creating a campus-wide awareness and investment in ending power-based personal violence, including a discussion group for male students that focuses on their involvement in preventing sexual violence.

STRATEGIC IMPACT AND STUDENT LEARNING

PAVE and First-Year Students

Peers Advocating for Violence Education (PAVE) continues to provide Red Zone presentations during the first six weeks of the academic year — when the risk of violence is highest. In the beginning of the 2014 school year, fourteen peer educators led 67 presentations on consent, bystander intervention, supporting survivors, victim blaming and campus resources.

• 1,511 first-year students attended Red Zone presentations
• 71 percent of 2014 first-year students at the University agree with the statement, “Most students at my school would take action if they saw someone trying to take advantage of someone sexually,” compared to 61 percent of 2013 incoming students (before Green Dot was launched) and 55 percent nationally
• 84 percent of 2014 first-year students at the University agree with the statement, “Most students at my school would respect someone who intervened to prevent a sexual assault,” compared to 79 percent of 2013 incoming students (before Green Dot was launched) and 80 percent nationally
• 64 percent of 2014 first-year students agree with the statement, “Most students at my school would feel comfortable intervening if they witnessed abusive behavior,” compared to 56 percent of 2013 incoming students (before Green Dot was launched) and 52 percent nationally

Green Dot

The Green Dot program focuses on mobilizing and empowering individual community members to decrease violence — particularly sexual assault, stalking and intimate partner violence — through proactive and reactive methods. Green Dot grew significantly during the 2014–15 academic year, with 424 students, faculty and staff participating in the full-day Green Dot training. Throughout the training, participants identified warning signs of violence, navigated their personal challenges in managing crisis and practiced skills to help them intervene in a high-risk moment. Green Dot Week provided over 2,000 interactions with students through events like the Green Dot, Greek Life Jam concert, an event run by members of Greek Life who brought more than 600 students to learn about proactive and reactive...
green dots. Over 6,400 students learned about Green Dot through an overview presentation that introduced the program in classrooms, student organizations and staff meetings.

- 424 faculty, staff and students participated in the seven-hour Green Dot training
- Over 6,400 students learned about Green Dot through overview speech presentation
- Participants shared the following feedback about Green Dot training:
  
  “I actually enjoyed this [training] a lot more than I thought I would. Thanks for showing me the importance of being a green dot and opening my eyes to the real problem we have in this world.”
  
  “It only took my Saturday to change my entire way of thinking.”
  
  “This was a terrific experience. I had a ton of fun and learned so much. Within the first three hours of training, I already texted friends saying they need to attend.”
  
  “It’s important for everyone to know how to stop violence on campus.”

- 92 percent of Green Dot training participants were able to describe realistic tactics for circumventing barriers to intervention, applying knowledge of and experience with the 3Ds (direct, distract and delegate) to diffuse red dot scenarios
- 93 percent of Green Dot training participants were able to describe a way in which they have or would overcome the bystander effect to take action against power-based personal violence

**MISSION**

The Sexual Violence Prevention Education office works to prevent sexual violence and promote healthy relationships through critical analysis of sexuality and sexual violence. It also works with students to help them understand how relationship decisions can affect their lives. The office seeks the holistic development of all students in a Marianist community, free of sexual violence, so that they may focus on their academic, personal, spiritual and social growth and college experiences.
HIGHLIGHTS

In past years, the University relied on a lottery system to assign students to University housing. However, in an effort to incentivize learning within the residences, the Housing and Residence Life leadership team launched AVIATE (A Vision for Integrated, Applied and Transformative Education). AVIATE integrates the department’s residential curriculum with a new assignment process for returning students. Students accumulate PATH (Points Accumulated Toward Housing) credit by participating in engagement opportunities that are offered in the curriculum, and students’ PATH credit, in turn, determines their priority for attaining desired housing.

• 36 HRL Engagement Opportunities (EO) were identified as part of the Residential Curriculum, which resulted in 52,656 hours (or credits for attendance) recorded.

• More than 1,360 housing applications were received through the general assignment process.
• Of the 1,360 students who applied for housing, 92 percent were offered and accepted their assignment.
• Over 54 percent of students who applied for housing received a property in their top five choices.

Special Interest Housing continues to serve as an opportunity for students to apply learning acquired in the classroom to their living experiences in the University’s student neighborhood. As a way to increase accountability within the experience, the Special Interest Housing committee created the legacy house status for special interest communities; these residences are retained annually by either recognized student organizations, faith-based organizations, academic/department sponsored groups or athletic-related groups. To maintain the legacy house status, student groups must participate in one scheduled safety inspection per semester, identify a faculty or staff member to serve as the group’s adviser and adhere to the committee’s expectations regarding the storage of alcohol and the use of alcohol containers, packaging and signage as decoration in the common areas of the special interest house.

• 118 houses, 10 ArtStreet apartments and 19 Global Learning Living community (includes domestic and international students) apartments were awarded through the Special Interest Housing process for 2015–16.
• 738 students will be participating in the Special Interest Housing process for 2015–2016.
The number of faculty and staff serving as advisers increased from 59 to 66 for 2015–16.

83 percent of students living in Special Interest Housing completed all six risk management modules.

Housing and Residence Life continued to partner with the departments of Public Safety and Facilities Management Residential Properties to address neighborhood community concerns. As a condition of the partnership, the student neighborhood staff responded to each concern and assisted residents in developing an action plan using a four-level rubric to assess student readiness to change behavior in the future. When comparing the 2013–14 academic year to the 2014–15 academic year:

- There was a 16 percent decrease (637 to 536) in neighborhood community concerns addressed by the neighborhood staff.
- Of the 536 reported concerns, 131 were reported by Public Safety (a 37 percent decrease), 198 were reported by Facilities Management Residential Properties (a 35 percent decrease) and 208 were reported by Residence Life staff/Neighborhood Fellows.
- Of the 536 reported concerns, 14 houses had five or more documented concerns in Housing and Residence Life’s community concerns log (a 26 percent decrease).
- 85 percent of residents identified ways in which they will prevent similar behavior in the future.

Housing and Residence Life maintained its strategy for creating a safe environment by restricting students’ and visitors’ access to side and rear entrances to the residence halls and requiring students to register overnight guests. Additionally, 60 undergraduate guest check-in attendants staffed verification stations to monitor guests’ access to the residential areas of the halls. 2,049 off-campus guests were signed into the residence halls through the verification stations.

The Residential Housing Association (RHA), a student-run governing body for residents of University housing, implemented area councils in the first-year residence halls, developed and implemented training for all executive board members and area council leadership and created a strategic plan for the implementation of area councils in the second-year residence halls for 2015–2016. The accomplishments of the Residential Housing Association reflect the department’s commitment to providing experiences for students that foster the development of leadership, community, civility and faith in the Catholic and Marianist tradition.

- 81 first-year students attended the RHA informational session.
- 43 first-year students ran for 17 leadership positions; after elections, a general assembly formed with 91 students (86 of the 91 were first-year students).
- RHA or area councils hosted 36 programs.

STRATEGIC IMPACT AND STUDENT LEARNING

As part of the special interest housing experience, 64 percent of the students completed a project that addressed a community issue and related their own actions to an emergent awareness of community citizenship. Students in special interest housing also indicated that they act with integrity in accordance with their values and beliefs and utilize their skills to build and support an inclusive community. In addition, nearly 52 percent of the students hold others accountable in a manner that benefits all members of the community.

MISSION

The Department of Housing and Residence Life provides an intentional learning and living environment that is integral to the personal and social development of the University of Dayton student. Housing and residence life is committed to providing services, programs and facilities that foster the development of leadership, community, civility and faith in the Catholic and Marianist tradition.
HIGHLIGHTS

The Office of Multicultural Affairs (OMA) collaborated with over 60 University departments, student organizations and community partners to provide programs and presentations to more than 7,842 students, faculty, staff and community members. Programming focused on achieving academic success, mentoring, increasing cultural awareness, leadership development and community building. A record number of incoming students (77 compared to 35 students in 2013) and family members participated in the Transitions Pre-Orientation Program. In addition, OMA collaborated with faculty and staff partners to honor the 50th anniversary of the Rev. Dr. Martin Luther King, Jr.’s speech at the University of Dayton in 1964. Over 838 students, faculty and staff members attended a diversity-related session presented by OMA. Through the OMA Workshops: Partners in the Classroom initiative, faculty can invite an OMA staff member to present a session designed to assist students in increasing their cultural knowledge of themselves and others, as well as learn valuable tools to engage in dialogue. The Change Agents series provides faculty, staff and students with an opportunity to participate in critical dialogue around differences and social justice.

Gifts contributed by alumni and friends to OMA provided scholarship support to 23 multicultural students. Eight students have been recognized as recipients of the Mona Guerrier Fallen Endowed Scholarship for the Office of Multicultural Affairs at the University of Dayton since the inception of the scholarship in August 2013. The scholarship was established by Destry Fallen (’86) in honor of his wife, Mona Guerrier Fallen (’91), who passed away in 2013.

STRATEGIC IMPACT AND STUDENT LEARNING

P.E.E.R.S. Mentoring Program

- 93 percent of the 104 student participants who completed the P.E.E.R.S. Mentoring Program end-of-the-year survey indicated that their participation in the program allowed them to progress toward their academic goals

Culture Fest

- 92 percent of the 123 students who completed a 2014 Culture Fest survey indicated that the importance of their culture was affirmed as a result of attending the event; 92 percent of the students who completed the survey indicated that they learned new information about a culture different than their own

MISSION

The Office of Multicultural Affairs fosters a diverse community where scholarship, faith formation, identity development, and leadership are foundational to the holistic development of students. In collaboration with campus and community partners, OMA supports the academic achievement of multicultural students and assists in enhancing the understanding that all UD students have of themselves and others through co-curricular experiences.
MISSION

The Office of Multicultural Affairs (OMA) fosters a diverse community where scholarship, faith formation, identity development, and leadership are foundational to the holistic development of students. In collaboration with campus and community partners, OMA supports the academic achievement of multicultural students and assists in enhancing the understanding that all UD students have of themselves and others through co-curricular experiences.

COMMUNITY LIVING
HIGHLIGHTS

While the University gives students ample opportunities to learn and grow as individuals throughout their college careers, there are times — as with any college or university setting — in which students make poor decisions. And as with any decision, good or bad, mistakes can become a learning experience. The Office of Community Standards and Civility helps these students learn from the consequences of their actions and become a positive influence within the University of Dayton community and beyond.

The Office of Community Standards and Civility administers the Code of Student Conduct and ensures that all students have access to it. The code of conduct is available online, provided to all students as a link via email and distributed in print to all residential students as well as commuter students who attend orientation.

Between August 1, 2014 and May 4, 2015, the department addressed 802 incidents that resulted in 1,797 individual student conduct cases. Throughout this time, 1,593 students attended behavioral hearings, while the remaining 204 students chose to participate in the Opt-In (an assessment tool that focuses on the code of conduct) diversion program in lieu of adjudication. Following a review at a behavioral hearing, 73 students opted to participate in the Blueprint diversion program (an additional program that increases students’ knowledge of the code for minor violations) in lieu of adjudication. A total of 1,439 cases were resolved through a Behavioral Hearing, and 81 cases were forwarded to the University Hearing Board.

Cases heard by the University Hearing Board involve egregious behavior and/or a significant student conduct history in which the result could be suspension or expulsion. Over the course of the year, the board convened and heard 81 cases in accountability hearings. The board convened to review 26 suspension cases. Ten suspensions were upheld, and 16 were overturned. Additionally, of the 81 cases that were heard by the University Hearing Board, 10 students requested an appeal of the decision. Two cases met the criteria for an appeal to the Judicial Review Committee, and one resulted in a modification of the original outcome.

The Office of Community Standards and Civility piloted a new program called the Restorative Education Program (REP) in 2014. Based on industry standards, this program involves placing students on probation for an indefinite amount of time and allowing them to complete educational assignments. Students who participated in the pilot received a reduced probation period. Sixty percent of participants successfully completed the program during the pilot stage. The staff will evaluate the efficiency and effectiveness of the program and use a similar model for all probations in the future, beginning in the fall of 2015.

STRATEGIC IMPACT AND STUDENT LEARNING

The Opt-In and Blueprint programs — both diversions from the standard conduct system — continue to be successful mechanisms for students to minimize the impact of their actions (by recognizing the realistic impact of their choices) and increase their knowledge of the code of conduct on campus. Opt-In is an assessment tool — typically for a low level first offense — that asks students to read a report and identify possible code violations. Blueprint is an individualized diversion program that gives students the ability to make amends while receiving assistance/education on particular topics.

MISSION

The mission of the Office of Community Standards and Civility is to maintain a campus environment that is conducive to learning, that protects the university’s educational mission, maintains reasonable order, protects the community and assists in the character development of each student or student organization.
Students participating in Opt-In were asked to apply their knowledge of the code of conduct to case studies and demonstrate their knowledge of prohibited behaviors.

- 90 percent correctly identified behaviors in which a student violated the alcohol policy
- 87 percent correctly identified behaviors in which a student violated the guest policy
- 84 percent correctly identified behaviors in which a student violated the misrepresentation code and identified the realistic impact of the violation

Behavioral hearings assist students in identifying acceptable behaviors that are in line with the Commitment to Community (C2C) — the Catholic and Marianist principles and habits of learning and living in community — and impact their future decisions.

- 60 percent of 1,280 students identified the overlap between their personal values and C2C
- 47 percent of 1,371 students identified how they will behave in the future based on C2C

Perspective meetings are facilitated by faculty and staff and use a motivational interviewing approach designed to help students identify their willingness and ability to change. As part of the meeting, students create realistic goals for positive community involvement.

- 53 percent of students selected and committed to specific experiences/behaviors that align with their goals
- 61 percent identified realistic impacts on self, others and the community
- 80 faculty and staff served as mentors for perspective meetings
HIGHLIGHTS

In October 2014, the Department of Public Safety rejoined the Division of Student Development. The change provides greater collaboration opportunities with Student Development colleagues and aligns closely with Public Safety’s partnership with Residence Life to provide a safe and secure community for the University of Dayton students.

Community Policing Initiatives: The Department of Public Safety developed its own community policing model specifically designed to address the challenges that evolve from the unique student housing environment at the University of Dayton. The model, created to best serve the University of Dayton’s community policing needs, focuses on:

- Building relationships and trust between police officers and students
- Encouraging community members to practice basic crime prevention through safe habits and behaviors, such as locking doors and windows, being aware of situations and surroundings and having a personal safety plan
- Challenging students to take ownership in their community by holding themselves and others accountable to community standards and expectations
- Getting community members and police working together on creative problem solving
- Collaborating closely with Student Development staff on solving community concerns
- Working closely with student organizations such as the Office of Multicultural Affairs, the Student Government Association and more

Throughout the 2014-15 academic year, the Department of Public Safety participated in the following activities in an effort to implement a community policing model:

- **162 Neighborhood resident contacts/information sharing**
- **41 Community meetings (participation)**
- **23 Safety presentations**
- **6 Neighborhood fellow collaboration/ride alongs**
- **55 Interactions with student organizations**
- **43 Problem-solving initiatives**
- **160 Other community actions/activities**

**Total**: 490

Inter-Agency Collaboration: The University of Dayton Police entered into mutual aid agreements with a standing request for assistance with the City of Dayton and the City of Oakwood Police Departments. These agreements enable campus police to provide a higher level of police service to the campus community with reduced liability for the University. The University of Dayton Police have established a solid professional working relationship with public police agency neighbors, which improves the quality of police services for all three communities.

The University of Dayton Police has also acquired a state-of-the-art digital radio system that allows inter-agency operability with all surrounding police agencies. The system operates through the Montgomery County Regional Dispatch Center and significantly enhances the ability to manage a multi-agency response to any emergency the University community might experience.

Emergency Medical Services: The Rescue Squad continues to provide vital, high-quality, pre-hospital emergency medical services to the community, transporting 386 patients to area hospitals throughout the 2014-15 academic year. The Rescue Squad also focused heavily on community education, providing CPR, AED and First Aid instruction and certification for over 500 faculty, staff and students. More than 200 people received training during October’s EMS week, and Automated External Defibrillators (AEDs) were installed in eight more campus buildings, which completes this multi-year project to install at least one AED in each campus facility.

Parking Services: During the 2014-15 academic year, Parking Services continued to provide quality services to students, staff and other departments throughout campus:

- Parking Services contracted with Buckeye Charters to provide free transportation to over 2,500 students on Saturdays — from 11:15 a.m. to 4:00 p.m. — to shopping and restaurants at Governor’s Place.
- Over 650 resident students with disabilities received free medical escorts on campus and approximately 765 students received motorist assistance, such as a jump start, gas and more.
- Parking Services collaborated with various departments across campus and community members to accommodate approximately 3,000 events.
MISSION

The Department of Public Safety is a service-oriented organization which provides police, emergency medical, student transportation, and parking services to the University community. We are committed to building cooperative relationships within the University community by providing quality service with integrity, respect, and fairness. Public Safety provides a level of personal accountability to our students that will help them develop as persons who make good choices and take responsibility for self and community. Public Safety is dedicated to promoting safety through education, communication and crime prevention.

• Parking Services Representative William Burrell received the Marianist Service Award for his years of exceptional customer and community service.

Student Escort Service: One of Public Safety’s most popular services, the student escort service transported 10,582 students between campus facilities, free of charge. The escort service is an integral element of the Department of Public Safety’s crime prevention strategy and contributes to the safety and security of the University of Dayton campus. This year, the department replaced one of the two vehicles to enhance reliability and safety for the students providing and utilizing the service.

Community Involvement: The Department of Public Safety focuses on building ties and working closely with members of the community, serving on committees such as the Alcohol Coalition team, the Hazing Prevention committee, the Suicide Prevention committee and numerous other committees across campus. Additionally, Public Safety and the Office of Multicultural Affairs created a partnership to develop communication links between police officers and community members.
MISSION
The Office of Student Leadership Programs provides intentional, inclusive leadership opportunities that foster self-awareness and promote personal development. Student Leadership Programs also empowers 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. Student Leadership Programs challenges students to celebrate diverse perspectives and recognize their impact in the world.
In September 2014, the Office of Student Leadership Programs was officially created, and a director was selected to continue the programming developed by a team of representatives within the Division of Student Development. The Office of Student Leadership Programs provides leadership experiences that serve students across departments within the Division of Student Development and the University. To date, more than 650 students have participated in at least one leadership program.

Several student leadership programs have experienced growth during the past year:

• The Co-curricular Transcript is a self-reported student document that lists various developmental activities participated in outside the traditional classroom; the transcripts provide each student with an official record of honors, professional training, service and campus engagement. Students document their leadership experiences in co-curricular activities and use the transcript as a supplement to their resume. During 2014–2015, over 2,000 co-curricular transcripts were created and distributed; each graduating senior received an official copy of their co-curricular transcript with their diploma.

• A total of 88 students have completed the ULeaD Emerging Leaders mini course. Established in fall 2013, the ULeaD is an emerging leaders program taught by leaders from 10 different departments and helps students to strengthen the skills and knowledge needed in leadership positions, in both the university setting and beyond.

• Participants from over 30 offices and programs continued to meet as the Leadership Consortium. Facilitated by the Office of Student Leadership Programs, the Leadership Consortium meets three times a year to discuss how the University can create collaborations related to student leadership development.

• There were 108 nominations for the 2015 Leadership Awards Celebration. Attendance and participation doubled as the University came together as a community to recognize individual students and registered organizations for their contributions, as well as their staff or faculty advisors for their outstanding work and engagement.

• The Catalyst Leadership Program also launched in 2014. Catalyst is a one-day leadership conference that challenges students to be authentic, extraordinary and to connect with others.

**STRATEGIC IMPACT AND STUDENT LEARNING**

• The final project for the ULeaD mini course requires students to identify ways to use the Social Change model of leadership development to define their own leadership style and philosophy. During the fall and spring ULeaD mini courses, 94 percent of 32 participants demonstrated mastery of the course outcomes by using the social change leadership model to analyze leadership behaviors and to develop a personal leadership plan.

• The Office of Student Leadership Programs also saw a 19 percent increase in attendance at the Fall Leadership Conference. The Conference is intentionally designed to assist students in developing leadership skills that they can apply in college and beyond. Participants of the 2014 Fall Leadership Conference were surveyed after the event, and when asked, 100 percent of the students named a campus resource that they intended to use in their leadership journey.

• Approximately 70 percent of students who participated in the Catalyst Leadership Program situated leadership learning in context to a specific area of their daily lives. A few examples of students’ plans include:

  “...using these ideas, skills, and activities as a camp counselor this summer. This camp focuses on developing confident and motivated teens so much of this information will be extremely beneficial and applicable in their lives.”

  “I intend to use what I’ve learned today to be able to better balance my work, school and commitments. I will also work on my authentic self.”

  “I’m planning a service trip for my fraternity in May so I will have a committee to help me out. I can use this information to help run that smoothly and make this trip as effective as possible.”
HIGHLIGHTS

Staffed by a team of dedicated professionals, including graduate and undergraduate students, the Office of New Student Programs works to design programs, services and experiences that support the transition of new students, and their family members, into the University of Dayton community.

In the fall of 2014, the Camp Blue pre-orientation program had 120 first-year students, which was an increase of 65 students over the prior year. The camp expanded beyond the traditional one-week experience to include enrollment in the ULeaD Mini Course, registration for the Fall Leadership Conference and participation in Service Saturdays. The RTA experience and the Leadership Roundabout were added to the camp, allowing campers to use their leadership skills to engage in both the University of Dayton and the surrounding Dayton community. Approximately 86 percent of campers engaged in two or more student organization events and late-night programs compared to 61 percent of other 2014 first-year students.

New Student Orientation (NSO) is a required four-day experience that takes place between move-in and the first day of classes in the fall. It is, however, challenging to provide new students with all of the information that they need to successfully transition into their new academic life and cover all of the important topics in just four days. Therefore, in 2014, New Student Programs launched the First-Year G.P.S. (Guiding Pre-orientation Students), an online pre-orientation program that enabled new students to begin the transition process prior to arriving on campus. The G.P.S. consists of several modules that provide a variety of information and resources to introduce new students to the University of Dayton community. Module topics include an overview of NSO and Weeks of Welcome, an introduction to university lingo and abbreviations, a Commitment to Community reflection activity and a list of campus resources.

In 2014, an online orientation option launched for transfer students, giving them an alternative when completing the orientation requirement. The in-person experience moved to Sunday, which enabled a closer connection to campus and offered the ability to attend specific NSO events on Monday and Tuesday. Two small group times were added for transfer students to reconvene, connect and receive ongoing transitional support. Participation increased from 19 percent of transfer students in fall 2013 to 58 percent of transfer students in fall 2014. Family Weekend provides an opportunity for family members to return to campus and reconnect with their students. New Student Programs worked with a number of campus and community partners to expand and offer a robust array of free and ticketed events throughout the weekend. Over 500 families registered for these events, and, in 2014, 69 percent of attendees were families of first-year students (63 percent in 2013).

STRATEGIC IMPACT AND STUDENT LEARNING

NSO is designed to deliver four outcomes for students — academic preparation, a sense of belonging, community citizenship and discovering campus. New Student Programs used an electronic survey to measure these outcomes and collected responses from 521 first-year students. Select responses from the survey include:

Academic Preparation and Discovering Campus
• 96 percent of NSO participants reported that they “understand UD’s academic expectations”
• 95 percent of students agreed that they “understand that faculty are important partners”
• 90 percent of students were “moderately to extremely satisfied” with their experience “learning about (and your way around) campus”

Sense of Belonging and Community Citizenship
• 92 percent of NSO participants agreed that they “plan to stay at UD and eventually graduate”
• 90 percent of students agreed that they “understand my actions impact the larger community” (an increase from 85 percent from 2013–14)
MISSION

The mission of the Office of New Student Programs is to aid in the college transition for first-year students and their families. The Office of New Student Programs is committed to encouraging first-year students to grow in the Marianist tradition — in collaboration with the University of Dayton faculty, staff and students — by providing academic, social and spiritual programs that enhance the college experience.
In September 2014, the Center for Student Involvement led the campus-wide 50th anniversary celebration, commemorating the opening of the John F. Kennedy Memorial Union. When the union opened in the fall of 1964, it was envisioned as a community center for the campus — a place where students meet, develop diverse friendships, engage in dialogue and conversation, pursue leadership and plan and participate in activities. The 50th anniversary celebration included a re-dedication and blessing, a trivia contest and a ‘60s-themed dance party with a roller rink.

In 2014–2015, Kennedy Union served as the location for 7,458 meetings and events, with a total of 179,475 people attending. The Information Center received 62,891 phone calls, and the campus Box Office sold 6,064 tickets while servicing 99 events.

The Center for Student Involvement increased students’ multicultural knowledge, awareness and skills through the following events:

- Student staff training in the fall, with a section on diversity and inclusion
- The Greek 101 Leadership Development Program that included personal reflection related to identity development and diversity
- A student employee development workshop: Supporting LGBTQ Individuals

Student leadership education was enhanced through:

- Student employee reflections that focus on professionalism, conflict management, problem solving, goal setting and diversity, connecting employment experiences to coursework and vocation
- Student leaders providing reflective responses to questions about their organizations related to recruitment, event management, budgeting, leadership development and officer transitions
- 253 recognized student organizations planning and executing 1,902 registered events
- The values-based Greek Standards of Achievement program expanding to include personal reflection on events related to social responsibility, diversity and civic engagement
MISSION
The Center for Student Involvement is committed to collaboration with students and the campus community to co-create opportunities that complement the academic experience. Guided by the Marianist charism, we provide an inclusive and engaging environment where we foster the holistic development of students as they become leaders and active participants in the University of Dayton community and beyond.

In order to co-create a healthy campus life and provide activities for students on all weekends, and in response to students indicating a difficulty in finding late-night activities on campus, late-night programming was re-branded as #UDLateNight, and a unified marketing strategy was implemented for all late-night events.

- Throughout the 2014–15 academic year, 27 Late Night programs were hosted by the Center for Student Involvement. The #UDLateNight movie series experienced 699 unique student attendees, a 178 percent increase over last year. Over 15 percent of attendees saw five or more movies.
- 85 percent of attendees indicated they would recommend that a friend attend events next year.
- CSI partnered with 17 student organizations, awarding over $12,000 in grants to support additional late-night activities that enrich the campus community.
- 16 Campus Activities Board (CAB) events.
- 9,984 games of bowling and billiards played in the Hangar games room.

STRATEGIC IMPACT AND STUDENT LEARNING
In order to continue to develop experiences that promote servant leadership and personal reflection:

- Student managers in the Center for Student Involvement were given more agency in the growth and development of their employees.
- Student managers reviewed 990 student employee reflections.
- Student managers conducted 81 peer reflection conversations.
- There was a marked improvement in students’ understanding of conflict management in the workplace, with 87 percent of students meeting or exceeding that learning outcome.
- Student organization recognition was expanded to include three check-in points in the fall and spring and an annual recognition in May.
- Organization leaders submitted 859 reflections around topics of recruitment, event management, budgeting, leadership development and officer transitions.
- For the first time, over 70 percent of undergraduate students are listed on one or more recognized student organization rosters.
- The Greek Standards of Achievement values-based program was expanded to include personal reflection on events related to social responsibility, diversity and civic engagement.

- 689 personal reflections were collected from 474 students, discussing how to incorporate the content of the programs into their daily chapter activities.
- 80 percent of students indicated that they learned something from their participation in these events.
- Frequent reflection topics included: bystander intervention, values congruence, philanthropy and diversity.

In order to contribute to building an inclusive campus community grounded in the Division of Student Development’s Multicultural Framework:

- Student organization event registration was revised to give students the ability to identify events they planned with connections to diversity and multicultural competence.
- 368 registered events identified connections to diversity and multicultural competence.

In order to foster civic engagement and responsibility within local, regional and global communities:

- SGA experienced a 200 percent growth in the number of students who voted in primary and general elections.
- SGA’s Hot Topic Surveys resulted in responses from more than 1,000 students, representing an increase in student engagement.
MISSION
Communications and Community Relations is dedicated to advancing student development through active collaboration, expertise and resource sharing, multiplatform communications and marketing, effective professional development programs, and building strong community relations with internal and external communities, partners and neighbors.
COMMUNICATIONS AND COMMUNITY RELATIONS

HIGHLIGHTS

Over the past 2014–15 academic year, a more comprehensive approach was taken to spread the division’s mission and brand through web communications, brochures, pamphlets, multidimensional campaigns, events and special projects. In addition to building a stronger and more consistent divisional image, the Statement of Inclusive Excellence was presented as a divisional value on more than 3,000 print materials and 47 framed statements displayed in offices. The office also produced an award-winning annual report that received an international Hermes Gold Award amid 6,000 entries from the United States and 22 countries. The award recognized creativity, concept, writing and design. The annual report highlighted accomplishments and student learning outcomes from 20 departments and offices in the division, as well as design work from an award-winning designer. This was the third consecutive year that the division received an advertising award for the annual report.

The Division’s Professional Development Committee implemented a new framework for offering professional development opportunities to all staff members. The framework included programs aligned with the student affairs practitioner’s professional competencies (jointly created by NASPA and ACPA), the University’s leadership competencies and the Principle Characteristics of Marianist Administration. Staff attending the first program on Engaging and Retaining Talent© either agreed or strongly agreed that, “[They] will use the information learned back on the job,” and more than 50 percent reported that they had increased their knowledge and skills as a result of the training.

In fall 2014, an Internal Communication Review was conducted for the division. Dr. Richard Stock from the University’s Business Research Group led the review and field work in collaboration with the director of communications and community relations. The HeLIX 4-Strand Survey — an international evaluation and benchmarking system for internal communications in higher education — was used to validate the internal communication experiences of staff in alignment with student development’s mission and values. In May 2015, 87 staff across the division completed the HeLIX survey questionnaire. The survey results will be shared with the division during the fall 2015 semester.

The fall 2014, C2C Sheet Sign Contest, a key initiative of the University’s C2C Co-curricular Work Group, engaged students in reflection of Catholic and Marianist principles and habits of learning and living in community. The office managed a promotional campaign in collaboration with multiple campus departments, which resulted in a 12-fold increase of student participation over the prior contest held in the spring of 2014 — a total of 36 house entries from 177 students were received.

STRATEGIC IMPACT AND STUDENT LEARNING

Students completed a survey, eight months after the fall 2014 C2C Sheet Sign Contest, reflecting on how they lived their chosen habit over the academic year. Selected responses include:

Treat Others with Respect
“Respect crosses boundaries. In France, I met Irish, Croatian, English, Bosnian, Moroccan, Algerian, Israeli, Palestinian and obviously French people. Their culture and stories have impacted my sensitivity to different cultures and lifestyles. I have also been able to work at IEP for the past two years. Respect is a major aspect of my everyday work. My coworkers are from China, India, Libya and Saudi Arabia. Every day I learn something new and have grown immensely because of them.”
— Reine-Marie Couverchel, senior, majoring in international studies with a focus on peace and global security

Develop Your Faith Life
“I’ve worshipped at two different types of services to develop my faith life.”
— Caroline Boeckman, senior, majoring in middle childhood education

Integrate Learning and Living
“This past academic year [2014–15], I was able to integrate learning and living by participating in various service events to learn about other people and cultures throughout my apartment building.”
— Meghan McAuliffe, senior, majoring in education

Take Responsibility for Self and Community
“We have taken responsibility for ourselves and our actions as well as the community around us and have participated in community events to encourage positive behavior and modeling. We have treated ourselves and others with respect as well as [grown] in our faith life and helped others.”
— Melissa Siegel, senior, double majoring in math and AYA education
ASSESSING UNIVERSITY LEARNING OUTCOMES

The Student Development Stewardship division continued to deepen its commitment to directly assessing its impact on the University Learning Outcomes for Diversity, Community and Practical Wisdom. Several departments launched new projects using an approach developed by the University Assessment Committee and also used by the Common Academic Program and Humanities Commons. The approach combines a shared rubric format featuring a common scale and developmental levels. Staff used this rubric system to document the impact of critical learning experiences outside of the classroom and to improve student learning experiences across the division, most notably in student employment, multicultural competence programs, student leadership development and the residential curriculum. This system was presented at the annual Higher Learning Commission conference as a model for including assessment of learning outside of the classroom in accreditation processes. In all, staff used more than a dozen rubrics to rate thousands of student performance tasks. The results of this assessment practice are located in the report under the strategic impact sections of Community Standards and Civility, Housing and Residence Life and Sexual Violence Prevention Education — Green Dot.

FINANCIAL STRATEGIC PLANNING

This year the division took steps toward developing multi-year projections and scenario analysis to support long-term strategic planning. Indeed, an increase in enrollment due to record incoming classes and retention rates presented the opportunity to plan for the future implementation of multi-year financial forecasts in residential properties to anticipate needs and better serve a larger student population.

COLLABORATING TO EXPAND ASSESSMENT INFRASTRUCTURE

Information Technology and Assessment and Planning were clients for a UD Management Information Systems Program Senior Project. The project focused on automating and expanding our technical infrastructure to support data aggregation for assessment across the division. The students used a consultative process to design and produce a simple and effective product that integrates well into the division’s overall information technology infrastructure. This system has already been used to explore research questions related to housing, New Student Orientation, student leadership and student success.

BUDGET CONSULTATION AND ANALYSIS

Active and regular staff consultations on financial issues utilized multiple methods to improve staff access to information and to offer problem-solving skills for budget and human resource operational issues. Regular quarterly budget meetings with staff facilitated discussions around meaningful financial information for department analysis, assessment and strategic planning purposes. Customer service was enhanced at these meetings by providing real-time, on-site access to — and analysis of — financial information.

STATEMENT OF PURPOSE

The Offices of Information Technology, Budget and Financial Operations, and Assessment and Planning seek to maximize the effectiveness of all areas of the division by providing operational support and consultation, supporting and providing intellectual and technical resources for strategic operations and decision-making, and developing infrastructures that promote successful completion of divisional strategies and goals. Collaboration between these offices allows for streamlined support and holistic approaches to challenges and opportunities facing the division.
MISSION

The University of Dayton Health Center is a free-standing medical facility on the university campus staffed by physicians, nurses and ancillary personnel. The Health Center supports and enhances the mission of the University by providing health care to students and other members of the university community; by promoting learning and personal development in the areas of wellness, independent living, judicious use of the healthcare system and mature and responsible behavior with respect to nutrition, rest, exercise, personal relationships, sexuality, alcohol, tobacco and drugs; and by serving a public health function to reduce the risk of dangerous contagious diseases in the campus community.
**HIGHLIGHTS**

The 2014–15 academic year reflected another year of high demand for Health Center staff, with over 12,284 appointments. Staff cared for an increased number of individuals with hundreds of different diagnoses, including significant increases (400 percent from July 2007 to July 2015) in mental health issues. Visits for depression and anxiety increased 29.7 percent compared to 2012–13, and 405 percent compared to five years previously. Shorter term challenges, such as concussions and mono, have also increased by 49 percent and 25 percent over last school year. Although Ohio experienced some of the largest outbreaks of measles and mumps reported in years, the center’s ongoing public health strategy of strong enforcement of immunization requirements kept the campus community free of any diagnosed cases. Staff input tens of thousands of immunizations submitted by incoming students, along with reviewing tuberculosis (TB) screening questionnaires and following up on TB test results. Thanks to great ongoing collaboration with the Center for International Programs, all incoming international students (799) continue to have immunization and TB review and testing as part of their orientation.

The Health Center is able to also report:

- Staff continued strong professional development for culturally competent care; all clinical staff completed a nine-hour program sponsored by the Department of Health and Human Services’ Office of Minority Health
- Staff created systems and processes to support and engage diverse student populations; this included “I Speak” and “I need an interpreter” documents in 66 languages, creation of symptom forms translated to Chinese and Arabic, and immunization documents translated to the seven commonest languages
- Staff continued work on the recommendations of the American College Health Association peer review, along with other initiatives, involving over 140 action steps

These include:

- Accessibility updates including the donation of an ADA-compliant exam table and side carts from Midmark Corporation, a national medical equipment company
- Physical ramifications to increase privacy and modernize exam rooms and waiting areas
- Workflow efficiency improvements such as using whiteboard software to track patient flow and increasing nurse phone triage
- Policy reviews/updates such as: privacy policy, financial responsibility, minors policy and allergy injections
- Staff and salary benchmarking
- Ongoing collaborations across campus and the local community such as: Women’s Center, Marianist Educational Associates, Office of Learning Resources, Faculty-Staff Wellness, Physicians’ Assistant Program, Sexual Violence Prevention Education, regional emergency preparedness and local Public Health

**STRATEGIC IMPACT AND STUDENT LEARNING**

The annual Health Center survey was completed by 283 students.

- 95 percent strongly or moderately agreed that because of their visit to the Health Center they will be taking steps to improve their overall wellness.

In response to the question, “What changes do you plan on making to improve your overall wellness based on your visit today?” comments included:

- “Keeping myself healthy by exercising, eating healthy and washing my hands”
- “Maintain healthy eating, sleep and mental health”
- “Lower my alcohol intake during the week”
- “Taking medicine, making sure I am living in a way supportive to my health”
- “Overall balance”
- “Relaxation time and time to get to the gym”

The annual Health Center satisfaction survey, which polled 283 students, also reported that 97 percent were likely or extremely likely to recommend the Health Center to a friend.

- “Everyone was very personal. I didn’t feel just like another patient, but a person. They truly embody the Marianist philosophy of our school”
- “Because the treatment was excellent and figured a new solution to my reoccurring problem”
- “Very nice people. Made sure I understood everything”
- “The staff was friendly and efficient. I felt like I was in good hands”
- “The doctor took time to thoroughly examine me and bring closure to my health issue”
- “I barely had to wait and the medical staff was very kind”
CAMPUS RECREATION

HIGHLIGHTS

The University of Dayton Campus Recreation (UDCR) established core competencies as part of the learning experience for student employees and participants to provide for transformational growth, including changes in understanding of self, revision of belief systems and changes in lifestyle. The core competencies include: leadership, lifelong wellness, intercultural competency and risk mitigation. The intention is for students to advance through developmental stages via the educational platform provided in student trainings, development opportunities and daily job interactions.

Lifelong Wellness
This year’s competency focused on the connection between exercise and lifelong wellness. Congruent with the mission, the curriculum was designed to provide essential knowledge, shape personal values and group norms and develop essential skills and health enhancing behaviors around exercise and physical activity. One component was a 30-day team oriented workout challenge. The focus — for 250 student employees — was on exercise as the single best thing one can do for their health, recognizing that adults need 30 minutes of moderate to vigorous exercise daily. Students identified that the group aspect of the 30-day challenge provided for encouragement, accountability, participation around a common interest and relationship building. Regarding the personal impact:

MISSION

Campus Recreation is an energizing force that utilizes play to enrich the lives of others through education, inclusion and the relentless pursuit of excellence. Rooted in our values, we motivate, inspire and empower the UD community to lead healthy, active and balanced lives.
• 69 percent were more intentional in their commitment to daily exercise
• 89 percent felt positive physical effects on the days they incorporated 30 minutes of exercise
• 93 percent felt positive mental effects on the days they incorporated 30 minutes of exercise
• 82 percent can identify benefits of regular daily exercise
• 28 percent align personal values with behavior by regularly incorporating exercise as a means to lifelong wellness

Commitment to Exercise
• UDCR had 335,249 student visits, which represents an increase of 5.5 percent (17,430) from the same period last year. Averaging 1,403 visits daily, 8,086 students utilized UDCR at least once this academic year.
• 4,229 unique undergraduate students (53 percent) participated in at least one intramural sport.

Intercultural Hiring and Training
The ongoing and enhanced student recruitment practices yielded a 7.52 percent increase of underrepresented student hires from 2013–2015. These practices include revised position descriptions, channels for promotion of openings, job interest meetings, provision of interview questions in advance and questions on diversity, inclusion and the ability to create a welcoming environment.

A rubric was established to enable UDCR to intentionally design outcome-based learning experiences that challenge student staff toward growth and intercultural development, including a benchmark level that serves as a target minimum expectation for new staff joining UDCR.

New Initiatives
• Friday evening intramural sports leagues were instituted in four sports, providing 286 unique participants with healthy weekend programming challenging industry and UD norms and assumptions.
• UP programming, designed to increase knowledge, awareness and reflection focused on the students’ overall wellbeing, launched with UP Positive Body Image, a week-long program that reminded the UD community that “everyBODY is beaUDtiful!”
• Adult swim lessons were introduced, comprising 15 percent of private lessons taught.
• There were 665 unique group fitness participants, including Barre and YogaSpin class formats.
• The leadership core competency manifested through the hosting of Midwest FitFest, NIRSA Regional Basketball Championship and the NIRSA Flag Football Officiating Workshop (645 participants from 47 institutions).
HIGHLIGHTS

The Office of Community Wellness Services strives to support a healthy campus life through general wellness programming and providing intentional services for alcohol and other drug prevention and intervention. Students received harm reduction strategies through a variety of intervention groups: 334 students participated in the Alcohol Skills Training Program, 182 students attended the Substance Education Program, 108 students took part in one-on-one alcohol/drug check-up interventions, 33 students received professional alcohol and other drug assessments and 12 students received consultations. Assessment instruments developed and implemented last year were expanded this year and again yielded positive results. The Office of Community Wellness Services provided a variety of educational program options for students. Highlights include:

- Staff partnered with staff from Public Health for the Annual Kick Butts Day, a national initiative that empowers young adults to speak up and take action against tobacco use
- The senior staff also collaborated with a local Dayton artist through a partnership with ArtStreet in support of the Intersection series. The staff facilitated a session on How Do I Tell My Story: Self-Authorship and the Art of Bookmaking.
- The Coordinator of Alcohol and Other Drug Prevention Education and the CWS intervention and wellness staff continued collaboration on wellness related initiatives including: Choose Well, Live Well: Wellness Fair; Responsibility is More than Just Luck: St Patrick’s Day Campaign, Alcohol Awareness Week, The Great American Smoke Out and “Welloween.” These initiatives were designed to create opportunities for intentional wellness and harm reduction related dialogue with students.
- The Choose Well, Live Well Day wellness fair was attended by 240 students, an increase of 50 students above last year. Students participating in this event received a passport that required them to interact with wellness fair participants in order to receive a free t-shirt, thus creating more intentional conversations. The assessment instrument was completed by 180 students.
- For the first time, the office participated in a ‘Don’t Cancel Your Class’ program and made two separate class presentations, administering a wellness assessment and leading the follow-up discussion. The department also facilitates two programs on financial wellness as well as new programming connections with the Fitz Center, the Japanese Student Association and Office of Multicultural Affairs.

STRATEGIC IMPACT AND STUDENT LEARNING

Alcohol and other drug intervention services are designed to address and correct students’ misperceptions regarding substances and provide education on how the seven dimensions of wellness may be impacted by choice. During an intervention, students are provided resources to support them in making or sustaining healthy behavioral changes.

Student’s participation in alcohol and other drug interventions were surveyed 30 days post-intervention, yielding the following results from 74 students:

- 93 percent denied any new violations
- 61 percent reported increased motivation to moderate (be safer; healthier) their drinking
- 60 percent kept track of their drinking
- 47 percent spaced their drinks
- 40 percent drank more slowly
- 38 percent set a drinking limit before going out
- 31 percent avoided drinking games

Choose Well Live Well Day helps students make healthy behavioral choices and learn of the wellness-type resources on campus. An assessment of the program was completed by 180 students.

- 86 percent of the students agreed that they were now more knowledgeable about health and wellness resources on campus
- 81 percent of the students plan to make adjustments in their personal well-being as a result of participating in the program
- 84 percent of the students said it was likely or there was a higher possibility that they would recommend this experience to a friend
MISSION

Community Wellness Services supports and enhances the mission of the University of Dayton by promoting learning and personal development in the seven dimensions of wellness, providing alcohol and other drug interventions for students, and offering consultation to faculty and staff in these areas. Through prevention and intervention, the student is guided to create a balanced lifestyle to contribute to their optimal personal development. Community Wellness Services utilizes science-based wellness promotion strategies to support the Marianist principles of community living and to contribute to the educational mission of the University.
Throughout the 2014–15 academic year, the Counseling Center developed a liaison program with the six academic dean's offices, presented a suicide prevention and mental health promotion program for staff, developed and coordinated a suicide prevention and mental health promotion workgroup, and established Ally training to be more of an interdepartmental endeavor. A clinical goal was established to increase the percentage of students reporting that treatment had a profound and meaningful effect on overall distress. For students demonstrating depression and generalized anxiety symptoms on the CCAPS (Counseling Center Assessment of Psychological Symptoms), an increased percentage of students reported that treatment had a profound and meaningful effect.

This year the Counseling Center provided specific programming for ethnically underrepresented populations that tend to underutilize counseling center services. Seven specific programs were developed for international and/or students of color, and an increased promotion of the online mental health screening options was made accessible through the website. As of May 2015, 447 students have completed the screening. In addition, each staff member attended at least one multicultural program.

The center was able to offer clinical training experiences to an increased number of graduate students. There were eight graduate students active in the center for one or more semesters of the academic year. The number of psychiatry hours also increased this year, allowing for more psychiatric appointments for students. Another exciting development in the center is that it is about to embark on the beginning stages of creating a formal internship program for the 2016–17 school year. This has the potential to significantly impact direct services by meeting the growing demand for services.

Actions that have been designed to impact student learning are as follows:

- The decision-making workshop, a required program for students who have been found to have made poor decisions, was revised.
- Two clinical staff members co-lead campus taskforces and workgroups, including LGBTQ+ and the Mental Health Promotion and Suicide Prevention Workgroup.
- The center increased its use of social media in order to increase visibility, expanding its twitter account to now include 149 followers.
A new video of the Counseling Center introduces students to the center.

Participation in the sexual assault support group increased, and students were more actively involved during the 2014–15 academic year.

STRATEGIC IMPACT AND STUDENT LEARNING

The Counseling Center continued to participate in a nation-wide study on college mental health. Numerous sets of data were gathered through the Counseling Center Assessment of Psychological Symptoms (CCAPS) system and maintained in the center’s electronic records. This information helps the center to stay informed about national trends, which assists in the delivery of services.

During the 2014–2015 academic year, 685 students completed at least one administration of the CCAPS, and another 345 students took repeated administration of the instrument. Using the students’ information, students who took repeated CCAPS reported that:

- Almost 40 percent stated that treatment had a profound and meaningful effect on their depressive symptoms as well as their overall distress.
- Approximately 30 percent of students reported a high level of anxiety symptoms and reported that treatment was significantly helpful in reducing their symptoms.
- The percentage of students reporting a high degree of academic stress and feeling that their treatment had a significant effect in decreasing the stress doubled from the previous reporting period.

Outreach programming offered through the Counseling Center is designed to provide specific education for students that will assist in their development, and this year, 5,962 students participated in some type of outreach program. Programs are essential in maintaining the community’s mental health, and can interrupt destructive or inappropriate behaviors by students. The Counseling Center collected program evaluations from a sample of 162 students and received the following feedback:

- When asked if the “facilitator helped me to understand how the workshop material related to my life,” participants agreed 95 percent of the time.
- 91 percent of participants agreed with the statement, “I gained usable skills and will be able to apply them to my academic or personal life.”

Specifically regarding the Ally Program, 46 students completed a survey:

- When asked if “The information presented helped me become a more confident and capable Ally,” participants agreed 100 percent of the time.
- 95 percent of the participants agreed with the statement, “I will have the opportunity to apply what I have learned in my work and life.”
- One participant shared, “A lot more informative than other ally-type trainings I have done.”

The number of student contact hours in group therapy was the second highest in the 10-year history of gathering these statistics.

Furthermore, the number of unique students who attended a group therapy session was near an all-time high for the Counseling Center. Seventy percent of the students who attended the support group for survivors of sexual assault initially reported that the issues that brought them to counseling affected their ability to be successful at UD. However, 100 percent of those students reported that their group experience improved their ability to remain at UD. One student wrote, “This support group has been one of the best experiences I have had while attending UD.”

MISSION

The Counseling Center provides psychological, vocational and educational support services to all UD students, which fosters the University’s mission as a diverse, Marianist community. Supporting the educational mission of the University, the center provides therapeutic consultation services to faculty, staff, parents and the greater Dayton community.
PRIVATE DOLLARS MAKE A DIFFERENCE

Gifts to Student Development provided funding for new and continuing initiatives that enhanced the student experience. Private donations during this fiscal year made it possible for the division to offer the following opportunities:

- The Student Crisis Fund kept students who were experiencing a crisis situation on the path to academic success. As an illustration, a student from Nepal was offered support after the devastating earthquakes that impacted his country.
- The Center for Student Involvement staff worked with more than 240 student organizations — funding supported students’ performances, organization trips, professional training, educational opportunities and service projects.
- Campus Recreation offered opportunities for student employees, including conference attendance, certifications, workshops and educational speakers. In addition, several sport clubs were able to fund tournaments, facility rental, equipment, apparel and travel expenses.
- Christmas on Campus allowed UD students to “buddy” with nearly 1,000 children from Dayton Public Schools for a wonderful night of holiday celebrations.
- The Health Center supplied medical services to students who needed special care but did not have the means to pay. In addition, much needed medical equipment was purchased.
- The Mona Guerrier Fallen Endowed Scholarship for the Office of Multicultural Affairs granted scholarship awards to multicultural students with a preference given to first generation college students.
COLOPHON

University of Dayton
Student Development
Annual Report

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