

STUDENT DEVELOPMENT
**DIVERSITY
STRATEGIC
PLAN**

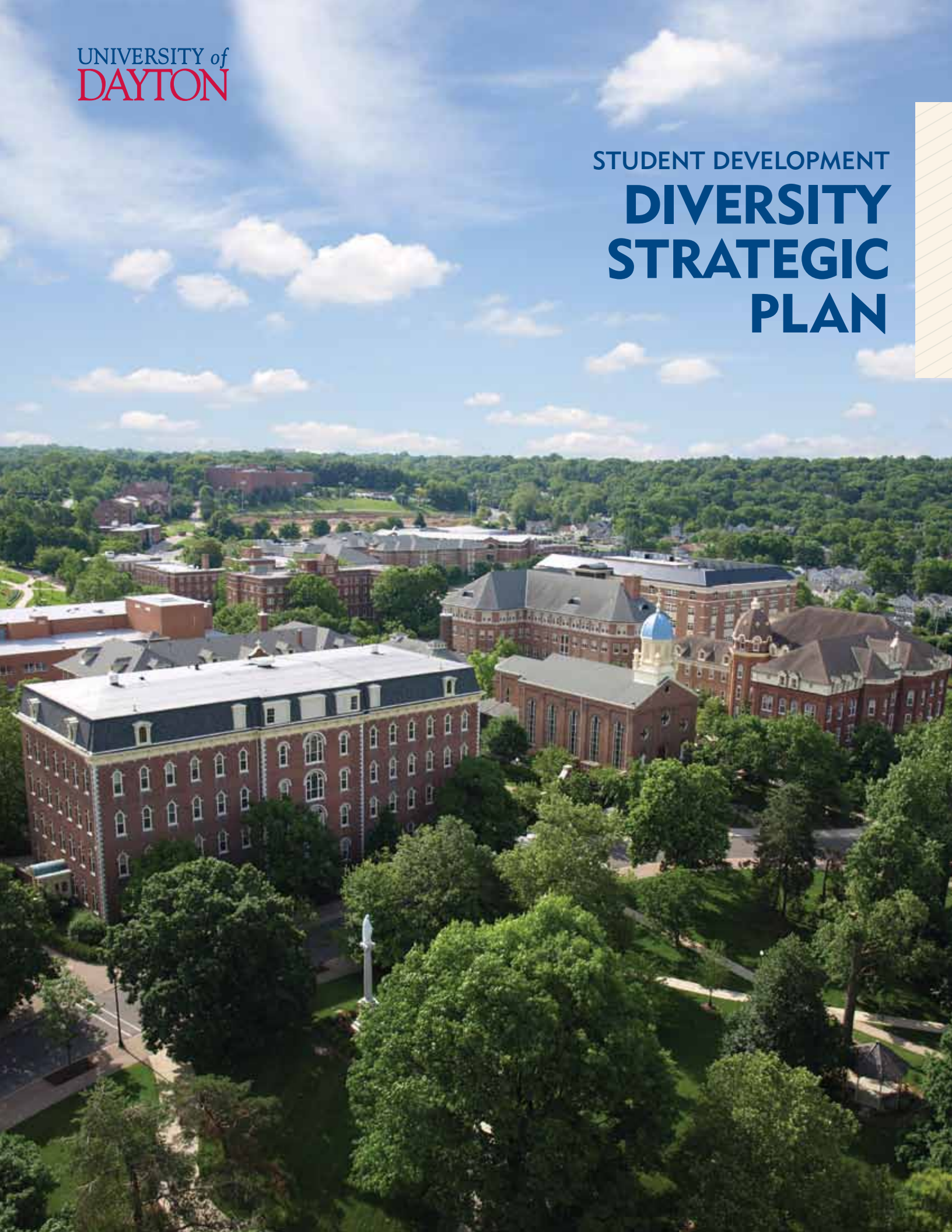




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CONTRIBUTING DEPARTMENTS

DEAN OF STUDENTS
OFFICE OF MULTICULTURAL AFFAIRS
HOUSING AND RESIDENCE LIFE
COMMUNITY STANDARDS & CIVILITY
STUDENT LEADERSHIP DEVELOPMENT
STUDENT LIFE AND KENNEDY UNION
NEW STUDENT PROGRAMS
COMMUNICATIONS & COMMUNITY RELATIONS
INFORMATION TECHNOLOGY
ASSESSMENT AND PLANNING
HEALTH CENTER **GREEK LIFE**
COMMUNITY WELLNESS SERVICES
CAMPUS RECREATION
COUNSELING CENTER



FROM THE VICE PRESIDENT

MARCH 2013

Dear Colleagues:

We are committed to achieving excellence in the Catholic and Marianist traditions through the rich programs and services we provide to our campus community. Having finalized our Vision, Mission, Values and Strategic Plan, we engaged in developing our next essential strategic initiative, the Student Development Diversity Strategic Plan.

Over the past year, all full-time staff and graduate students in the Division of Student Development engaged in the diversity strategic planning process. All staff contributed to the development of the Division's Commitment to Inclusive Excellence statement, learned about a campus climate framework that informed the development of strategic items and developed diversity initiatives during Department-wide meetings. The items in the Diversity Strategic Plan represent Division-wide and Department-level initiatives that achieve important student development goals and contribute to creating an inclusive campus climate.

With our ever-changing student population, we look forward to continuing to create cocurricular experiences that will prepare students to engage in diverse, multicultural and international communities. The Division recognizes the educational benefits of diversity and is committed to furthering the diversity and internationalization goals of the University. Our success is largely derived from our Catholic and Marianist values and traditions, which includes valuing the dignity of every person, community, inclusion and social justice.

Over the next year, members from student development will collaborate with students, staff and faculty in implementing new diversity initiatives. We look forward to continuing to collaborate with faculty, staff and members of the campus community in achieving these important goals.

I am deeply grateful for the excellent work and collaborative efforts of my colleagues. I am truly excited about the plan and I look forward to the progress we can achieve together.

Sincerely,

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

STUDENT DEVELOPMENT VISION, MISSION AND CORE VALUES

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
Health and Wellness
Inclusion
Innovation
Leadership
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.

UNIVERSITY GOALS

EDUCATE FOR TRANSFORMATION AND PREPARE A NEW GENERATION OF SERVANT-LEADERS.

Met by Student Development goals 1, 2, 3, 4, 5.

STRENGTHEN AND PROMOTE THE UNIVERSITY'S DISTINCTIVE CATHOLIC AND MARIANIST IDENTITY.

Met by Student Development goals 2, 4.

ADVANCE INTERNATIONAL AND INTERCULTURAL CITIZENSHIP AND ENGAGEMENT.

Met by Student Development goal 5.

STEWARDSHIP

Met by Student Development goal 6.

STUDENT DEVELOPMENT GOALS

1. COCURRICULAR COLLABORATION

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

2. CIVIC ENGAGEMENT

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

3. HEALTHY CAMPUS LIFE

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

4. STUDENT LEADERSHIP

Emphasize the purposeful development of student leadership.

5. MULTICULTURAL EDUCATION, SUPPORT AND ENGAGEMENT

Actively contribute to building an inclusive campus community.

6. STRUCTURE AND STAFFING

Demonstrate responsible stewardship of resources.

ASSESSING THE CAMPUS CLIMATE

The diversity strategic planning process was guided by the Student Development Goals, which map to the University Goals, as well as a campus climate framework (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005). The climate within an institution or in campus subenvironments is influenced by external and internal forces. External factors include governmental/political forces and sociohistorical forces. Internal factors include the following five dimensions:

HISTORICAL LEGACY OF INCLUSION OR EXCLUSION — this history of inclusion or exclusion influences the experiences of diverse groups, particularly in terms of extending benefits, which often go unrecognized, to specific groups that exclude others

COMPOSITIONAL DIVERSITY — numerical representation of diverse groups

PSYCHOLOGICAL CLIMATE — perceptions and attitudes between and among diverse groups

BEHAVIORAL DIMENSION — relationships among groups on campus

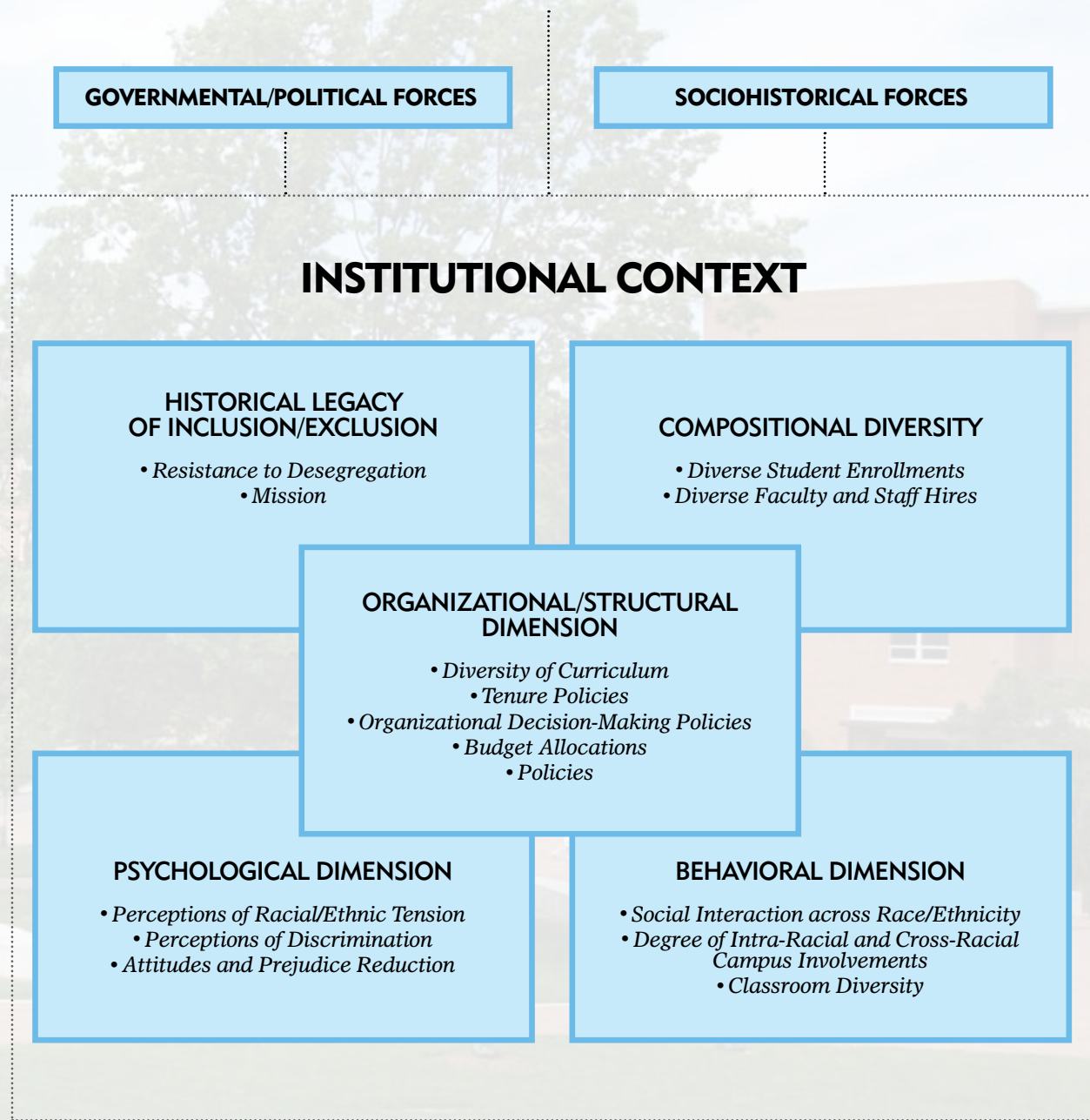
ORGANIZATIONAL/STRUCTURAL DIVERSITY — organizational and structural aspects of institutions and the ways in which benefits for some groups become embedded into organizational and structural processes

(Hurtado, Milem, Clayton-Pedersen, & Allen, 2004; Milem, Chang, & Antonio, 2005)



The campus climate framework was initially developed to understand the campus racial climate, but has subsequently been used to assess the climate for a variety of diverse groups. The framework assists the Division in achieving important outcomes, which include realizing our commitment to inclusive excellence, educating the whole person and becoming a more diverse, multicultural and global university.

CAMPUS CLIMATE FRAMEWORK



Reprinted with permission from *Making Diversity Work on Campus*, Copyright 2005 by the Association of American Colleges and Universities.

Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.

STUDENT DEVELOPMENT DIVERSITY PLAN

The Student Development Diversity Strategic Plan contains over 15 Division-wide items, as well as more than 84 items submitted by the departments that comprise the Division; examples are provided in the chart in Figure 1. All of the items map to the Student Development strategic plan and a campus climate framework (Milem, Chang, & Antonio, 2005).

The diversity strategic items cluster around the following themes:

- Co-curricular Programming
- Communication of Inclusive Excellence as a Value
- Community Engagement and Collaboration
- Employee Search and Hiring Practices
- Inclusive Physical Environments
- Organizational/Structural Practices that Further an Inclusive Campus Climate
- Student Leadership Development
- Student Retention
- Student Support and Resources
- Training and Development



FIGURE 1:

DIVERSITY STRATEGIC INITIATIVES

	HISTORICAL LEGACY OF INCLUSION/EXCLUSION	COMPOSITIONAL DIVERSITY	ORGANIZATIONAL/STRUCTURAL DIMENSION	PSYCHOLOGICAL DIMENSION	BEHAVIORAL DIMENSION	STUDENT DEVELOPMENT GOAL
1. An ad hoc committee will develop a multicultural framework and curriculum that will guide Student Development staff in the training of student staff and the development of all students in achieving important University of Dayton learning outcomes.				●	●	1, 4, 5
2. Housing and Residence Life (HRL) will provide opportunities for students to increase their cultural and intercultural competence, which includes the Multicultural Programming Committee within HRL providing at least two student events per semester.				●	●	1, 5
3. During Weeks of Welcome, New Student Programs will introduce first-year students to campus diversity and multicultural opportunities through diversity-themed educational programming that is offered in collaboration with campus partners.				●	●	1, 2, 5
4. The Office of Multicultural Affairs will include community engagement programming during each cultural heritage month to provide students with opportunities to engage with the Dayton community and will provide opportunities for students, faculty and staff to engage in intergroup dialogues that focus on different aspects of identity.				●	●	1, 2, 5
5. Greek Life will offer Greek 101 programming, including peer-facilitated education sessions, which operate from a diversity lens and will facilitate opportunities for increased intercouncil collaborations between fraternities and sororities.					●	1, 3, 5
6. Student Life and Kennedy Union will offer diversity-related programs, including at least one program a month through their weekly community-building series; in addition, staff will discuss values congruence with student organization executive board members, connecting personal and organizational values to institutional values.			●		●	1, 3, 5

DIVERSITY STRATEGIC INITIATIVES

	HISTORICAL LEGACY OF INCLUSION/EXCLUSION	COMPOSITIONAL DIVERSITY	ORGANIZATIONAL/STRUCTURAL DIMENSION	PSYCHOLOGICAL DIMENSION	BEHAVIORAL DIMENSION	STUDENT DEVELOPMENT GOAL
7. Community Wellness Services will conduct a needs assessment of their overall programming model to ensure that student intervention and prevention programming align with Student Development's value of inclusive excellence. Adjustments will be made to the programming model, as necessary, in collaboration with campus partners.			●		●	1, 3, 5
8. Community Standards and Civility will more strategically include a message that communicates to students how their words and actions can impact self, others and the creation of inclusive communities through various outreach programs, including presentations and marketing materials.				●	●	1, 5
9. Every semester, Campus Recreation will engage intramural captains and sport club officers in discussing a sportsmanship expectation, leading to consciousness of self and reflective actions in competition that embody the Marianist charism of respect, inclusion, solidarity and community.				●	●	1, 4, 5
10. The Counseling Center will collaborate with campus partners in order to increase outreach efforts to multicultural students and provide training opportunities to individuals who are interested in serving as allies to individuals from the Gay, Lesbian, Bisexual and Transgender community.	●			●	●	3, 5, 6
11. The Health Center will continue to partner with the Center for International Programs in offering a variety of translation services, which includes making symptom information available in other languages and using human as well as software translation programs, in order to more effectively communicate with students who have minimal English proficiency.	●			●	●	5, 6
12. Communications and Community Relations will collaborate with student development staff and marketing services to strengthen the Division's diversity and inclusion message in all communications, digital strategies and print materials and ensure that visual images, language and viewpoints convey our commitment to diversity and inclusion.			●	●		5, 6

DIVERSITY STRATEGIC INITIATIVES

	HISTORICAL LEGACY OF INCLUSION/EXCLUSION	COMPOSITIONAL DIVERSITY	ORGANIZATIONAL/STRUCTURAL DIMENSION	PSYCHOLOGICAL DIMENSION	BEHAVIORAL DIMENSION	STUDENT DEVELOPMENT GOAL
13. Each semester, all new full-time staff will be invited to a session to learn about the Division's commitment to inclusive excellence, diversity strategic planning efforts and how they can contribute to shaping the campus climate.			●			5, 6
14. A work group will develop resources and tools that can assist staff in Student Development in responding to bias-related incidents that are reported via the BRIT (Bias Related Incident Team) process.	●	●	●			2, 3, 5
15. Job postings will communicate the University's and the Division of Student Development's nondiscrimination hiring policy and commitment to inclusive excellence.		●	●			5
16. A list of national, regional and campus outlets will be developed in collaboration with human resources to assist in advertising full-time staff and student positions to aid in recruiting a diverse candidate pool.		●	●			5
17. Employees will have an opportunity to indicate their contributions to diversity strategic planning efforts within their department on a yearly basis.			●			5, 6
18. An inventory of campus and community partners will be conducted in order to identify areas where relationships should be established or strengthened.	●	●				5, 6
19. Departments have committed to facilitating a diversity-related training/professional development opportunity for staff at least twice a year.			●	●	●	5, 6
20. The Division of Student Development will hold at least one staff development day each academic year, which will include a diversity-related training/professional development opportunity as well as updates on diversity strategic planning efforts.			●	●	●	5, 6
21. The Diversity Action Team will host staff development lunches four times a year that focus on different dimensions of diversity.			●	●	●	5, 6

DIVERSITY STRATEGIC INITIATIVES

	HISTORICAL LEGACY OF INCLUSION/EXCLUSION	COMPOSITIONAL DIVERSITY	ORGANIZATIONAL/STRUCTURAL DIMENSION	PSYCHOLOGICAL DIMENSION	BEHAVIORAL DIMENSION	STUDENT DEVELOPMENT GOAL
22. The Diversity Action Team will produce a passive (e.g., bulletin board, resource list, Faces of Openness initiative) diversity-related program each semester.				●	●	5, 6
23. Outstanding diversity-related programs or initiatives occurring within the Division will be recognized each year.			●			5, 6
24. The Division of Student Development will work with the Executive Director of Diversity and Inclusion to establish an annual award that recognizes examples of inclusive excellence that focus on or involve students.			●			5, 6
25. Reports will be distributed to staff on a yearly basis regarding diversity-related items and outcomes collected via assessment projects throughout the Division.			●			5, 6
26. Professional development seminars will be offered each year to assist staff in the Division in assessing diversity-related indicators.			●			5, 6

REFERENCES

- Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education* (Vol. 26). Washington, DC: The George Washington University, Graduate School of Education and Human Development.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.



COLOPHON

University of Dayton
Student Development
Diversity Strategic Plan

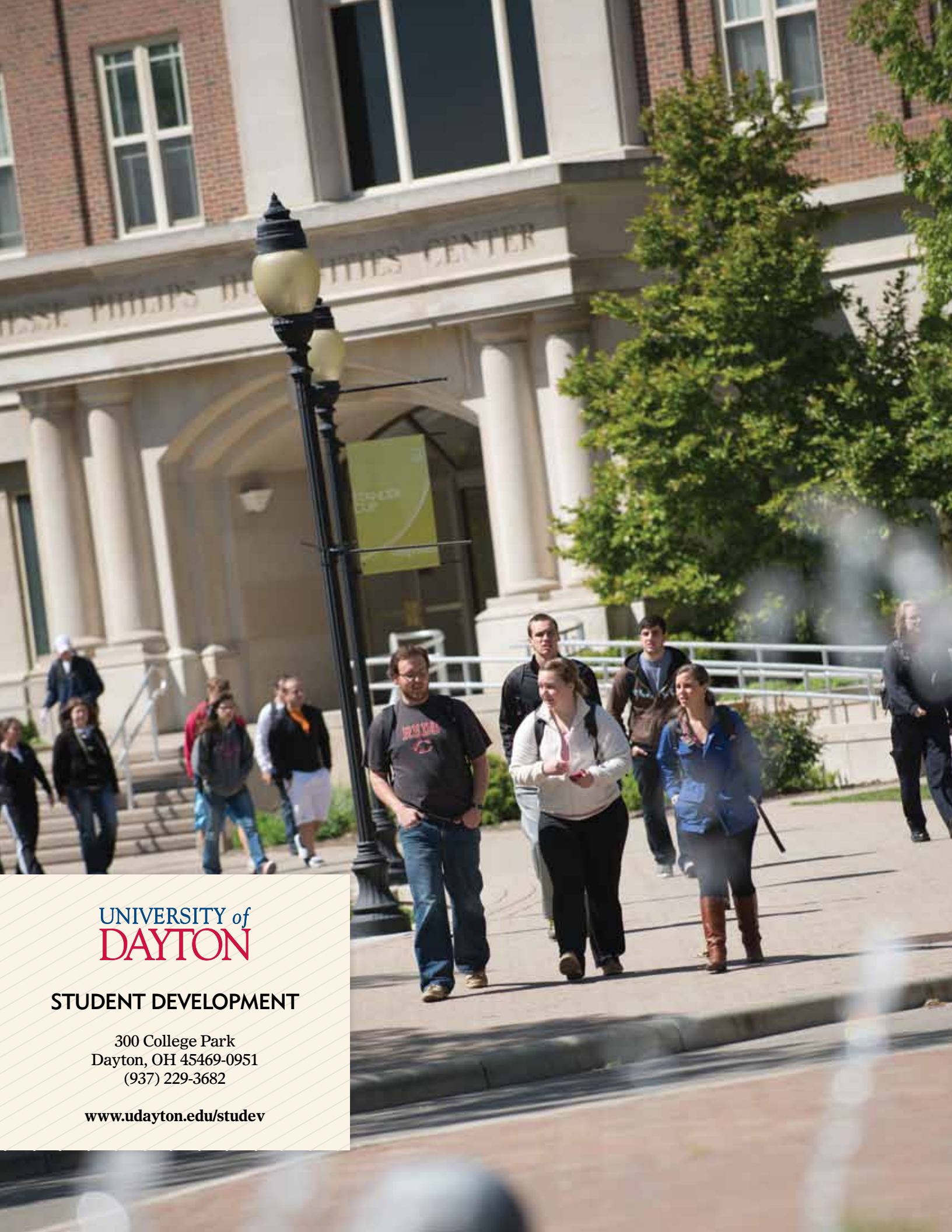
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