

Student Affairs Strategic Plan

Dean of Students Office Strategic Plan

Student Affairs Divisional Outcome 1: An Equitable, Inclusive Environment

We view diversity as an important asset within our university environment and we are committed to confronting racism, sexism, and homophobia, and other forms of discrimination while advancing the Principles of Our Equitable Community. We give voice to and provide an avenue of support for the needs and concerns of historically underrepresented students. We provide educational experiences that expose students to inclusive, multicultural viewpoints, issues of social inequity, and an understanding of privilege. We equip students with the skills and abilities to interrupt and disrupt racism, sexism, and homophobia on campus. Our work with students in this area promotes a culture of inclusion where students are equipped to lead positive change in their own community and beyond.

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

Increase awareness of ADA and Disability Related Issues on Campus. (DSS)

Action Steps:

- Work closely with Facilities on the ADA Study (1-3 years)
- Increase frequency of the University Disability Advisory Committee meeting and sub-committees
- Become a member of the Council on Equity and Community

Assessment Plan:

- Minutes and report from Facilities ADA Study
- Minutes from committee meetings to document progress
- Evaluations from collaborative learning labs regarding Inclusive Learning initiative

Progress To Date:

- Initial meeting on ADA Study with facilities staff, general counsel, and disability services
- Try to keep the progress in order of the action step bullets then assessment bullets so it flows logically

Intended Outcome:

Through meaningful community-wide initiatives, students will reflect upon and articulate the importance of a culture of inclusion as an essential component of the fraternity and sorority experience. (OFSA)

Action Steps:

- Focus component of one-on-one advising to support students in increasing their capacity to help create an equitable and inclusive community
- Intentionally collaborate with and participate in diversity and inclusion initiatives (e.g. Panhellenic partnership with the Women's Center)
- Provide programs, workshops, and training (e.g. Courageous Conversations)

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- Promote inclusive policies and practices

Assessment Plan:

- Use and implementation of program-specific assessments
- Connection to available large-scale assessment tools (e.g. NSSE, NCHA, etc.)
- Use of inclusion audit

Progress To Date:

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Intended Outcome:

The Office of Residence Life will continue to find opportunities for students and staff members to participate in effective, inclusive dialogue and expose them to the bLUeprint foundations of identity development, inclusive leadership and professional growth and success. (ORL)

Action Steps:

- Examine each of the 5 foundations to gain a better understanding of what they truly mean for our office, our students, and office processes.
- Restructure the 1:1 meetings schedule to encompass more individual meeting time where the Assistant Director & Gryphon can explore both personal issues as well as the 5 foundations.
- Develop a more professional way to formally include the 5 foundations throughout summer and winter training.
- Evaluate current initiatives (G-Chats) and the application process
- Revisit and restructure Gryphon Leadership Tracks around the 5 foundations.

Assessment Plan:

- Create assessments to gather honest feedback from the students and the student staff regarding Blueprint and the work we do with it in the residence halls.
- Determine the meaning of each foundation and how they fit into the Office of Residence Life bigger picture.
- Create a platform for the GLT and administer it to each staff creating space for follow up through the year.

Progress To Date:

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Intended Outcome:

The Office of Student Conduct & Community Expectations will develop a training module for all UCOD/Appeals/Subsidiary board members on topics of diversity and inclusion. (OSC&CE)

Action Steps:

- Work with OMA and CEC to define appropriate topics for module (Fall 2015)
- Develop module (Fall 2015)

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- Execute training (Spring 2016)

Assessment Plan:

- Panel members will show awareness of the topic through pre and post evaluation
- Panel members will demonstrate an understanding of the topics by asking questions related to this topic when evaluating cases.

Progress To Date:

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Immediate Outcomes (a/y 2015-16)

Intended Outcome:

The Office of Student Conduct & Community Expectations will work with the Office of International Affairs to plan a trip to the United Nations for students involved with the Student Conduct System. (OSC&CE)

Action Steps:

- Develop learning objectives for trip (Fall 2015)
- Identify students (Fall 2015)
- Execute Trip (Spring 2016)

Assessment Plan:

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Progress To Date:

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Student Affairs Divisional Outcome 2: A Healthy, Safe Community

Health and safety are both individual and shared responsibilities. We provide superior services and resources to facilitate a healthy, safe living and learning environment. We respond quickly and effectively when presented with student health and safety concerns and emergencies. As a result of educating students about their health and well-being, they will be equipped with the tools to make informed, responsible decisions and be accountable for their actions as members of both the Lehigh and Bethlehem communities.

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

Now that the office of Gender Violence Education and Support is established, in its second year the office will grow and expand in order to increase visibility so that GVES can better promote resources, support more students and survivors, and encourage more reporting of gender violence incidents.

Action Steps:

- Create a new logo

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- Update marketing materials including posters, brochures, magnets, and promotional items
- Rebrand BTS as Break the Silence Peer Educators “preventing gender violence through healthy sexuality education”
- More co-sponsored events
- The director, graduate student worker, interns and BTS members will be visible and present at more diverse events on campus
- More collaboration with new groups on campus
- Monitored and updated website
- Weekly e-letter
- Strengthen our relationship with WGSS
- Establish a social media presence

Assessment Plan:

- Track number of student contacts
- Track co-sponsorship and collaboration opportunities especially with WGSS
- Did GVES update logo, marketing materials, BTS, and website
- Track social media activity

Progress To Date:

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Intended Outcome:

Through a number of prevention initiatives, students will recognize and/or intervene in order to create a safe and healthy community. (OFSA)

Action Steps:

- Support the development of agency within our students as they develop an understanding of health and safety
- Further hazing prevention efforts via the Hazing Prevention Coalition (e.g. website launch, anti-hazing statement release, case studies 2.0)
- Provide alcohol education training for targeted audiences (e.g. Social Host Training for chapter leadership and TIPS for affiliated second-year students)
- Collaborate with GVES and OGC to organize gender violence/harassment training (our metric is participation only)
- Implement bystander intervention techniques
- Educate external stakeholders (e.g. parents/family, alumni volunteers, and faculty advisors) around these issues

Assessment Plan:

- Use and implementation of program-specific post assessments
- TIPS completion and certification statistics
- Gender Violence/Harassment training participation statistics

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- Review of results from ongoing research and assessment through the Hazing Coalition (e.g. website metrics, HPC study assessment insights, and responses to anti-hazing statement)

Progress To Date:

- Type progress here. It can be progress toward the goal overall, the action steps, or toward assessment.
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Intended Outcome:

The Office of Student Conduct & Community Expectations will develop an outline for individual conduct meetings (administrative hearings) that incorporates restorative practice based questions, bLUprint based self-reflection questions, as well as a fundamentally fair process to resolve conduct cases. (OSC&CE)

Action Steps:

- Develop Outline (Summer 2015)
- Develop Survey (Summer 2015)
- Train Hearing Officers (Summer 2015)
- Review Process (Winter 2016)
- Revise as needed (Winter 2016)

Assessment Plan:

- Students will report being treated with fairness and professionalism
- Hearing Officers will report developing more meaningful rapport with students.

Progress To Date:

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Intended Outcome:

The Office of Student Conduct & Community Expectations will develop a universal hearing script for use in all hearings (Disciplinary Conferences, UCOD Hearings, Subsidiary Hearings) (OSC&CE)

Action Steps:

- Identify model and required parts of a hearing (Spring 2015)
- Write Script (Summer 2015)
- Review with OGC (Summer 2015)
- Train Hearing Officers and panel members (Fall 2015)
- Review Script (Winter 2016)
- Revise as needed (Winter 2016)

Assessment Plan:

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Progress To Date:

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Intended Outcome:

The Office of Student Support and Case Management Services will establish the new office as part of the commitment to creating a healthy and safe campus environment. (SSCMS)

Action Steps:

- The SSCMS Director will develop and set up the office, which will include creating a vision and mission statement, as well as an Internet presence
- The SSCMS Director will inform and educate the general campus community as well as key constituents about the purview of the office
- The SSCMS Director will establish policies and documents supporting the scope and function of the office
- The SSCMS Director will establish processes and procedures regarding the functions of the office

Assessment Plan:

- SSCMS visibility opportunities will be tracked
- Education and outreach activities of the SSCMS Director will be tracked
- Collaboration with key departments will be tracked (i.e., Health Services, Counseling Services, Campus Police)
- Recommendations regarding future SSCMS practice will be made

Progress To Date:

- In Progress

Student Affairs Divisional Outcome 3: A Commitment to Student Success

We provide support to students as they transition into, through, and out of Lehigh University. This requires effectively orienting students to the university environment; providing strategic academic support services; connecting students to critical university resources; and meeting specific needs of various cohorts of students within our community, e.g., students with disabilities, athletes, marginalized student populations, students in crisis, etc. As a result, students are well prepared to be meaningful contributors in their personal and professional lives at Lehigh and beyond.

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

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The Center for Academic success will work to gain a thorough understanding of the ways educational support is handled at Lehigh University to foster greater collaboration and refer students to the appropriate mode of support. (CAS)

Action Steps:

- Meet with offices and individuals currently known to be providing academic support including but not limited to:
 - Math & Writing Center
 - Math Department
 - Greg Skutches with TRAC Fellows
 - College of Business and Economics and business honor societies
 - Greg Reihman
 - Lori McClaind
 - Disability Services
 - Katie Guynn
- Collect qualitative data regarding student experience with academic support
- Conduct a quantitative assessment of usage of resources

Assessment Plan:

- Conduct focus groups with students to obtain qualitative data regarding student experience of academic support.
- Use qualitative data to construct and administer a survey to sophomore and junior class regarding their experience with academic support
- Develop a comprehensive list of services available for particular academic needs
- Obtain usage data from support providers

Progress To Date:

Intended Outcome:

The Center for Academic Success will work to remain visible and accessible following its location change from the University Center to Williams Hall. (CAS)

Action Steps:

- Recommit to utilizing social media to provide students with information
- Ensure all web information contains correct location
- Communicate with Gryphons and faculty regarding new location and request they disseminate the information when possible
- CAS Director will remain visible to student population

Assessment Plan:

- Compare usage in Fall 2014 and Fall 2015 to determine any potential impact

Progress To Date:

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- Julie has updated location on website.

Intended Outcome:

Increase involvement with the Center for Career and Professional Development (DSS)

Action Steps:

- Develop strategies on early intervention for Career Development of students with disabilities
- Work with prospective employers to help them better understand ways to recruit students with disabilities, and to understand skills and talents they might bring to their organization
- Assist students in identifying ways to connect with prospective employers

Assessment Plan:

- Tracking number of referrals to Center for Career and Professional Development
- Evaluate progress through Business and Industry contacts

Progress To Date:

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Intended Outcome:

The office of Gender Violence Education and Support will train students on gender violence terms and concepts, university policy and procedure, reporting options and resources, as well as healthy sexuality and relationships. The trainings will align with the Student Affairs Key Initiative of Compliance. (GVES)

Action Steps:

- All Fraternities and Sororities will be trained during the fall 2015 semester
- All RAs, TAs, and GAs will be trained during the 2015-16 academic year
- New fraternity and sorority members will be trained during the spring 2016 semester
- International student trainings and programs will continue to increase
- BTS will take over program requests

Assessment Plan:

- Trainings will be tracked

Progress To Date:

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The Office of Academic Transitions will be established and recognized by students, staff and faculty as a resource for supporting students and addressing issues related to the recruitment, retention and persistence of “at-risk” student populations. (OAT)

Action Steps:

- Continue to develop a marketing plan and web presence for the OAT area that focuses on resource, referral and support opportunities to include the Athletic Department webpage for academic support. Explore the use and effectiveness of social media as an avenue for outreach to students, as well as an information resource for individuals in advising, coaching and mentoring roles.
- Host a dialogue series for the university community regarding issues of retention and persistence; create opportunities for staff and faculty to consider how they can support student success in their roles and offices on campus.
- Continue to seek opportunities to empower and engage coaches as resources to the student-athlete population.
- Work with the Advising Center (College of Arts & Sciences) to provide professional development opportunities for academic advisors on issues related to student transition and retention, support resources, as well as avenues for strengthening the advisor/advisee relationship.

Assessment Plan:

- Track the utilization of our services to included 1:1 meetings, program attendance and participation, and website usage.
- Track and monitor the academic performance (pre/post) of student-athletes who receive academic coaching services.
- Consistent program evaluations to determine effectiveness.

Progress To Date:

Intended Outcome:

The Office of Student Conduct & Community Expectations will develop a selection process for student members of UCOD and the Appeals Committee based on bLUprint and other criteria. (OSC&CE)

Action Steps:

- Identify desired qualities in student panel members (Fall 2015)
- Develop Application (Fall 2015)
- Develop advertising materials (Fall 2015)
- Seek applications (Spring 2016)
- Select new members using process (Spring 2016)

Assessment Plan:

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Progress To Date:

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Intended Outcome:

Gryphon staff members and professional staff members in the Office of Residence Life will be trained in basic restorative practice initiatives and facilitate these experiences with first-year and upper class students to increase the sense of community, belonging, and accountability within residential communities. (ORL)

Action Steps:

- Train Gryphons on how to conduct Proactive Circles in the residence halls during fall 2015 and winter 2016 Gryphon Trainings.
- Train Gryphons on how to conduct Responsive Circles in the residence halls during fall 2015 and winter 2016 Gryphon Trainings.
- Utilize Proactive Circles, Responsive Circles, and Restorative Practice theory to facilitate intergroup dialogue and mediate any conflicts that arise among the professional and Gryphon staffs by Professional Staff attending the IIRP “Basic Restorative Practices” Workshops.
- Track all formal Responsive Circles conducted in the residence halls, student staffs, or the professional staff by Professional Staff recording all Responsive Circles in Maxient through the [Community Restoration Report](#).
- Develop Restorative Practices Train the Trainer training.

Assessment Plan:

- Tracking the usage of Responsive Circles through Maxient (Community Restoration Reports) will provide an overall quantitative assessment of how often Restorative Practices is used by the Office of Residence Life student and professional staff members.
- To assess the intended outcomes of Proactive Circles and Responsive Circles on increasing the sense of community, belonging, and accountability in the residence halls, the Office of Residence Life will collect qualitative and quantitative feedback via the Office of Residence Life End of Year Assessment survey
- To assess the implementation of Restorative Practices with Gryphon staff members, the Office of Residence Life will collect both qualitative and quantitative feedback from the Gryphon Training Assessments in the fall and winter.

Progress To Date:

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Intended Outcome:

The Office of Student Activities with assistance from the Office of Student Center Facilities will strengthen the student club/organization involvement experience to create positive learning experiences for the student leaders and club/organization membership (SA and SCF).

Action Steps:

- Launch the new CollegiateLink system (LINC)
- Develop and implement the branding and marketing plan for LINC
- Continue efforts to revise and streamline the event planning process through the Event Planning Form.
- Conduct training sessions to empower advisors and Dean of Students staff to feel confident in advising student clubs/organizations in event planning and leadership development
- Hold workshops and create educational tools to teach student leaders how to utilize the new LINC club management system.
- Empower and engage faculty and staff advisors to become more involved in the daily advising of student clubs/organizations through a workshop series and other educational formats
- Conduct officer training sessions for student organizations in club categories in September 2015. Training will focus on organization operations and be on the *bLUeprint* foundations.
- Officer training sessions will be offered throughout the academic year. In addition, Student Activities and Student Senate will collaborate to host 2 sessions where organization will meet with the other organizations in their category.
- Make the Student Organization Resource Center (the SOuRCe) a vibrant one-stop physical and advising resource space for Lehigh student groups
- Seek ongoing feedback to determine student organization resource needs.
- Train undergraduate student workers in the SOuRCe to assist student organization in planning campus events
- Create and implement positoin responsibilities for SOuRCe staff workers (Newsletter, Social Media, Recognition, Special Events, Graphic Design) and utilize two student supervisors.
- Order new functional computer for SOuRCe and poster printer by late October.
- Develop a framework with learning outcomes for a student organization leader certification workshop series based on the five *bLUeprint* foundations
- Promote the Campus Event Advisory Group as an event planning resource for student clubs/organizations
- Challenge students and student organizations to innovate and realize their programming potential through the event planning process, Campus Events

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Advisory Group, and advising. The bLUeprint advising questions will be sent to the organizations prior to the CEAG meeting.

- Promote Lehigh After Dark events on Thursday, Friday, and Saturday nights as a programming opportunity to student clubs/organizations
- Encourage student organizations to host events using the Pilot Program for Events with Alcohol introduced in January 2015
- Use the five *bLUeprint* foundations focused pre and post event advising questions with Student Senate organizations when planning events. The respective staff member will follow up with the student organization with reflection questions post event
- Student Activities and the Student Senate will develop a new funding process and guidelines for student organizations. This will be implemented in February 2016.

Assessment Plan:

- Through random sampling survey students who are in club/organization leadership roles using Campus Labs Baseline software to gather learning outcomes and satisfaction data
- Post event reflection questions
- Seek feedback from student organizations using the SOuRCe on their experience and how it can be further improved
- Survey CEAG participants using the Campus Labs Baseline software to gather feedback on their experience
- Track the SOuRCe usage. Focus will be on hourly usage by students, usage of services, and overall usage by student clubs/organizations as well as club/organization type

Progress To Date:

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Intended Outcome:

The Offices of Student Activities and Student Center Facilities will develop a comprehensive training program and curriculum for student workers to increase the development and professional growth of employees (SA and SCF)

Action Steps:

- Use bLUeprint to determine student staff training needs
- Develop a core curriculum for student staff built on the bLUeprint foundations.
- Conduct a training program for all Student Activities and Student Center Facilities student staff in September 2015 and January/February 2016
- Conduct monthly staff meetings around professional development topics: MBTI (October), Customer Service/Professionalism (November), Career building (January), Taking Initiative (February), Student Choice (March), and Looking forward /Exit Interviews (April)

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Assessment Plan:

- Staff will have conversations with respective student staff following each professional development topic meeting
- Utilize end of the year interviews with student staff to determine what skills students developed and what experiences provided the greatest learning opportunities
- Through SCF student staff presentations of End of Year (EOY) projects we will be able to evaluate each team's level of understanding individual foundations and four phases as they have been applied to bLUeprint.

Progress To Date:

Intended Outcome:

The Office of First Year Experience will assess and adapt programs and services offered to special populations, including January admits, transfer students, commuter students, and parents/families to be more inclusive of their specific needs.

Action Steps:

- Promote the opportunity to participate in a spring preclusion program
- Review the curriculum for the spring evoLUtion seminar
- Recruit, select, and train Transfer Orientation Leaders
- Review the experience of January admit students
- Review the experience of commuter students
- Review the experience of transfer students
- Change the transfer orientation schedule
- Update the transfer and commuter webpages by May
- Review OFYE programming and residence life programming to ensure they are complementary
- Update and organize the parent/family information on the website to be more relevant and accessible
- Research the feasibility of a spring camp hawk
- Review the spring 5x10 program
- Change the Orientation Coordinator for Logistics job description to include a focus in special populations
- Develop new orientation group meeting content for transfer/commuter students
- Develop a method to more effectively track and assess parent/family orientation events

Assessment Plan:

- Track spring preclusion participant numbers in comparison to prior years
- Host informal focus groups with January admit students
- Host informal focus groups with commuter students
- Host informal focus groups with transfer students

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- Orientation assessment will collect information about their orientation experience
- Send out parent/family orientation assessment

Progress To Date:

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Extended Outcomes (2 – 3 years out)

Intended Outcome:

The Academic Transitions program will support overall university graduation and retention goals by offering early intervention and advising services that may include underrepresented students, student-athletes, first-generation college students and STEM students. (OAT)

Action Steps:

- Train two Graduate Assistants to serve in an academic support mentoring role, as well as support the development of outreach programs and workshops throughout the academic year.
- Continue to work with student to encourage self-advocacy and proactive use of support resources through the development of a personal enrichment seminar and incorporating the bLUeprint curriculum.
- Expand our outreach to include students who received academic warnings and those who are returning from a leave of absence.
- Seek opportunities to incorporate career exploration and development in the experience of student-athletics as a means to build on their passion/interests and strengths as it relates to their success.
- Provide more group sessions and workshops specific to the student-athlete populations; connect students to additional campus resources, e.g. Center for Writing and Math, Center for Teaching and Learning, etc.
- Continue to target the first-year student-athlete population for programs that would support their transition to Lehigh.

Assessment Plan:

- Track the utilization of our services to included 1:1 meetings, program attendance and participation, and website usage.
- Track and monitor the academic performance (pre/post) of student-athletes who receive academic coaching services.
- Consistent program evaluations to determine effectiveness.

Progress To Date:

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Intended Outcome:

The office of Student Support and Case Management Services recognizes the importance of connecting students in crisis to appropriate support services to facilitate their growth in

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navigating difficult life transitions and will create and deliver training programs on detecting and supporting students at risk and facilitating referral for assistance. (SSCMS)

Action Steps:

- SSCMS will intentionally consult and collaborate with emergency and support services on and off campus
- The SSCMS Director will participate in campus wide education of students, faculty, and staff regarding connection and referral of students of concern to SSCMS
- The SSCMS Director will participate in professional development opportunities that address how the office can better serve the university community

Assessment Plan:

- SSCMS consultation and collaboration will be tracked
- SSCMS participation in campus outreach and training will be tracked
- The SSCMS Director's professional development will be tracked

Progress To Date:

- In Progress

Student Affairs Divisional Outcome 4: An Exemplary Division of Student Affairs

We are responsible stewards of divisional resources (i.e. human, physical plant, fiscal, and technological, etc.). This requires hiring and retaining a richly diverse and strong performing staff, continually assessing our programmatic efforts and benchmarking nationally, and thinking strategically about future student priorities and needs. As a result of being intentional in our planning and routinely assessing our progress, we create and sustain a staff culture that values continual improvement and excellence in all that we do.

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

Through intentional training, communication, and education, the Community Service Office will transition and continually develop staff (CSO).

Action Steps:

- CSO and OSLD Directors will meet on a monthly basis to discuss strengths and development areas
- CSO Director will meet bi-weekly with the Center for Community Engagement Director
- Director and Assistant Director for the CSO will meet weekly to discuss program and professional development, as well as to maintain personal balance
- Assistant Director will meet with CSO partners and stakeholder both internally and in the Greater Lehigh Valley

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- Encourage and share various professional development opportunities for professional staff and students

Assessment Plan:

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Progress To Date:

Intended Outcome:

Through qualitative and quantitative assessments, the CSO will further establish a culture of evidence in all of its programming to better measure student learning.

Action Steps:

- Revisit learning outcomes for existing CSO programs and initiatives
- Re-evaluate, and if necessary redesign, assessment tools to bring into stronger alignment with student learning outcomes and meeting a community need
- Explore the design and implementation of new methods to understand learning experiences
- Enhance methods of sharing data with the Lehigh and Greater Lehigh Valley communities to better share the successes and outcomes of CSO programming

Assessment Plan:

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Progress To Date:

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Intended Outcome:

Through intentional review of the Dean of Students Professional Development Program Guide, staff will be able to intentionally self-assess, structure, participate in and reflect on their own personal professional development while gaining a basic understanding of the commitment to professional development, growth and learning engaged in by other staff members. (A, SLC & SD)

Action Steps:

- Re-establish a DOS committee dedicated to professional development
- Review the charge and scope for the Young Professionals Roundtable and the Mid-Level Managers series
- Revisit and modify the 2008 version of the Dean of Students Professional Development Program Guide (including incentives, self-assessments, GPS reporting and report back templates, etc.)
- Examine adding another topically based professional development option that isn't restricted by years in the profession or supervisory capacity

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Assessment Plan:

- None

Progress To Date:

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Intended Outcome:

As a result of consultation and collaboration between departments and staff members with the Director of Assessment, Student Life Curriculum & Staff Development, staff members will be able to develop and effectively and concisely communicate realistic, intentional and timely assessment plans, assessment processes, and assessment results beyond their department. (A, SLC & SD)

Action Steps:

- Utilize the newly created DOS Prof Development committee to assist with the planning and execution of the 2nd Student Affairs Assessment Symposium
- Increase attendance at the Assessment Symposium to include 5-10 faculty, staff or administrators external to the Student Affairs Division
- Update Student Affairs Assessment Insight Templates to reflect office location change
- Work with each department to ensure that at least one departmental or programmatic level “Assessment Insight” is produced and posted on the Student Affairs Assessment Webpage

Assessment Plan:

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Progress To Date:

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Intended Outcome:

Develop a cohesive department that works efficiently. (DSS)

Action Steps:

- Assist our staff with the transition to Williams Hall
- Assist the new Director of LD support with her role and responsibilities
- Assist the new Graduate Assistant with her role and responsibilities

Assessment Plan:

- Professional observations, annual evaluation
- Student evaluation and comments

Progress To Date:

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- Type progress here. It can be progress toward the goal overall, the action steps, or toward assessment.
- Try to keep the progress in order of the action step bullets then assessment bullets so it flows logically

Intended Outcome:

The Office of Gender Violence Education and Support will increase staffing this year in order to meet demands.

Action Steps:

- GVES will hire a graduate student worker
- GVES will continue to support WGSS internship opportunities
- GVES will support external interns if possible including a Kutztown intern for the fall 2015 semester
- GVES will recruit and train new BTS members
- GVES will utilize our coordinator better
- GVES will track trainings and student support in order to propose ongoing staffing needs

Assessment Plan:

- Track number of interns, BTS members, and student workers
- Submit a proposal for ongoing staffing needs
- Track and assess how additional staff support aids the office

Progress To Date:

-

Intended Outcome:

The Office of Residence Life will successfully integrate new and returning staff members into the roles and responsibilities of the department in order to create a team that promotes academic and social success within the residence halls. (ORL)

Action Steps:

- Participate in a 4 week training in order to learn new policies and procedures and build a sense of team.
- The Assistant Dean & Director of Residence Life and the Associate Director of Residence Life will attend the Dean of Student staff Retreat
- Complete StrengthsQuest assessments and utilize the results to define roles and divide up projects.
- Balance and define the responsibilities of the new Associate Director role with the Assistant Director role.
- Extend team meetings to include an hour of professional development.

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Assessment Plan:

- Clear understanding of the roles and responsibilities of the Associate Director of Residence Life position will allow for the redistribution of Assistant Director central office responsibilities.
- Creation and effective operation of the Recruitment and Selection and Training and Development of committee overseen by the Associate Director of Residence and inclusive of an Assistant Director co-chair, Assistant Director committee members and the Graduate Assistant.
- Increased Assistant Director efficacy reported on their annual GPS.
- The professional staff will complete a mid-semester review of the Assistant Director training schedule and highlight the areas of usefulness and deficiency.

Progress To Date:

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Intended Outcome:

The Office of Student Conduct & Community Expectations will work with the Equal Opportunity Compliance Coordinator and the Office of Gender Violence Prevention to develop materials (letters, charts, handouts, scripts and other needed items) that provide clear, concise, and legally sound information to students regarding sexual misconduct, sexual harassment and Title IX (OSC&CE)

Action Steps:

- Meet with EOCC and GVP staff members to develop plan (Summer 2016)
- Develop materials (Summer & Fall 20145)
- Release materials (Spring 2016)

Assessment Plan:

- Materials will be developed and released on time.

Progress To Date:

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Intended Outcome:

Through intentional training, communication, and education, the Office of Student Leadership Development will transition and continually develop staff (OSLD).

Action Steps:

- Work with new, collateral, and returning staff to further integrate them into the OSLD framework
- Collateral members will attend OSLD staff meetings and professional development opportunities

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- Director and Assistant Director for Athletics Leadership Development will meet weekly to discuss program and professional development as well as to maintain personal balance
- CSO and OSLD Directors will meet on a monthly basis to discuss strengths and development areas
- Integrate one professional development topic into each OSLD staff meeting based on a theme determined by the staff
- Encourage and share various professional development opportunities for professional staff, collaterals, and students
- Outline mission and vision for Leadership Consultants to articulate when presenting workshops to stakeholders and constituents
- Evaluate and plan an executed peer leadership facilitator training for student peer educators
- Assistant Directors will plan and execute the Peer Education Facilitator Training for new student organizational leaders
- Athletics Leadership Development staff will meet weekly with partners in athletics to delegate priority projects and check in on progress and results
- Student-Athlete Mentors will be coached to contribute significantly to the Lehigh P.R.I.D.E. program design in spring 2016 as peer educators
- Veteran Leadership Legacies will assume some peer education and facilitation responsibilities within the program in spring 2016

Assessment Plan:

- Staff (professional staff and students) articulation of OSLD frameworks through elevator pitches and program delivery
- Obtain qualitative and quantitative feedback surrounding peer leadership learning

Progress To Date:

- Incorporated professional development into each OSLD staff meeting
- Established regular meetings and check-ins with new staff
- Invited collaterals to attend meetings
- Provided overview of OSLD frameworks and theories and provided opportunities for new staff to share the OSLD framework with others

Intended Outcome:

Utilizing collected data as a guide, the Office of Student Leadership Development will clarify and communicate our office philosophy and priorities with stakeholders (OSLD).

Action Steps:

- Review, discuss, and reflect on the OSLD strategic plan, which is ending in 2016
- Identify shared leadership language
- Process, synthesize, and organize the Multi-Institutional Study of Leadership (MSL) to communicate priorities identified by our students

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- Cross tabulate the MSL data with other available data sets
- Identify internal and external constituents and stakeholders that should hear the OSLD philosophy and priorities
- Create and implement a strategic marketing plan to highlight student-athlete and team leadership development stories
- Leadership Legacies will create and videotape personal leadership manifestos to be shared with key constituents in the athletics community
- Student-Athletes Leading Social Change members will identify and clearly articulate their organizational mission and priority projects in order to share them and better partner with campus collaborators

Assessment Plan:

- Feedback from constituents regarding their understanding of the OSLD
- Reports finalized containing MSL data points
- Number of connection points with constituents and stakeholders

Progress To Date:

- Identified a committee to review the MSL data
- Reached out to Institutional Research to support in the synthesis of MSL data

Intended Outcome:

In an effort to create a more inclusive environment of the Office of Student Center Facilities will continue to create inviting spaces for students to gather and study. (SCF)

Action Steps:

- Create study lounge and hang out spaces throughout the University Center and Lamberton for students
- Better utilize the fourth floor hallway and room 401
- Create a more welcoming environment for students of the first floor east side
- Provide study spaces in the lower level of the UC

Assessment Plan:

-

Progress To Date:

-

Intended Outcome:

The new Office of Student Support and Case Management Services will be established within the Dean of Students Office, the Student Affairs Division and the broader Lehigh community. (SSCMS)

Action Steps:

- The SSCMS Director will be established as a mental health, crisis intervention, and risk management expert on campus

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- A strategic plan will be created for the SSCMS office that addresses both short and long term goals
- The SSCMS Director will be active in national groups and conferences to keep abreast of best practices

Assessment Plan:

- The SSCMS Director's consulting opportunities will be tracked
- SSCMS will have a strategic plan
- SSCMS will engage in best practices

Progress To Date:

- In Progress

Intended Outcome:

The Office of First Year Experience will utilize creative and intentional marketing and communication to engage first year students and important stakeholders and to enhance meaningful interaction with the office.

Action Steps:

- Utilize guidebook for the orientation schedule, connecting students to resources on campus, and assisting students in the transition
- Utilize guidebook throughout the year to promote 5x10 programs
- Build parameters for 5x10 programming to ensure they are meeting student need
- Identify active first-year students to engage on Instagram
- Utilize social media accounts to share resources on campus and opportunities for involvement
- Create a test account to see what first-year students see and better assist them in processes (IE. course request, housing application)
- Create informal methods to receive student feedback (IE. a suggestion box)
- Develop intentional ways to interact with first-year Live Lehigh communities
- Continue sending weekly emails to first-year students
- Develop a featured student/faculty/staff of the month program

Assessment Plan:

- Utilize guidebook analytics to assess the utility and functionality of guidebook
- Utilize social media analytics to assess interaction and engagement on our pages
- Develop surveys in weekly email to determine social media use and preferences

Progress To Date:

- 1,162 different users installed the orientation guide on guidebook
- 713 twitter followers, 426 facebook likes, and 308 instagram followers

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Extended Outcomes (2 – 3 years out)

Intended Outcome:

The Office of Student Activities will undergo an extensive internal and external review process to ensure that all programmatic offerings properly support Lehigh students and tie into the five bLUeprint foundations. (SA)

Action Steps:

- Reviewed 2009 strategic plan in summer 2013 to determine if all goals and actions steps were successfully completed
- Allowed new staff members sufficient time in the fall 2013 semester to learn and understand their professional responsibilities, learn the Lehigh University student culture, and their roles within the context of the University as members of the Office of Student Activities.
- Benchmarked programs and services with Student Activities Offices at comparable institutions of higher education in summer 2014
- Begin planning in summer 2015 for external review that will take place in fall 2015.
- Map current programmatic offerings with the five *bLUeprint* foundations in 2015-16
- Develop learning outcomes for all programmatic and service offerings
- Develop assessment plan for selected programmatic and service offerings
- Conduct an internal review of programmatic offerings using multiple methods including surveys, focus groups, and individual interviews to receive feedback and input from key stakeholders.
- Analyze, sort and draw conclusions from data collected during 2015-16 academic year.
- Finalize strategic plan in summer 2016
- Develop plan to rollout the strategic plan in 2016-17 academic year

Assessment Plan:

- Conduct internal review through observation, surveys, assessments, focus groups, and interviews
- Conduct assessments on specific programs to determine progress made towards learning outcomes
- External review process with consultants provided by the Association of College Unions International

Progress To Date:

-

Student Affairs Divisional Outcome 5: A Laboratory for Student Learning

We offer opportunities for intentional student learning that span and connect students' multiple experiences and identities. Utilizing the *Core Developmental Competencies* as our foundation,

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we affirm that learning happens everywhere and meaning is co-constructed within our campus environment. We challenge students to take calculated risks and try new things. Simultaneously, we support them and teach life skills that promote learning through these endeavors. This results in a co-curricular culture that ensures enriching and meaningful student experiences.

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

Through the intentional review of tutoring and live learn serve programs, the CSO will further showcase best practices and meet the community need. (CSO)

Action Steps:

- Explore ways to incorporate bLUeprint into live.learn.serve. and tutoring
- Establish mentoring model for first year live.learn.serve. students
- Further establish ongoing and meaningful interaction between faculty and students through both initiatives
- Benchmark aspirational institutions with similar living and learning community
- Connect with United Way and Higher Ed Institutions in the Lehigh Valley to share current model for tutoring program

Assessment Plan:

-

Progress To Date:

-

Intended Outcome:

The Center for Academic Success will work to ensure tutoring is a valuable educational and developmental experience for tutors. (CAS)

Action Steps:

- Conduct initial tutor training for new tutors
- Encourage existing tutors to attend tutor training as a panelist or for a refresher
- Connect bLUeprint to the tutor development experience
- Continue practice of conducting workshops and meet-and-greets for tutors
- Expand offerings of tutor training opportunities throughout the year
- Consider online training options
- Meet with tutors periodically throughout the semester to assess their experience
- Consider certification programs for tutors

Assessment Plan:

- Survey tutors following training experiences to determine satisfaction and learning outcomes

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- Encourage tutors to perform mid semester and end of semester survey regarding experience
- Survey individual tutees early in the semester and at the end to determine appreciable growth in new tutors
- Keep track of attendance numbers at tutoring sessions

Progress To Date:

Intended Outcome:

Through engagement with the OFSA, students will best identify how bLUeprint applies to their fraternity or sorority experience and incorporate bLUeprint concepts as appropriate. (OFSA)

Action Steps:

- Continue to incorporate bLUeprint concepts across OFSA offerings and interactions with council and chapter leadership (e.g. joint council meetings, Greek Leaders Retreat, new member educator training series, etc.)
- Incorporate bLUeprint reflection opportunities during the recruitment process (e.g. recruitment counselor training and coaching)
- Strategically promote reflection opportunities grounded in bLUeprint concepts during one-on-one advising with chapter and/or council leadership

Assessment Plan:

- Use and implementation of program or initiative-specific post assessments

Progress To Date:

-

Intended Outcome:

To strengthen and further develop opportunities for formalized living-learning experiences in the residence halls with a focus on assessing and improving the first-year and upper-class Live Lehigh and residential fellow programs. (ORL)

Action Steps:

- Examine overall philosophy of Live Lehigh and potential expansion across campus.
- Strengthen first year and upper class marketing strategies to encourage participation in Live Lehigh.
- Continue to review budget allocations.
- Examine the requirements of a residential fellow.
- Strengthen the residential fellow program.
- Explore third year living requirement options within campus facilities.
- Formulate and facilitate a Live Lehigh Advisor Training.
- Formulate and facilitate a Community Coordinator and Gryphon Training session.

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- Examine the opportunity for university driven upper class Live Lehigh communities for the 2016-2017 academic year.
- Assess success of upper class student driven Live Lehigh program and examine opportunities for future expansion of the program.
- Strengthen the UMOJA, Kibbutz Lehigh, CHOICE and PRIDE Live Lehigh programs through addition of advisors and student staff and strengthened community development efforts.

Assessment Plan:

- Live Lehigh Assessment will assess the number and nature of advisor-community/student interactions.
- Live Lehigh Assessment will include assess students sense of community and belonging and participant, advisor, and student staff satisfaction.
- Live Lehigh Assessment will include living-learning specific questions as well as comparison data between residential areas with and without Live Lehigh communities.
- Engage Live Lehigh and non-Live Lehigh focus groups.

Progress To Date:

-

Intended Outcome:

The Office of Student Conduct & Community Expectations will incorporate restorative practices into both case management and case resolution methods. (OSC&CE)

Action Steps:

- Incorporate Restorative questions into individual meeting guidelines (Summer 2015)
- Develop framework for determining case eligibility for restorative resolution or sanction (Summer 2015)
- Develop process for facilitating restorative circles as a result of conduct cases (Summer 2015)
- Develop necessary materials (forms, letters, Maxient sanction language) to administer restorative practices (Summer and Fall 2015)
- Update language on the OSC&CE Website (Winter 2016)
- Develop any policy changes (handbook, code of conduct) (Fall 2015 approval Spring 2016)
- Develop satisfaction survey (Spring 2016)

Assessment Plan:

- Restorative practices will be utilized by OSC&CE.
- Students participating in these activities will report a better understanding of the impact their actions have on others.

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Progress To Date:

Intended Outcome:

The Office of Student Leadership Development will provide high quality leadership development opportunities that meet community needs (OSLD).

Action Steps:

- Conduct a program review on peer education facilitator training
- Develop a peer leader program for all peer leaders on campus
- Develop bLUeprint tracks cohort model to engage students, faculty, and staff in deeper understanding of the five foundations and learning cycle of bLUeprint
- Leadership Consultants will expand simulation experiences for the campus community
- Collect interest surveys from head coaches to determine the best structure and content for a coaches' leadership development initiative
- Implement more robust head coaches' leadership training
- Athletics Leadership Development will explore the design and implementation of a team consulting needs assessment to determine priorities for team based leadership training
- The Leadership Legacies program will be reviewed, revised, and more formally documented
- Athletics Leadership Development will partner with community stakeholders to offer a special focus leadership conference in spring 2016
- Student-Athlete Council members will connect more intentionally with senior administrative staff within the athletics department
- Student-Athletes Leading Social Change will connect with the National SALSC organization to determine summer project direction and leadership

Assessment Plan:

- Feedback from peer education facilitator training
- Feedback from constituents regarding the satisfaction and learning through OSLD programmatic offerings

Progress To Date:

- Reviewing the peer education facilitator training modules
- Created the bLUeprint tracks committee
- Review of current simulations within the OSLD

Intended Outcome:

The Offices of Student Center Facilities will provide a comprehensive training program, based on bLUeprint foundations, to enhance our building users experience through the development of professional growth and success for student workers. (SCF)

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Action Steps:

- Use bLUeprint as a model for hiring, training and retaining student staff
- Implement a bLUeprint based exit interview program
- Create an environment of great customer service by improving specific services offered ie. Lost and Found Services, meet and greet with building occupants, more intentional interactions between student staff, ABM, and Dining staff

Assessment Plan:

- Evaluate new hire training
- Student staff will be able to dialogue with regards to their own professional growth and success
- Assess data from student staff exit interviews to improve 2016-2017 training
- Evaluate exit interview documentation
- Solicit feedback from our building users

Progress To Date:

Intended Outcome:

The Office of First Year Experience will analyze the student staff structure to promote productive and meaningful learning experiences and sustainable outcomes.

Action Steps:

- Hire and train a work study student to assist with the summer reading experience
- Create a student staff position that assists in supporting special populations, including transfer students, January admits, commuter students, and parents/families
- Review the Orientation Coordinator for Logistics position responsibilities
- Review the Returning Orientation Leader position responsibilities
- Review the number of Camp Hawk Counselors and research adding a Camp Hawk Counselor leadership structure
- Review interaction between the Camp Hawk Counselor and Orientation Leader roles
- Review the summer staffing structure to recruit the most efficient staff (NODA intern, OC, OL, student worker)
- Develop incentives for summer student staff
- Evaluate the spring staff retreat

Assessment Plan:

- Host feedback meetings with all student staff to evaluate their experience and positions

Progress To Date:

- Updated the Orientation Coordinator for Logistics position with additional responsibilities

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- Hosted an information session to explain the OC and OCL roles
- Created a position description for an OFYE work study student focusing on the summer reading experience

Student Affairs Key Initiatives

Key Initiatives within the Division of Student Affairs are important priorities that typically represent our work around an emerging or ongoing issue that spans multiple departments within our unit and is directly connected to two or more of the Divisional Outcomes listed above. These initiatives may be one year or multi-year efforts. They require strategic thinking, collaborative partnerships, a concentrated amount of attention and resources, and careful assessment and evaluation to be successful.

Key Initiatives for 2015-2016:

1. **Student Life Curriculum** - Known as bLUeprint, the Student Life Curriculum operationalizes the University's Core Developmental Competencies in partnership with students. Student Affairs offices work synergistically to provide developmentally appropriate, sequenced learning experiences for all Lehigh students to learn and grow within and across the Curriculum's 5 Foundations for Student Success. Additional offices will grow the Curriculum and its offerings, assisting Student Affairs in communicating the value of living on campus while enhancing Lehigh's current campus climate. (Outcomes 1,3, 4, 5)

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

By further benchmarking, branding and increasing communication mediums, bLUeprint will be embedded into the student co-curricular experience, recognized across the undergraduate class experience, and developmentally structured to address the needs of sophomore students. (A, SLC & SD)

Action Steps:

- Research and explore a signature sophomore bLUeprint experience
- Create methods of regular communication that connects bLUeprint foundations to the student experience and the already occurring events across campus (particularly focusing on sophomores)
- Work with undergraduate interns on bLUeprint brand and presence on campus
- Intentionally assess both sophomores and juniors on their understanding, recollection and connection to bLUeprint concepts
- Reach out to academic colleges to ensure they are aware of bLUeprint and how they can connect the concepts to their work with students
- Unveil the new bLUeprint web application and website

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Assessment Plan:

-

Progress To Date:

Intended Outcome:

Through a strategic and intentional process, create the bLUeprint tracks cohort modules for implementation in Fall 2016 (OSLD).

Action Steps:

- Form the bLUeprint tracks committee
- Identify the goal, purpose, and outcomes
- Implement an internal and external audit
- Identify the anchor
- Develop the curriculum
- Obtain campus buy-in
- Market the program

Assessment Plan:

- Feedback from stakeholders
- Participation in the program

Progress To Date:

- Formed the bLUeprint tracks committee
- Implemented an internal and external audit

2. **Compliance-** In order to be in compliance with the ever - changing laws and policies that govern higher education in the USA, we will stay current with national sentiment and legislation, and identify those areas that we need to address regarding compliance issues. Of utmost importance are those areas that deal with health and safety of our students, staff and faculty (i.e. mental health, gender violence, harassment, student conduct practices, disability services, etc.) (Outcomes 1,2, 5)

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

The Office of Student Support and Case Management Services will work with the Office of General Counsel, the University Health Center, the University Counseling Center, and the Office of Disability Support to ensure student of concern intervention, assessment, and support services are in line with federal and local laws, as well as national recommendations. (SSCMS)

Action Steps:

- Regular and/or as needed meetings and/or communication with General Counsel, Police, Health Services, Counseling Services, Gender Violence, and Disability Support

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- Continuing and on-going review and updates of policies, procedures, practices, and programs
- Professional development to ensure the most up-to-date knowledge on and best practices with students of concern

Assessment Plan:

- Lehigh University's student of concern policies, practices, and programs will be in compliance

Progress To Date:

- In Progress

3. **Restorative Practices-** We are embracing the work of the International Institute of Restorative Practices to create and develop a Restorative Practices (RP) pilot program. At its core RP promotes repairing harm and building community. We will develop an additional process for addressing incidents that occur and are managed within our student conduct system and on our residential halls. We will also provide the skills for students to interact with each other in proactive and restorative ways. These process and skills will help to continue our work to foster a living and learning environment that values respect for self and others. (Outcomes 1, 2, 3, 4)

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

Incorporate Restorative Practices into our daily practices (OSLD).

Action Steps:

- Train all OSLD staff members in restorative practices
- Incorporate restorative practice concepts into OSLD staff meetings, conversations, and programs

Assessment Plan:

- All OSLD staff members trained and understand concepts shown through action
- Student recognition and utilization of restorative practice concepts

Progress To Date:

- Director of OSLD is trained in restorative practices
- Incorporation of restorative practice feedback sessions into OSLD staff meetings

Intended Outcome:

The Office of Student Support and Case Management Services will support campus involvement in Restorative Practices. (SSCMS)

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Action Steps:

- SSCMS will support, educate and facilitate student engagement in Restorative Practices as they pertain to the purview of the office

Assessment Plan:

- The SSCMS Director's engagement in Restorative Practice facilitation, training, and outreach will be tracked

Progress To Date:

- In Progress

4. **Bystander Intervention (Prosocial behavior)** – We believe that intervening when others need assistance or are in a situation that may lead to a crisis or need for help is an expectation of community citizenship at Lehigh. “Bystanding” during a crisis or when a student needs assistance is not a viable option once students sign on for community membership. In support of fostering a Healthy, Safe Community we will work across all departments to design and implement a comprehensive set of efforts to increase students’ prosocial behavior (i.e., acts performed with the goal of benefiting another person) and to increase students’ motivation and confidence to help others in problematic or potentially problematic situations rather than to be a passive observer, or to assume someone else will help. (Outcomes 1, 2, 3, 4)

Immediate Outcomes (a/y 2015-16)

Intended Outcome:

The office of Gender Violence Education and Support will develop and implement a gender violence bystander intervention workshop using the Step Up model.

Action Steps:

- GVES will partner with Crime Victims Council
- Members of BTS will assist in program development and facilitation
- The Step Up model selected by the Bystander Committee will be the foundation for the training
- GVES, BTS and CVC will develop a gender violence bystander intervention training during the fall 2015 semester
- During the spring 2016 semester BTS members will be trained to facilitate the workshop
- The bystander intervention workshop will be piloted during the spring 2016 semester
- The GVES director will serve on the bystander committee
- The GVES director and BTS members will attend Step Up training

Assessment Plan:

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- A gender violence bystander intervention workshop has been created and piloted by the end of the 2015-16 academic year

Progress To Date:

-

Intended Outcome:

The Office of Student Support and Case Management Services will educate students on how to engage in prosocial behavior. (SSCMS)

Action Steps:

- Students/student groups will be educated on how to recognize, assist, and refer students of concern to SSCMS

Assessment Plan:

- Students will seek consultation from the office of SSCMS regarding students of concern
- Students will refer peers of concern to the office of SSCMS

Progress To Date:

- In Progress