

Dean of Students Office 2016-2017 End of the Year Report

Student Affairs Foundational Principle 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 2016-17)

Intended Outcome:

The Office of Disability Support Services will continue to expand upon our collaboration with the Center for Career and Professional Development in order to assist our student with a career development initiative. (DSS)

Action Steps:

- Continue to meet with Karen Kuczynski to coordinate career exploration and employment seeking strategies and opportunities
- Introduction of Strengths Inventory to assist our first and second year students with career exploration
- Initiate partnership with WRP (Work Force Recruitment)
- Continue our partnership with Price Waterhouse Cooper, Earnst & Young, Vanguard, and other key employers

Assessment Plan:

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

Progress To Date:

- Over 50 students were referred to Center for Career and Professional Development for Career Development and Exploration
- Career Night with PP&L (8 students attended) was hosted by DSS and Career Services
- Career Night with Former Lehigh Alumni Mentors “Life After Lehigh” 15 students attended to hear six Alumni speak in a Panel Discussion.
- Partnered with WRP (Work Force Recruitment) to offer employment options to students with disabilities. To date: One student was offered employment upon graduation as a Software Analysis with the U.S. Navy

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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)

- This outcome aligns with the OFSA mission statement that indicates “a commitment to The Principles of our Equitable Community.”
- Results from the 2015 Campus Climate Survey also indicate this outcome is essential to improving the campus climate at Lehigh.

Action Steps:

- Focus component of one-on-one advising to support students in increasing their capacity to help create an equitable and inclusive community
- Work in partnership with the Pride Center co-advisor to assist students in further developing Greek Allies’ purpose and sustaining the organization’s efforts
- Maintain partnership with the Women’s Center Director to engage the Panhellenic Council in dialogue examining women’s experiences at Lehigh
- Intentionally collaborate with other key offices to support student groups where appropriate (e.g. International Affairs)
- Continue promotion and development of Courageous Conversations, including expansion beyond OFSA, facilitator training and ongoing development, etc.
- Revisit inclusion audit to promote inclusive policy, practices, and produces
- Explore sponsorship and scholarship opportunities at the council-level to increase accessibility to the fraternity and sorority experience
- Foster collaboration between the Interfraternity, Multicultural Greek, and Panhellenic councils
- Increase the visibility of the Multicultural Greek Council (e.g. by securing additional funding support) and educate others on the role and value of culturally-based organizations
- Greek Leadership curriculum (GEM, Base Camp, etc.) will be revised/updated to begin and/or continue to promote the importance of inclusion as a leadership responsibility and outcome
- Communicate with various audiences and external stakeholders (e.g. parents/family, alumni volunteers, and faculty advisors) around these issues where appropriate

Assessment Plan:

- Develop and execute program-specific assessments
- Develop assessment insights to share learnings more broadly
- Utilize the Multi-Institutional Study of Leadership (MSL) to identify areas of focus for fraternity/sorority students.
 - 6 of the 13 MSL Leadership Outcomes were identified as areas of primary focus, including: Congruence, Commitment, Collaboration, Controversy with Civility, Citizenship, and Social Perspective-Taking.

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- Student leadership competencies (SLC) were mapped to MSL Leadership Outcomes to inform the development of curriculum and provide intermediate insight between years when the MSL is conducted
- 74% of Base Camp attendees identified competency growth in measures of Systems Thinking (MSL-Leadership Outcome: Citizenship)
- 63% of Base Camp attendees identified competency growth in measures of Motivation (MSL-Leadership Outcome: Commitment)
- 97% of attendees agreed it is important to include others in their leadership efforts (SLC: Other Perspectives, Other's Contributions, Diversity, Inclusion) and 94% of attendees agreed they understood how to include others in group decision-making processes (SLC: Diversity, Inclusion) (MSL-Leadership Outcome: Collaboration, Controversy with Civility, Citizenship)
- More than 500 participants completed the Fraternal Culture Survey in Spring 2017. Key findings included the following:
 - 10% of participants identified as not-heterosexual.
 - 22% of survey participants hear exclusive language often or very often within their respective chapter spaces. However, almost 95% of the same students believe such language is either rarely or never acceptable.
 - While 93% of participants believe their chapter would be comfortable having a gay, lesbian or bisexual member, only 65% of the same respondents feel their chapter would be comfortable with an out transgender member.

Progress To Date:

- In collaboration with the Pride Center for Sexual Orientation and Gender Diversity and Residential Services, residential fraternities and sororities were given the opportunity to convert single-stall restrooms within their respective facilities into gender-inclusive restrooms. Sixteen fraternities and sororities have opted to participate in the project and 27 gender-inclusive restrooms were converted in Summer 2016.
- An OFSA AD and the Pride Center AD co-advised Greek Allies. The educational opportunities provided an assortment of conversation topics (e.g. trans-inclusion, history of drag performance, how to be an Ally, etc.) and, after several years of organizational struggle, the group is more than up on its feet and more widely known on campus (81% of Fraternal Culture Survey respondents have heard of Greek Allies and 1 out of 5 respondents have attended a Greek Allies event or meeting).
- Collaborated with the Pride Center on the development and release of the Fraternal Culture Survey to determine the overall climate for LGBTQIA+ folks in the Greek community at Lehigh.
- In partnership with the Office of Institutional Research, climate survey data was shared with council and chapter leadership. This effort fostered honest dialogue about diversity and inclusion across the community, and initiated ongoing conversation to identify strategies to improve our campus climate.
- Collaborated with the Office of International Affairs by participating in

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international orientation and hosting a panel featuring affiliated domestic and students.

- The System-Wide Assessment Committee recommended further exploration and support for the development of plots for culturally-based organizations, and garnering support for this effort is currently in progress.
- Secured \$3000 in funding support from the Student Life Series for the Cultural Greek Council and strengthened the process by which affiliated students are awarded dollars from the Student Opportunity Fund to ensure proper use of financial resources. This funding has been able to support students to attend conferences and conventions.
- The Multicultural Greek Council shifted its name to the Cultural Greek Council to foster inclusivity across its member organizations and increased its visibility with four articles highlighting council efforts published in the student newspaper.
- Further solidified partnership with Moravian College so that men from both campuses can join Kappa Alpha Psi Fraternity, Inc. under the Lehigh University charter. Kappa Alpha Psi Fraternity, Inc. had successful intake in Spring 2017 where four Lehigh men and three Moravian men were initiated.
- The Panhellenic Council worked with the Director of the Women's Center for a third year. The Director regularly attends council meetings and led the group in an activity or discussion connecting the sorority experience to concepts from women and gender studies.
- The Panhellenic Council developed its own version of the Student Opportunity Fund for sorority women named the Panhellenic Leadership Fund.
- The Panhellenic Council collaborated with a number of Lehigh University partners to host a mini-conference opportunity titled At the Intersection. Approximately 200 participants engaged in conversation across 18 educational sessions focusing on identify development, intersectionality, and strategies for allyship.
- Courageous Conversations was expanded upon in order to create an extended, ongoing dialogue. In spring 2017 two staff members co-facilitated a semester long experience titled Frat Stars and Mean Girls: A Courageous Conversation about Gender in the Fraternal Experience. Eight students participated and engaged in conversations around a multitude of gender identities and explored how these identities are defined by or impacted by the fraternity and sorority community.
- Greek Leadership curriculum (GEM sessions, GEM Mentor Training, Base Camp, etc.) was revised and updated to promote the importance of inclusion as a leadership responsibility and outcome. Additionally, these items were measured through program assessments, with significant change and growth identified.
- Fraternity and Sorority Leadership Awards included the Tradition of Excellence awards, which recognized excellence in Inclusive Leadership, Inspiring Change, Empowering Others, and Living the Ritual. Not only are these awards deeply rooted in inclusion and support for pro-social change, they are also connected to Kouzes and Posner's 5 Practices of Exemplary Leadership.
- Onboarded three new Assistant Directors, specifically identifying and hiring candidates with experience working with culturally-based organizations.

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- OFSA continued to communicate with stakeholders throughout the year using various methods. The Lehigh Greeks blog continues to be a strong social media presence with at least weekly posts highlighting happenings within our community. OFSA also communicates via email with parents and alumni when chapter or topic specific issues necessitate it (e.g. unrecognized groups).

Intended Outcome:

As a connective hub, the Office of Student Leadership Development will develop people as purposeful leaders through intentional relationships and learning opportunities. (OSLD)

Action Steps:

- Develop Staff
 - Enhance confidence and content area expertise through study and application of leadership models, theories and relevant research particularly as it relates to multicultural competence and social justice, authentic leadership, relational leadership, college men and masculinities, and confidence, fear, engagement, and maturity within student athletes
 - Obtain certifications in MBTI, StrengthsQuest, Disc, and Leadership Challenge
 - Increase the number of facilitations/consultations we do with other offices or departments within and outside of DOS to support theory-based programs and increase campus knowledge on leadership development
 - Develop and regularly collaborate with a “Athletics Leadership Board of Directors”
 - Design a “Leadership on-boarding” process for new staff in Athletics
 - Enhance supervisory leadership capacity through appropriate challenge and support
 - Publish VIBES
 - Continue to develop knowledge and skills related to data analysis and the use of SPSS, as necessary for work with the MSL data
 - Share communications with staff relating to further leadership development opportunities such as attendance to conferences, webinars, and institutes
 - Provide opportunities for student staff to attend conferences, webinars, and institutes
- Connect with Key Partners
 - Create a community among all cluster facilitators through events, symbolic cluster facilitator identifier, and communication
 - Have regular check-ins with other offices or people in DOS to continue our work as a connective hub
 - Continue to develop a connected community of Courageous Conversations facilitators
 - Provide training opportunities for interested facilitators at least 2x per year

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- Provide continuing development opportunities for trained facilitators via monthly CC's
 - Intentionally recruit faculty members to serve as CC facilitators
 - Explore and identify what barriers exist, if any, for faculty members to serve as CC facilitators
 - Partner with key departments (ORL, AL, DOS) to develop and pilot satellite versions of CC, in addition to additional implementation of current CC versions
 - Enhance partnership with OFSA by partnering of OFSA AD's to strategically improve and implement current programmatic offerings
 - Courageous Conversations logistics, marketing, implementation
 - Greek EMerging Leaders spring mentor training
 - Provide MSL Insight consultations for key partners per request
 - Meet monthly with each head coach about team leadership
 - Prepare athletics staff to serve as mentors to veteran Leadership Legacies
 - Develop strategic plan for the Student-Athlete Recruitment and Development Committee
 - Partner with Katie Guynn to develop Spring 2017 SAM Training and Fall 2017 PRIDE Program
 - Connect with key partners to offer Peer Ed Facilitator Training to their students
 - Have SALSC join SAC on Adopt a Family Board
 - Develop relationship with Athletics Partnership to enhance career/professional development efforts of Department of Athletics
 - Connect with key campus partners for Spring SAM Training (BTS, OMA, Pride Center, Women's Center, Katie Guynn/Athletic Support)
- Develop Quality Programs
 - Identify the need being met by every program and measure whether it was successfully met
 - Evaluate, revise, and implement an annual Greek leadership development opportunity for Council/Chapter Leaders
 - Evaluate, clarify vision and purpose, and implement Leadership Consultants program
 - Continue to offer Courageous Conversations initiative to the campus community, specifically creating opportunities for the engagement of Greek students/organizations
 - Refine and develop the existing operational procedures for logistics/implementation of Courageous Conversations
 - Develop and implement "satellite" programs for the Courageous Conversations initiative, specifically focusing on Residence Life and Athletics Leadership
 - Pilot 1:1 mentoring and Board of Directors workshops in the Leadership Legacies program
 - Infuse at least one career and professional development connection/opportunity in each Athletics Leadership program

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- Pilot Student-Athlete Handbook/Planner with FYSA and SAM's
- Plan and execute Peer Ed Facilitator Training
- Support student group in diversity/inclusion efforts in Athletics
- Utilize MSL data to enhance current and/or new OSLD program offerings

Assessment Plan:

- Staff leadership competence through dialogue and presentations
- Staff certifications
- Increase to partnership database
- Survey and assessment instrument results

Progress To Date:

- Assistant Director of Athletics Leadership explored Emotionally Intelligent Leadership as well as the work of Brene Brown on courage, fear, confidence
- Assistant Director and Director of Athletics Leadership participated in additional training with members of CEC, Deborah Walker from VISIONS
- Director of Athletics Leadership attended a Tackling Tough Topics Together luncheon
- Assistant Director of Athletics Leadership attended the NCAA Inclusion Forum
- Director and Assistant Director of Athletics Leadership completed Restorative Practices training through DOS
- Director of Athletics Leadership, and 2 Assistant Directors is certified in MBTI, DISC and will be trained as a StrengthsQuest facilitator in May 2017
- Assistant Director of Athletics Leadership facilitated 3 sessions for Break the Silence on expectations, commitment, and communication
- Director of Athletics Leadership co-facilitated the Inclusive Leadership Summit luncheon for Executives with Director of the Pride Center
- Director of Athletics Leadership will facilitate a two-hour training for the Office of the Vice President and Associate Provost for Research and Graduate Studies
- Director of Athletics Leadership co-facilitated a staff development program for assistant coaches and mid managers in athletics in the spring of 2017
- MSL utilized heavily within Greek Leadership area to enhance curriculum focus areas and engagement opportunities for fraternity/sorority leaders. In particular, 6 of the 13 MSL Leadership Outcomes were identified as areas of primary focus, including: Congruence, Commitment, Collaboration, Controversy with Civility, Citizenship, and Social Perspective-Taking.
- Student leadership competencies (SLC) were then mapped to MSL Leadership Outcomes to inform the development of curriculum and provide intermediate insight between years when the MSL is conducted (the next year is 2018).
Examples include:
 - 74% of Base Camp attendees identified competency growth in measures of Systems Thinking (MSL-Leadership Outcome: Citizenship)
 - 63% of Base Camp attendees identified competency growth in measures of Motivation (MSL-Leadership Outcome: Commitment)

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- 97% of attendees agreed it is important to include others in their leadership efforts (SLC: Other Perspectives, Other's Contributions, Diversity, Inclusion) and 94% of attendees agreed they understood how to include others in group decision-making processes (SLC: Diversity, Inclusion) (MSL-Leadership Outcome: Collaboration, Controversy with Civility, Citizenship)
- One professional staff and two student leaders/staff members attended the Big Red Leadership Institute at Cornell University in fall 2016
- One student-athlete leader/student staff member attended the NCAA Leadership Forum in fall 2016
- One student staff member and three student-athletes attended the Naval Academy Leadership Conference in January 2017
- Assistant Director of Athletics Leadership, Director of Student-Athlete Academic Services, and one student-athlete attended the NCAA Inclusion Forum in April 2017
- 6 fraternity/sorority student leaders attended the Association of Fraternity Leadership and Values conference and pre- and post-meeting requirements incorporated reflection.
- 3 fraternity/sorority student leaders have been selected to attend the Undergraduate InterFraternity Institute this summer
- Director of Athletics Leadership met weekly to bi-weekly with Dr. Aaron Sterba from the Counseling Center
- Assistant Director of Athletics Leadership co-advised Athlete Ally with Assistant Director of the Pride Center
- Following two training opportunities for 9 new Courageous Conversations facilitators, the current number of facilitators is 27. Of these, 17 facilitators were engaged in offered sessions through Great Pocono Escape in the fall, Gryphon training in the winter, and team development within athletics leadership.
- On-boarded one OFSA AD to help run Courageous Conversations logistics, marketing, implementation
- Co-developed and -facilitated Frat Stars & Mean Girls, an ongoing Courageous Conversations seminar in the spring semester
- Co-facilitated GEM mentor training with on OFSA AD
- Utilized the MSL to identify areas of focus for fraternity/sorority students, in partnership with the Office of Fraternity & Sorority Affairs
- Met as necessary with head coaches in a consulting capacity
- Held a Mentor Onboarding training session with coaches, faculty and administrators to prepare them for their role with Legacies
- Initiated a working draft of a strategic plan for the SARD committee
- Discussed more formal partnership and sharing of responsibilities associated with the Lehigh PRIDE program and SAM training as well as re-designing the program overview for fall 2017
- 4 SALSC members joined SAC member on Adopt a Family Board.

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- Met weekly to bi-weekly with Harrison Lawrence, Athletics Partnership Representative, on Life After Lehigh career and professional development initiatives for student-athletes
- Hosted sessions with Katie Guynn/Faculty/Academic Support for Spring SAM Training. Encouraged SAMs to engage with Women's Center, BTS, OMA, and Pride Center through "The SAM Game." More training together will happen in August.
- Curriculum for the annual fraternity/sorority leadership retreat (now called Base Camp) was revised and updated in the fall semester. Base Camp was assessed, with significant change and growth identified.
- Piloted Courageous Conversations with Lehigh Field Hockey team over the course of 4 weeks in the spring 2017 semester
- Partnered with an AD from OFSA to develop and facilitate the pilot offering of "Frat Stars & Mean Girls," an ongoing Courageous Conversations seminar in the spring semester for general members of fraternities and sororities.
 - The pilot cohort consisted of 8 students from all three governing councils, who met for 6, ninety-minute sessions, and engaged in dialogue about gender identities and issues informed and impacted by the fraternal experience.
 - An assessment insight will be found [here](#).
- The Leadership Consultants program was evaluated and determined to not currently be meeting a substantial community need within the fraternity/sorority community, and with limited interest to revamp and/or maintain the program, it was disbanded.
- Organized a pilot program for 1:1 mentoring between 51 Leadership Legacies members and 26 mentors
- Coordinated 2 Board of Directors workshops for Leadership Legacies
- Infused the following into Athletics Leadership programming:
 - Spring PRIDE: Preliminary career mapping in "Discipline Bridge" workshop.
 - Emerging Leaders 1: Connected each of the 5 C's to areas in the professional world where they are relevant.
 - Legacies: 1:1 Mentoring Pilot Program, Mock interviews (conducted by peers with feedback)
 - LAUNCH: Most sessions are geared for life after Lehigh and professional development
 - SAM: Facilitation training
 - SAC: Partnered with the Baker Institute to learn how to use Design Thinking to serve their peers.
 - Hosted two Life After Lehigh career development events for student-athletes.
 - Custom-designed, ordered and distributed student-athlete planners for all first year student-athletes for use during the Lehigh PRIDE program and 2016-2017 academic year

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- Met bi-weekly with the student-athlete captain of the ASCEND program to guide efforts
- Engaged members of Athlete Ally and ASCEND in the Athletics Department Diversity and Inclusion/Inclusive Leadership Committee meetings monthly throughout the 2016-2017 academic year
- 6 of the 13 MSL Leadership Outcomes were identified as areas of primary focus for Greek leadership programming, including: Congruence, Commitment, Collaboration, Controversy with Civility, Citizenship, and Social Perspective-Taking.
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Student Affairs Foundational Principle 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 2016-17)

Intended Outcome:

In order to bridge our gender violence prevention and healthy sexuality education efforts the Office of Gender Violence Education and Support will be focusing on a new consent campaign for the 2016-2017 year. (GVES)

Action Steps:

- Consent will be the theme that ties all the GVES events together for the 2016-2017 year
- GVES will launch our “5 senses of consent” campaign

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- GVES will connect our consent messaging to the national PAVE “Consent Is” campaign
- GVES promo items for the year will feature consent
- GVES will run a passive poster campaign about consent
- Consent will continue to be a major component of gender violence trainings
- The director will be sharing the 5 senses of consent campaign at the National Sex Ed Conference
- The director will continue to collect data on consent

Assessment Plan:

- GVES will track students’ reaction and response to the new consent campaign
- GVES will assess students’ understanding of consent through formal assessments
- GVES will conduct student focus groups on consent

Progress To Date:

- Director, Brooke E. DeSipio and PhD student, Christina Hermann presented at the National Sex Ed Conference in December of 2016 on consent research and educational programs at Lehigh.
- Brooke and Christina conducted 4 IRB approved undergraduate student focus groups on negotiation of sexual consent. The data is currently being transcribed and analyzed and will be available in June of 2017 to inform 2017-2018 consent programming.
- GVES, BTS, and LAD partnered on the “5 Senses of Consent Event” held February 11, 2017. 147 students, faculty, and staff attended. Based on qualitative assessment data from the student planning committee this event will be held annually as the GVES signature spring event.
- GVES and BTS partnered with the Title IX coordinator, Counseling Center, OFSA, IFC, Panhel, and It’s on US for the first ever “It’s On Us Consent Walk” during Sexual Assault Awareness Month in April 2017.
- PAVE’s “Consent Is” wrist bands were purchased and distributed as a GVES/BTS promotional item throughout the year. In addition, 5 Senses of Consent and Consent Emoji tshirts were designed, purchased, and distributed during the GVES/BTS orientation sessions.
- Lehigh’s affirmative consent policy was highlighted and assessed through the harassment/gender violence training session presented to students by GVES and EOCC.
- The consent poster campaign was not run this year and will be re-evaluated for next year.

Intended Outcome:

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

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- This outcome aligns with the OFSA mission statement that indicates our commitment to providing “proactive and preventative measures to foster wellness and safety.”
- Local and national data suggests that fraternity and sorority members engage in high risk behavior and employing prevention strategies is essential in reducing harm and promoting a safe and healthy community.

Action Steps:

- Support the development of agency within our students as they develop an understanding of health and safety
- Further hazing prevention efforts (e.g. determine next steps with the Hazing Prevention Coalition, explore partnerships with other departments, etc.)
- Explore opportunities to strengthen the new member education experience (e.g. messaging, training, etc.)
- Provide alcohol education training for targeted audiences (e.g. Social Host Training for chapter leadership and TIPS for affiliated second-year students)
- Promote safe drinking practices beyond trainings by sharing targeted messages across the academic year where appropriate (e.g. Lehigh Laf, Spring Break, etc.)
- Advocate for social policy revisions and pilot new practices and procedures to address ongoing challenges with campus party culture
- Evaluate current alcohol education offerings in broader context in partnership with HA&PSO to develop comprehensive and targeted alcohol education in subsequent years
- Promote Lehigh After Dark opportunities (e.g. funding support, programmatic)
- Infuse bystander intervention language into existing training and development opportunities
- Encourage transparent and honest conversations between students, alumni advisors, and headquarters staff regarding high risk behavior
- Address ongoing challenges involving unrecognized groups
- Communicate with various audiences and external stakeholders (e.g. parents/family, alumni volunteers, and faculty advisors) around these issues where appropriate

Assessment Plan:

- Develop and execute program-specific assessments
- Develop assessment insights to share learnings more broadly
- 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)
- Assessment results following the parent and webinar series in Spring 2017 revealed the following:
 - 100% of survey respondents agreed or strongly agreed that OFSA staff provided valuable answers to parent and family members’ questions.
 - 90% of survey respondents agreed or strongly agreed that they felt

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- confident in supporting their student during their fraternity/sorority membership experience.
- Assessment results following new member orientation sessions in Spring 2017 revealed the following:
 - 96% of survey respondents agreed or strongly agreed that they could identify their own personal values and how those values affect the way they lead.
 - 95% of survey respondents agreed or strongly agreed that they were comfortable approaching OFSA for any reason.
 - 94.5% of survey respondents agreed or strongly agreed that they felt comfortable reporting issues related to hazing or medical amnesty for another member of their chapter/community.
 - Assessment also indicated a need for deeper-level conversations regarding the medical amnesty policy.
 - Assessment results following Social Host Training in Fall 2016 and Spring 2017 revealed the following:
 - In fall 2016, there were 91 attendees and 38 responded to the survey. More than 97% of respondents indicated they feel confident following alcohol serving guidelines, checking IDs, providing sober monitors, and intervening in unsafe situations following social host training.
 - In spring 2017, there were 86 attendees and 25 responded to the survey. More than 95% of respondents indicated they feel confident following alcohol serving guidelines, checking IDs, providing sober monitors, and intervening in unsafe situations following social host training.
 - 47% of respondents thought the shift to council specific training sessions were better while the other 53% thought it was about the same.
 - Assessment insights can be found on the website.
 - Assessment results following TIPS training in Fall 2016 revealed the following:
 - 100% of respondents felt confident identifying levels of intoxication and creating a responsible environment; 98% of respondents felt confident intervening in an unsafe situation; and 75% felt confident in checking IDs of event guests.
 - Following the training, 73% of respondents indicated that they witnessed a scenario with alcohol where they needed to intervene and did so.
 - 41% of respondents said they reduced the amount of alcohol they consumed as a result of TIPS Training.

Progress To Date:

- The Associate Director worked on a cross functional team to assess current protective and risk factors across the institution in regards to alcohol use. This team worked closely with SA leadership to adjust the fall 2017 Orientation programming around alcohol as well as parent communications with first year students. Further plans to evaluate Greek specific programming are forthcoming.
- Social Host Training was conducted with all 30 chapters, 28 of which completed the training in its entirety with their president, risk manager, and social chair (or

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an equivalent officer). This training engages students in discussions about liability, harm reduction, and bystander intervention.

- A number of students participated in alcohol-related training programs. Specifically, 391 second- year students completed TIPS, 30 students completed the Alcohol Skills Training Program, and 90 student leaders participated in the revised social host training each semester.
- Led Hazing Prevention Week programming and the #HawksAgainstHazing awareness campaign in the spring semester. This included multiple “doses” of hazing prevention including a re-release of President Simon’s hazing prevention statement by the three councils, a social media blast with details on how to report hazing, and a lunch discussion regarding alternatives to hazing attended by leadership from several chapters.
- Efforts with the Hazing Prevention Coalition focused on communication to broader campus community and development of working-groups within the Coalition.
- Other strategies employed in partnership with the Hazing Prevention Coalition included the following: hazing prevention and awareness trainings for Gryphons, GEMs, and NMEs; development of infographics, inSTALLments, and other materials; hazing investigator training at Temple University; and participation in monthly coalition meetings.
- Developed and co-facilitated new member orientation sessions with all chapters. Curriculum included a review of history, campus resources, values identification, and case studies (e.g. hazing, alcohol, and sexual misconduct). Case study discussions highlighted medical amnesty, the anonymous hazing reporting form, and the Gender Violence Support Advocates Program.
- Greek Emerging Leaders (GEM) mentor training incorporated a number of sessions focusing on alcohol abuse and misuse, gender violence, and hazing prevention among others. The overarching framework for training focused on systems thinking and preparing the mentors to encourage future leaders to notice issues and empower them to take action.
- The bystander intervention model was incorporated into the following: new member orientation series, TIPS training, social host training, and hazing prevention workshop.
- Continuing their campaign efforts with It’s On Us, the Panhellenic and Interfraternity Council leadership co-sponsored a Consent Walk with Break the Silence in order to spread knowledge of the importance of consent. There were resources at the starting location and educational signs lining the route.
- Worked with seven fraternities across two weekends to pilot potential changes to registered events and social policy revisions, and attendance lists include a total of 2,882 signatures across all events. Students monitoring events and managing parties completed training in advance.
- Advised Interfraternity Council through an overhaul of their recruitment processes as a result of heavy use of alcohol as well as an influx of concerns. The new recruitment plan is shortened, utilizes greater expectation setting/sharing, promotes Lehigh After Dark alternative programming, and imposes more strict

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- accountability measures.
- Maintained partnership with Lehigh After Dark and an OFSA Assistant Director advises the LAD ambassadors.
- Infographics were developed to communicate safety tips around high risk times of the academic year. During Lehigh-Lafayette week, there was a series of infographics addressing respect, safe drinking practices, consent, and bystander intervention. Before students left for spring break, an infographic shared safety information regarding travel, alcohol consumption, and hookup culture. These were shared on the OFSA social media and blog.
- Offered four sessions across the Parent and Family Webinar Series to share information regarding the fraternity and sorority membership experience and discuss topics surrounding health and safety (e.g. alcohol education, hazing reporting, etc.). Approximately 70 parent and family members participated in the series live and others later reviewed recordings posted to the website.
- Communicated broadly with first-year men, unaffiliated upper-class men, and parents regarding unrecognized groups and concerns regarding health and safety of students should individuals associate with such groups.

Intended Outcome:

Continue to implement restorative practices into the operations of the office. Philosophically the restorative practices model complements the student conduct process really well. Through further trainings we can ensure that the Office of Student Conduct is using the RP models proactively and reactively. (OSC&CE)

Action Steps:

- Update UCOD and appeals board training to include restorative practices processes and language.
- Continue to utilize restorative practices within the conduct process (ex: as a sanction, or in lieu of a formal conduct process if applicable).

Assessment Plan:

- Give UCOD and appeals board members a short survey after training to assess learning specifically regarding restorative practices.
- Debrief UCOD hearings with members of the panel (faculty, staff, and students) and a member of the office to assess board members ability to use and comfort with restorative practices.
- Track number of facilitators and participants and amount of time spent utilizing the restorative practices model within the conduct process.

Progress To Date:

- UCOD training Power Point has been updated to reflect restorative practices conversation.
- No further action was taken on this but it will be incorporated into Fall Training for UCOD and appeals.

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Intended Outcome:

The Office of Student Support and Case Management Services will continue to broaden services on campus as part of the university's commitment to creating a healthy and safe campus environment. (SSCMS)

Action Steps:

- 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 collaborate with key departments (i.e., Lehigh University Police Department (LUPD), Dean of Students office (DoS), Academic Support (AS), Disabilities Support Services (DSS), office of Student Conduct and Community Expectations (SCCE), University Counseling and Psychological Services (UCPS), Gender Violence Education and Support (GVES), Title IX Coordinator, Health and Wellness Center (HWC), office of General Counsel (GC), Graduate Student Life (GSL), Residence Life (RL), Greek Life (GL), and Residential Services (RS))

Assessment Plan:

- SSCMS will intentionally consult and collaborate with emergency and support services on and off campus
- Collaboration with key departments will be tracked

Progress To Date:

- Participated in weekly incident debriefings with LUPD and follow up strategy meetings with DoS, SCCE, RL, and GL staff
- Fall semester conducted bi-weekly Case Management meetings with DoS, AS, and RL staff to identify, review, and intervene with SoC
- Fall semester conducted bi-weekly Section 3 Review meetings with Tutoring staff to identify and review students at risk for academic decline and potential SoC status that are in need of intervention
- Spring semester combined the Case Management and Section 3 Review meetings and met weekly
- Participated on over 300 consultations with UCPS, HWC, LUPD, SCCE, DSS, GSL, OISS/SA, GVES/Title IX, GC, and other staff, not including email communications
- Consultations (in person, phone, and email) with RL staff too numerous to track
- Participated in over 70 consultations with external professionals
- Provided over 40 consultations to faculty and academic departments regarding SoC, not including email communications
- Conducted 42 Health Reviews of SoC

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- Conducted over 300 Case Management meetings with students on Health Review and Conduct monitoring plans
- Conducted over 633 meetings with student, not including phone and email communications
- Provided over 500 consultations to staff, faculty, departments, professionals, and parents, not including email communications
- Provided consultation to DoS, SCCE, and GC regrading interim suspension acts
- Provided after hours consultation to DoS, LUPD, and RL staff regarding SoC
- Provided consultation on all ISOS cases for SoC studying abroad

Student Affairs Foundational Principle 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 and leaders at Lehigh and in their personal and professional lives after graduation.

Immediate Outcomes (a/y 2016-17)

Intended Outcome:

The Center for Academic Success will seek to increase use and access of services to populations of students who traditionally underutilize services (CAS).

Action Steps:

- Use data from past academic years to determine which cohorts are typically underutilizing the CAS.
- Conduct focus groups with students from these cohorts to attempt to discern what barriers exist for use.
- Develop and execute specific marketing strategy to encourage use amongst identified cohorts.
- Review usage data to determine effectiveness.

Assessment Plan:

- Review data from previous academic years to identify groups that may underutilize the CAS.
- Analyze qualitative data from focus groups.
- Review usage data from Fall 2016 and Spring 2017 to determine impact of new marketing strategy.

Progress To Date:

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- Conducted focus groups and held individual interviews with students who have not been tutoring users to gauge experience
- Met with faculty from CBE to discuss how they share tutoring information and their perception of student needs.
- Discussed perceptions of and access to tutoring with Interim Director of Office of Multicultural Affairs
- Improved training of tutors by developing and offering professional development for intercultural communication and providing universally accessible tutoring to improve tutoring for individuals with disabilities.
- Improved outreach through direct emails to at risk populations
- Improved outreach through presentations in classrooms and for student groups such as LUSI and FIRST.
- Usage data has not been reviewed yet.

Intended Outcome:

The Center for Academic Success will enhance the quality of tutoring services by obtaining international certification from the College Reading and Learning Association (CRLA) for the tutoring program. (CAS)

Action Steps:

- Review requirements for a CRLA certified training program.
- Reach out to peer institutions to learn more about their experience with training and CRLA.
- Develop a training curriculum to submit for certification including collaboration with other DOS and campus wide offices for potential training.
- Develop CRLA compliant tracking system for training.
- Identify new pay structure for tutors linking compensation to development.
- Gather documentation for application
- Submit curriculum and application to the CRLA Level 1 certification.
- Market certification to tutors to encourage by in and participation.
- Begin process of certifying tutors.

Assessment Plan:

- Gauge acceptance of application and approval for certification
- Discussions and surveys with tutors

Progress To Date:

- Reached out to other institutions including Bucknell, Muhlenberg, University of Pennsylvania, NCC and surveyed the training programs available at other peer and aspirational peer institutions
- Researched requirements for application.

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- Developed a comprehensive 11 topic tutor training curriculum that is mission driven and adheres to the requirements for CRLA Level 1 certification.
- Collaborated with campus partners such as Greg Skutches and Disability Services to develop additional trainings beyond my expertise.
- Piloted a number of trainings throughout the academic year.
- Developed a training syllabus in alignment with the CRLA certification requirements.
- Developed new assessment instruments to determine training outcome, tutor development and student satisfaction.
- Submitted the application which is pending approval.

Intended Outcome:

The Office of Disability Support Services will expand our coaching model to new Graduate Assistant and Director of Center for Academic Success. (DSS)

Action Steps:

- Hire new Graduate Assistant to coach students with LD/ADHD
- Develop training session to train new GA and Director for Academic Success
- Supervise GA and oversee coaching of these individuals
- Introduce GA and Director to character strengths which will enhance their coaching outcomes

Assessment Plan:

- Track contact hours for GA and measure student success through GPA

Progress To Date:

- During Fall 2016, GA meet with 22 students on a weekly basis (158 Coaching sessions)
- Mean GPA was 3.19/ Median GPA was 3.3/ Mode GPA was 3.6
- Nine students attended Dean's list (40.9% of participants)
- Spring 2017, GA meet with 21 students. Fifteen of those students meet with her continuously on a weekly basis throughout the semester.

Intended Outcome:

This is a unique year for the Office of Gender Violence Education and Support because GVES is a single full time staff person office and the director will be out on leave for the majority of the fall 2016 semester. GVES will continue to serve as a resource and support for our students, as well as maintain our educational trainings, programs, and events. GVES will strive to ensure that the director's leave has minimal impact on the office's visibility on campus and its impact on students. (GVES)

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Action Steps:

- Dana Gallant, the graduate assistant for GVES, will assist with Break the Silence recruitment, selection, and training, as well as, BTS meetings, program requests, 5x10 programs, and events
- Sara Edwards will be doing her Widener University PhD practicum with GVES for the fall 2016 semester in order to help Dana with programs and events
- As part of his collateral assignment, Ethan Fields, will assist with Advocate meetings and professional development
- Katherine Lavinder, as well as campus partners Chief Shupp and Karen Salvemini will assist with gender violence reporting and response
- Some key events have been moved, most notably Take Back the Night has been moved from the fall to the spring semester for the 2016-2017 year
- Harassment/gender violence trainings facilitated by the director have been delayed until after her return in October
- GVES will be utilizing our community partner Crime Victims Council of the Lehigh Valley to facilitate additional programs and events

Assessment Plan:

- GVES will track this year's numbers and compare them to previous years in order to ascertain if we were able to maintain or grow, as well as meet student needs this year despite the director's leave

Progress To Date:

- 10 new BTS members were selected and trained during the fall 2016 semester.
- GVES offered 10 5x10 programs in the fall including: 5 "Ask A Sexpert", LGBT Gender Violence, Gender Violence Bystander Intervention, 2 Popcorn and Porn presentations on consent and LGB identities, and speaker Ludy Green on global violence against women.
- GVES collaborated with EOCC on speaker Scott Lewis who addressed alcohol and consent, as well as LAD on Sex After Dark and speaker Laci Green.
- Crime Victims Council of the Lehigh Valley facilitated 2 fall programs. One on drug and alcohol facilitated sexual assault and another on rape culture.
- Take Back the Night was moved to April 2017 and was part of national Sexual Assault Awareness month along with other events including the It's On Us Consent Walk, 10 Points of Light, and a BTS/Phi Kappa Theta co-facilitated workshop on gender violence in Greek life and masculinity. While the attendance was lower than usual about 100 students attended and more students spoke out during the speak out portion.
- The bi-annual Athletics trainings were delayed to the late fall and spring semesters. 23 out of 23 varsity athletic teams were trained during the 2016-2017 year for a total of 529 out of 609 varsity student athletes or 87%. 27 out of 29 club sport teams were trained during the 2016-2017 year for a total of 266 out of 485 club sport student athletes (744 total but 259 1st years excused) or 55%. The trainings were assessed using a pre and post test and the data is currently being

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analyzed. The varsity athletic coaches were also trained so that they can help to reinforce prevention messages with their teams and a resource guide for coaches is currently in development. The director of GVES is working with the Athletics SARD committee and ran focus groups with varsity athletic teams during the spring 2017 semester to continue to improve this training and gender violence prevention, response, and support among student athletes.

- Fall contacts: 1 sexual harassment, 1 stalking, 4 intimate partner abuse, 8 sexual assault, and 4 other/not specified. Spring contacts: 1 sexual harassment, 7 intimate partner abuse, 8 sexual assault, and 6 other/not specified. As of May 12, 2017 a total of 40 contacts for the 2016-17 year.
- The director was present for Gryphon training, International Orientation, OL training, Graduate Student Orientation, Orientation, and Campus Resource Tour.
- Advocates continued to meet monthly throughout the year for professional development and debrief. GVES partnered with Alyssa Boer from the Counseling Center to include elements of self-care in their monthly meetings.
- GVES/BTS had 16 program requests during the 2017-17 year for the following organizations: ROTC, Farrington Square, AEPi, Upper Cents, Phi Kappa Theta, Phi Sigma Kappa, Alpha Chi Omega, Alpha Phi, Alpha Gamma Delta, Sayre, Chi Psi, Psi U, Sigma Phi Epsilon, and ZTA.\

Intended Outcome:

The Office of Academic Transitions will strengthen and maintain its capacity to offer early intervention and advising services as a means to support students' success. (OAT)

Action Steps:

- Document the operations of Student-Athlete Academic Services and fully understand and communicate the breadth of support provided to our student-athlete population.
- Benchmark academic support programs for insight regarding how we can more effectively facilitate the success of our identified student populations.
- 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.
- Continue to work with academic advisors on issues related to student transition and retention, support resources, as well as avenues for strengthening the advisor/advisee relationship.

Assessment Plan:

- Consistent evaluations to determine the effectiveness of and student satisfaction with our outreach and overall experience with our office.
- Track the utilization of our services to include 1:1 meetings and program attendance and participation.

Progress To Date:

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- Continued running accountability groups for programs for Spring 2017, thus providing an opportunity for student-athletes to strengthen their academic skills in a peer and team setting.
- Increased the visibility and resources of Student-Athlete Academic Services through increased attendance and participation in Head Coaches Meetings.
- Created a team/program evaluation process wherein coaches and staff worked together to identify students' academic needs and strategies for improving individual and overall team academic performance.
- Launched a workshop series for Spring 2017 entitled "Motivation Mondays for Academic Success." Specific topics included Ask an Expert [drop-in hours for consultation on time management and study skill techniques]; Preparing for 4 o'clocks [assist students in developing a study plan for exams]; and Finishing the Semester Strong [encourage students to revisit goals and make necessary adjustments to improve performance for the remainder of the semester].
- Outreached to and met with 159 students (617 meetings in total) over the course of the spring semester to address academic concerns and make appropriate support resource referrals.
- Working with the Offices of International Affairs and Multicultural Affairs in efforts to provide international experiences for Lehigh University Summer Scholars Institute (LUSSI) students.

Intended Outcome:

The Office of Academic Transitions will more accurately identify and outreach to student populations that may experience challenges in their success at Lehigh. (OAT)

Action Steps:

- Develop a rubric to evaluate the extent to which students are playing an active role in their academic success and utilization of resources; use this rubric to determine the level of support that will meet students' needs.
- Work with the Provost and Institutional Research Offices to develop a data-driven approach to identify students for targeted support and outreach.

Assessment Plan:

- Consistent program evaluations to determine the effectiveness of and student satisfaction with our outreach and overall experience with our office.

Progress To Date:

- Participated in initial meetings to discuss a data-driven approach to identify students for targeted support and outreach.

Intended Outcome:

The Office of Residence Life will create a residential master plan that will explore the implications of creating a residential college system to increase student sense of belonging in

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their community. The master plan will include incremental steps beginning in 2016 and will conclude in 2026. (ORL)

- A residential college is ideally characterized by faculty and students living, studying, and socializing under the same roof. At the Cambridge Universities, residential colleges were unique learning communities within the larger university community, helping to forge strong bonds of scholarship and friendship among their members. The residential experience is intended to create a strong sense of community, collaboration and mutual respect, and to support individual initiative and personal growth. Students who are members of a residential college feel a greater sense of pride in their institution which leads to a consistent residential experience with opportunities for all.

Action Steps:

- Explore the expansion of community options both thematic and mixed-year
- Create LLCs using high impact practices
- Expand faculty partnerships
- Garner student buy-in (marketing)
- Assess efficacy of student-led communities
- Create a specific residential college strategic plan
- Explore the implications of creating inclusive housing options using compliance standards

Assessment Plan:

- focus groups, fall/spring community evaluations, statistics from applications
- utilize high-impact practices rubric to determine congruence with LLCs
- increase number of faculty involved with thematic communities
- end of year, marketing statistics, housing apps
- themed community survey, application numbers
- benchmarking studies
- expansion of inclusive bathroom options beyond currently offered structure

Progress To Date:

- Expanded theme housing from only Dravo and Warren Square to all buildings except Farrington Square
 - In every building with a theme community there was a 50% decrease in incident reports in the first six weeks of the semester
- Increased faculty partnerships in the area of Themed Housing Communities, by having 12 faculty themed community advisors when there were previously 2.
 - Over half of the themed community advisors in 2016-2017 are full-time Lehigh faculty.
 - 62% of respondents agree that living in a theme community provided more access to faculty
- Student Buy-In
 - 52.6% of theme residents feel a sense of belonging compared to 38.6% of non-themed

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- 54% of theme residents reported a higher positive contribution to learning compared to 37% of non-themed
- Alcohol
 - 49% of themed residents do not drink alcohol versus 23% of non-themed residents
 - Theme residents also drink at a lower frequency and number of drinks per event
- Interim Associate Dean and Director of Residence Life, Associate Director of Residence Life and four Assistant Directors of Residence Life attended the Residential College Symposium at Vanderbilt University in October 27, 2016 to October 29, 2016.
- A Residential Environment Working Group was created within the Office of Residence Life to assess the current physical residential environments on campus and proposing improvements to the current residential spaces aimed at making them feel more like a community in February 2017.
 - Create crests for each residence hall
 - Print banners for each residence hall which will display its crest
 - Expand Hall Wars
 - Each resident will receive a shirt with their hall crest on it
 - Steel beams will be placed outside of each residence hall and residents will decorate them each year.
- Increased mixed class year housing options from one to five residence halls.
- 50% decrease in the number of conduct cases in areas where there previously were not themed housing communities.
- In 2016, overall, there is the lowest number of conduct cases in five years due to the spreading out of themed housing communities.- Data from the first six weeks of the semester
- Fall 2016 Community Evaluation Data
 - 73% of students strongly agree or agree that they feel a sense of belonging in their residential community.
 - 89% of students strongly agree or agree that their Gryphon has worked to create a welcoming and inclusive community where each member treats one another with mutual respect.
 - 70% of students strongly agree or agree that their Gryphon gave me the ability to engage in productive dialogue with Lehigh faculty and staff members during community events.
- Fall 2016 Mixed Class Year Assessment Data
 - 5% increase in students sense of belonging in mixed class year residence halls compared to first year and upper class exclusive residence halls.
 - 3% increase in students' ease of relating to each other in mixed class year residence halls compared to first year and upper class exclusive residence halls.
 - 3% increase in students reporting that their residential community values connection and collaboration through building relationships.

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- In mixed class year communities, 40% of first year students state that upper class students serve as resources in their communities.
- Fall 2016 Themed Community Evaluation Data (survey pool: first year and upperclassmen residents who reside within themed communities)
 - Of students surveyed, 84% of themed community residents felt a strong sense of belonging to their community
 - Of students surveyed, 62% agree that living in a themed community provided more access to Lehigh faculty
 - Of students surveyed, 60% can articulate advantages they gained from living in a diverse environment
- Inclusive Housing Options
 - Gender inclusive Housing will be offered in Farrington Square in the 2017-2018 academic year.
- First Generation (mixed year) community was proposed and accepted to launch in the 2017-2018 academic year.

Intended Outcome:

The office of Student Support and Case Management Services recognizes the importance of connecting students in distress to appropriate support services to facilitate their growth in navigating difficult life transitions and will continue to create monitoring procedures and educational training on detecting and supporting students at risk and facilitating referral for assistance. (SSCMS)

Action Steps:

- The SSCMS Director will participate in 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

Progress To Date:

- Incorporation of Section 3 monitoring and follow up into case management process identifying potential SoC for early intervention via academic decline pattern
- Increased Faculty consultation and collaboration efforts with HR and SoC students providing over 40 consultation meetings/calls, not including email referral and follow up communication
- Provided outreach programming to Faculty and TAs in College of Arts & Sciences regarding signs, referral, and intervention options for SoC
- Collaborated with GVES/Title IX to increase academic and other support services offered to students reporting gender violence and/or other harassment

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- Collaborating with OISS and SA offices to monitor academic and behavioral concerns, as well as mental and physical health concerns of students prior to and during student trips abroad to increase retention and success
- Provided over 120 consultation contacts (not including email) to parents and emergency contacts on SoC and academic risk cases
- Served on the Assistant Dean for DSS search committee
- Serve as a member of the ICAG advisory group for students abroad (both USA students abroad and International students in USA)
- Provided over 12 outreach programs to students, faculty, staff, and parents

Student Affairs Foundational Principle 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 2016-17)

Intended Outcome:

Through a yearlong review of the Dean of Students structures and operating procedures, staff will be able to participate in a variety of professional development experiences and contribute their authentic selves to building a culture of care among the Dean of Students functional area. (A, SLC & SD)

Action Steps:

- Engage professional development committee in the organization of a yearlong series on supervision
- 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 the frequency, structure and foci of the various professional development opportunities to align with staff desires and needs
- Restructure and reorganize the DOS weekly meetings enhancing efficiency and balancing communication of information and culture of care building
- Ensure multiple learning styles are considered when structuring professional development opportunities

Assessment Plan:

- A sub-set of the PD committee revised the assessment/evaluation for the Assessment Symposium and utilized Baseline to gather responses. Unfortunately

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only about half the attendees provided feedback, highlights of which can be found below:

- Only 49 respondents completed the survey
- 2/3 of the respondents felt the length of the symposium was “just right”
- 100% of respondents indicated that based on symposium objectives, their expectations for the day were met.
- 95% AGREED or STRONGLY AGREED that the symposium provided insight and knowledge regarding national and Lehigh trends on student engagement.
- 92% AGREED or STRONGLY AGREED that the symposium provided information on results and conclusions from division and departmental assessments.
- 81% AGREED or STRONGLY AGREED that the symposium gave me ideas on ways to do my job better.
- 77% AGREED or STRONGLY AGREED that the symposium gave me ideas I will share with my colleagues.
- 62% indicated they would like to present in the future

Progress To Date:

- The professional development committee (PDC) had 8 meetings over the course of the year and coordinated the execution of 4 staff facilitated professional development sessions (Jess Manno: Original Thinkers, Aarsenio Perry: Emotional Intelligence, Carter Gilbert: Gamification, The DOS MBTI Collective: MBTI and Supervision)
- The PDC assisted with the execution of the annual Student Affairs Assessment Symposium by serving as resources for presenters, logistics and technology set-up, and overall ambassadors for the event, day of.
 - 102 Staff, faculty and students RSVPed for the Symposium.
 - 40 of those were DOS/SA staff members
 - 50 were staff or administrators
 - 4 were off campus partners or colleagues
 - 8 were students
- The Assessment Symposium grew from fourteen presentations in 2015 to 18 presentations in 2016. Also increasing in duration going from 3.5 hours to 7 hours, including a Student Affairs sponsored networking luncheon.
- Assessment Insights were highlighted at the Assessment Symposium in 2016 taking the place of the poster submissions from 2015.
- Program booklet and presentations were made available on the Assessment Symposium this year for participants, or interested external visitors to download.
- The Director of Assessment, Student Life Curriculum, & Staff Development attended the NASPA conference and gathering information about the revised professional competencies and began working in Baseline to create rubrics for self-evaluation for these competencies in support of rolling out modified PD guides in fall 2017.

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- Staff meetings were restructured to include time for determining collaborations and scheduled open collaboration time.
- Staff members surveyed in October to gather feedback related to the new DOS weekly meeting structure, from which small groups were terminated and collaborative connections were more loosely structured.
- Staff meetings agendas intentionally incorporated the Visions Inc model of checking in and checking out as well as revisiting the feeling wheel throughout the year to support the goal of creating a culture of care and trust that emerged from the August retreat.

Intended Outcome:

The Center for Academic Success will attempt to make better use of resources by exploring and identifying technology that could streamline the process of tutor assignment and drastically decrease the number of hours spent serving the hundreds of requests every semester. (CAS)

Action Steps:

- Contact learning centers at other institutions to determine their experience utilizing management software.
- Consult with LTS regarding our technology needs to seek recommendations.
- Conduct a thorough investigation and request demos of programs on the market to see which might fit the needs of the CAS.

Assessment Plan:

- Demo potential programs to see if they fit the needs of the CAS.

Progress To Date:

- Contacted a number of institutions to determine their software preferences and to discuss the compatibility of these programs with our tutoring services.
- Explored a number of software options.
- Currently exploring the feasibility of adopting the software program Bucknell created for our needs.

Intended Outcome:

The Community Service Office will develop distinct programs, special events, and unique storytelling campaigns to recount the history, milestones, and deep impact the office has had on Lehigh students and the South Bethlehem and Lehigh Valley communities in celebration of its 20th anniversary. (CSO)

Action Steps:

- CSO Staff will collaborate with University Communications and Public Affairs to create a series of videos which highlight the impact of the CSO through the lived experiences of various stakeholders (i.e. student staff alumni, community partners, homework club kids, parents, etc.)

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- The CSO will partner with the Global Citizenship program, focusing one of the capstone projects on researching and depicting the historical impact of the CSO in South Bethlehem
- The CSO will transform the annual Volunteer Recognition Banquet into a special 20th anniversary celebration in April
- The CSO will utilize gallery space on campus to visually represent the history and mutual impact of the community and the office, also incorporating an interactive component of a new piece of art to represent the future of the CSO.
- The CSO will be a highlighted feature of the CCE's Community-Engaged Learning and Research Symposium in April 2017.
- The CSO will establish a committee of staff, faculty, students, and other key partners to design and implement additional celebratory experiences in honor of this milestone anniversary.
- The CSO will create a social media campaign highlighting the evolution of the CSO's original, flagship programs (Spooktacular, Spring Fling, SERVE, Volunteer Experience, and The Great South Side Sale) and their impact on the community, including a unique hashtag tying together the story.
- The CSO will launch a "Where are they now?" storytelling series sharing the pathways and successes of Homework Club kids over the years.

Assessment Plan:

- None

Progress To Date:

- The Community Service Office, in partnership with the Center for Community Engagement, was highlighted as a key partner in the Teaching and Learning Symposium.
- Community-Engaged portion of the Teaching and Learning Symposium was scheduled on the same day at the CSO's Volunteer Recognition Banquet in order to leverage and highlight 20 years of intentional partnership with South Bethlehem.
- Community Service Office social media highlighted programs and partnerships with South Bethlehem community.
- CSO Director met with University Communications and Public Affairs to outline series of videos, which will highlight the impact of the CSO through the lived experiences of various stakeholders (i.e. student staff alumni, community partners, homework club kids, parents, etc.). Plan was put on hold due to sudden staffing shift within the CSO. To be continued in fall 2017.
- The May 2017 Lehigh University Board of Trustees meeting will be focused on community engagement. As a result the CSO Director will have an opportunity to share highlights regarding the deep impact the office has had on Lehigh students and the South Bethlehem and Lehigh Valley communities in celebration of its 20th anniversary.

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Intended Outcome:

The Office of First-Year Experience will examine and clarify programmatic learning outcomes and assessment efforts to ensure outcomes and impact are measured. (OFYE)

- Utilizing Schlossberg's Transition Theory, we understand the importance of steps young adults must take to work on and transition into what they need. Assessing the impact of programs and services will allow us to measure our success in transitioning students to the Lehigh community.

Action Steps:

- Develop one document with major programmatic outcomes, their alignment with bLUeprint, and how outcomes are assessed
- Review all OFYE assessments
- Update questions on various assessments as necessary to align with learning outcomes
- Research and change method of assessing parent and family orientation to increase return rate
- Utilize current assessment and focus group data to change January admit and Transfer Orientation
- Develop assessment insights for major programs and services

Assessment Plan:

- Document with outcomes created and shared with important stakeholders
- Identify key learning from insights and share results with campus partners

Progress To Date:

- Created template for organizing learning outcomes by program
- Evaluated data from the 5x10, First-Year Experience, Camp Hawk, fall and spring preLUision, 5x10 Symposium, and Orientation assessments in order to create programmatic insights
- Updated questions on the First-Year Feedback assessment to align with learning outcomes
- Updated questions on the Camp Hawk participant assessment to include questions relating to bLUeprint
- Added the Parent/Family assessment to Guidebook
- Created an assessment for January Admits Orientation and their first-semester experience

Intended Outcome:

The Office of Residence Life will re-envision an office and staff structure that allows us to be intentional with students and forward thinking within the field of Higher Education. (ORL)

- Residence Life currently utilizes a Gryphon, Head Gryphon, entry-level Assistant Director, Associate Director, and Director staffing plan. With FLSA rules and philosophical changes to our program, an overall staffing examination will take place to determine the most effective structure for the future.

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Action Steps:

- Implement s professional development plan
- Implement new committee structure
- Reevaluate RHA 's purpose and validity at Lehigh
- Develop staffing plan for ORL (ADs, Grads/HGs, Gryphons) with a definitive timeline for implementation

Assessment Plan:

- GPS, Self-assessment of professional outcomes
- Assessment committee, committee end of year report
- RHA evaluation
- Benchmarking, Graduate Applicants pool, Marketing/Branding stats, end of year survey about ADs/Gryphons

Progress To Date:

- The Office of Residence Life launched seven committees within its office structure which was chaired and filled by Assistant Directors of Residence Life, Graduate Assistants, and Head Gryphons. Head Gryphons sit on Office of Residence Life committees. These committees include
 - Training & Development Committee
 - Recruitment & Selection Committee
 - Gryphon Conference Committee
 - Social Committee
 - Gryphon Mentor Program Committee
 - Residence Hall Association
 - Diversity & Social Justice Committee
- The Office of Residence Life launched thirteen working groups within its office structure including:
 - Winter break duty
 - Curriculum review and integrate themes into curriculum
 - T&D Sessions/philosophy
 - Committee Assignments and Philosophy
 - HG-Revamp
 - Room Inspections
 - Residence Hall Association and Residence Hall Council
 - Residential Environment
 - Supply Purchasing
 - Duty Breakdown
 - Budgets
 - Summer Gryphoning
 - Restructure GA responsibilities
- ORL Social Media Campaigns
 - ORL Instagram has 420 followers
 - ORL Facebook has 790 "likes" and 774 followers

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- ORL Twitter has 569 followers
- RHA Purpose
 - Added advocacy chairs on each RHC which are charged with holding Town Hall meetings in the residence halls and voicing student concerns.
 - Collaborated with Sustainability to bring on the Eco Reps as elected members of the Residence Hall Councils and an Eco Rep Coordinator for the RHA Executive Board.
 - Electing RHCs for mixed-year and upper class buildings at the end of the semester.
 - Strategically planning out programming (i.e. Dear World)
 - Benchmarked against other institutions.

Intended Outcome:

Continue to grow the applicant pool for UCOD and the appeals board. By growing the applicant pool it's likely that the members will be more diverse, and the office can be more selective about who is chosen to serve. (OSC&CE)

Action Steps:

- Define a timeline for recruiting applicants.
- Determine most appropriate places to advertise on campus.
- Meet with other existing student clubs and academic groups to help advertise.

Assessment Plan:

- Count the number of applications received during the 2016-2017 AY and compare to number of applications received in recent past years.

Progress To Date:

- Due to case load this goal was pushed to 2017-2018

Intended Outcome:

Create an operations manual using Confluence, a website that several Lehigh offices are utilizing to compile documents. (OSC&CE)

Action Steps:

- Communicate with other departments to see how they are using Confluence.
- Develop operations manual.

Assessment Plan:

- Assessment Insights for Base Camp, Greek EMerging Leaders program, and Frat Stars & Mean Girls can be found [here](#).
- Completed the design of a High Performance Development assessment and piloted its use with Head Coaches at the conclusion of every sport season

Progress To Date:

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- SAM/SAC/SALSC co-captains write “Transition Guides” at end of Fall Semester to help prepare new co-captains
 - All SAC members wrote “Transition Guides” for incoming SAC members.
 - SAC/SAM co-captains wrote transition guides for incoming co-captains.
- Social Media and Marketing Team utilized hootsuite to set up routine postings – particularly highlights of campus leaders and daily leadership quotes.
- Worked with Fusion all year to explore possible name changes, logo options, and info graphics. Completed final stages of work with them in May 2017.
- Two academic interns in athletics leadership development completed a three minute High Performance video that highlights the story and leadership of Mike Caruso and current student-athletes
- Produced 19 Dear First Year Me entries on lehighsports.com and social media

Intended Outcome:

The Office of Student Leadership Development will evaluate and implement processes to maximize relevance and sustainability. (OSLD)

Action Steps:

- Assessment
 - Utilize the Multi-Institutional Study of Leadership (MSL) to inform decision-making
 - Analyze, synthesize, and provide insights to key campus partners regarding functionally-relevant data from the MSL
 - Identify and/or revise/refine assessment measures for existing programs; Utilize data to inform decision-making
 - Begin to develop a strategic assessment plan for leadership development efforts (Education, Engagement, Consulting)
 - Create Assessment Insights for each program
 - Implement team consulting needs assessment and updated program review template as evaluation tools to be used with coaches
 - Develop 5 Pillars Self-Assessment based on overarching learning outcomes and goals of Athletics Leadership Development efforts
- Efficient and Effective Operational Practices
 - Create data collection repositories that provide accessible and readable information
 - Create and adhere to routines and rituals to effectively manage time Determine routines and rituals that apply to everyone to determine where there is flexibility for individual learning/work styles
 - Re-allocate space in offices and Student-Athlete Lounge for more efficient and effective use
 - SAM/SAC/SALSC co-captains write “Transition Guides” at end of Fall Semester to help prepare new co-captains
- Marketing and Storytelling

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- Increase the visibility of the social media and marketing team
- Utilize hootsuite to streamline our use of social media
- Create a strategic communication plan
 - Identify audiences
 - Identify opportunities
- Streamline messaging for Greek Leadership initiatives, to provide consistency and clarity in partnership between OSLD and OFSA
- Create and disseminate clear and compelling marketing regarding purpose and availability of Leadership Consultants for campus stakeholders
- Re-brand Athletics Leadership Development programs
 - Name
 - Logo
 - Revise one sheet, website, gear
- Re-imagine Athletics Leadership Development webpage
- Create compelling videos that tell our leadership story
- Continue “Dear First-Year Me” Series
- Work with athletics and university media/communications to promote stories and increase reach

Assessment Plan:

- Assessment Insights for Base Camp, Greek EMerging Leaders program, and Frat Stars & Mean Girls can be found [here](#).
- Completed the design of a High Performance Development assessment and piloted its use with Head Coaches at the conclusion of every sport season

Progress To Date:

- SAM/SAC/SALSC co-captains write “Transition Guides” at end of Fall Semester to help prepare new co-captains
 - All SAC members wrote “Transition Guides” for incoming SAC members.
 - SAC/SAM co-captains wrote transition guides for incoming co-captains.
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- Two academic interns in athletics leadership development completed a three minute High Performance video that highlights the story and leadership of Mike Caruso and current student-athletes
- Produced 19 Dear First Year Me entries on lehighsports.com and social media

Intended Outcome:

As we prepare for a renovation and new addition to the University Center, Student Center Facilities will continue our efforts to create inviting, welcoming, and service focused spaces for students to gather, connect and study. (SCF)

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Action Steps:

- Create an enhanced destination space in Grace Lounge Student Dining area.
- Continue to foster and build community through the intentional use of Lehigh imagery and symbolism in our spaces.
- Integrate new technology in public spaces and meeting rooms.
- Encourage student groups to utilize more sustainable advertising Digital Information Boards

Assessment Plan:

- Monitor and track space usage.
- Assess equipment usage in spaces to guide areas to prioritize.
- Create opportunities for input from students and Lehigh community members

Progress To Date:

- Space Usage 2016-2017 U.C. and SCF Outdoor Spaces Monthly Summary
 - July # of Occurrences 105; total hours 285; total estimated attendance 2,711
 - August # of Occurrences 278; total hours 983; total estimated attendance 25,710
 - September # of Occurrences 468; total hours 933; total estimated attendance 32,204
 - October # of Occurrences 526; total hours 1,618; total estimated attendance 14,758
 - November # of Occurrences 504; total hours 1191; total estimated attendance 17,424
 - December # of Occurrences 246; total hours 738; total estimated attendance 6,852
 - January # of Occurrences 254; total hours 671; total estimated attendance 4,683
 - February # of Occurrences 483; total hours 1,314; total estimated attendance 8,838
 - March # of Occurrences 497; total hours 1,435; total estimated attendance 9,280
 - April # of Occurrences 706; total hours 2,120; total estimated attendance 31,059
- Throughout the fall worked with Facilities, Shepley Bulfinch Architectures and subcontracts to prepare a strategic Lehigh program plan to transform the University Center. Our focus throughout the fall was to gather all of the outside contractors needed to make informed decisions for Facilities to prepare to present the project to the Board of Trustees at the May 2017 meeting. A small cohort of current staff and students were brought together to engage in brainstorming an idea sharing to present a plan which will be a source of pride for our alumni and inspiration for perspective students and their families.

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- Student groups consisted of 63 groups invited to send a representative to one of two focus groups with 30 student representatives attending.
 - U.C. staff members 21 were invited with 15 in attendance.
- Digital Information Board Postings: August 2016 – April 2017 increased slightly over previous years. During the summer, a strategic plan will be developed for the next academic year.
- 25Live Campus-wide Updated Reservation Implementation:
As part of the 25Live web based implementation team, we hosted 25Live Approver and Technical training for several days. Based on the training outcome, a small group of us worked behind the scenes creating best practice Functional Security groups, cleaning up over 800 space settings and several 1000 organizations, renaming all components to be consistent across the board, developing a Approver Testing Checklist, and User Guide. Organized learning labs for Approvers to test in both Test version and Production throughout the spring semester. Worked with stakeholders from LTS, Budget, Controller's Office, Enterprise Systems, General Counsel, and Purchasing to advocate moving from Lehigh hosted to CollegeNet Cloud hosting and the budget to support the move out of LTS sole funding for yearly maintenance and licensing fee. Acting as the liaison between Lehigh and CollegeNet throughout the question and answer phase of contract negotiation.

Intended Outcome:

The Office of Student Support and Case Management Services will continue to broaden scope and reach of services within the Dean of Students Office, the Student Affairs Division and the broader Lehigh community. (SSCMS)

Action Steps:

- The SSCMS Director will consult across the division and university service areas to identify potential areas of consultation and collaboration
- 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
- The SSCMS Director's professional development will be tracked
- SSCMS will engage in best practices

Progress To Date:

- The SSCMS Director maintained active credentials as a Licensed Psychologist and National Register of Health Service Psychologists
- The SSCMS Director maintained active professional membership in the American Psychological Association (APA), the Association of Women in Psychology (AWP), the Pennsylvania Psychological Association (PPA), the Lehigh Valley

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Psychological and Counseling Association (LVPCA), the Higher Education Case Management Association (HECMA), and the National of Behavioral Incident Team Association (NaBITA)

- The SSCMS actively reviewed list serves of above professional organizations
- The SSCMS Director attended the NaBITA Conference and pre-conference training on assessing violence toward others
- The SSCMS Director attended regional HECMA meetings
- The SSCMS Director participated in multiple webinars, training programs, in addition to conferences for a total of over 128 hours of training received
- The SSCMS Director provided over 25 hours of training programming, planning time not included

Student Affairs Foundational Principle 5: A Laboratory for Student Learning and Leadership

We offer opportunities for intentional student learning that span and connect students' multiple experiences and identities. Utilizing the *Five Foundations for Student Success*, we affirm that learning happens everywhere and meaning is co-constructed within our campus environment. We challenge students to take calculated risks, try new things and develop their personal leadership style. 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 2016-17)

Intended Outcome:

As a result of enhanced marketing and intentional outreach, undergraduate students, will be able to articulate the 5 Foundations of Student Success and the Learning Cycle, and apply these bLUeprint tenants to personal experiences. (A, SLC & SD)

Action Steps:

- Re-engage the overarching bLUeprint committee to explore future directions, integration and connections for bLUeprint throughout the co-curricular experience
- Launch the Sophomore Escape (a part of the Great Pocono Escape) to engage 2nd year students around Identity Development and Inclusive Leadership, with a particular focus on residential students in mixed year communities.
- Target marketing of the Learning Cycle to second year students, and provide them with regular communication about sophomore specific topics
- Promote use of the online bLUeprint interface for creation of electronic bLUeprints.
- Coordinate a new way to infuse the act of “bLUeprinting” into the first and second year experiences in appropriate and meaningful ways

Assessment Plan:

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- An attempt to conduct focus groups with 30 seniors was revisited by the Assessment sub-committee for bLUeprint implementation. Only 5 seniors participated. A broad overview of their responses is below:
 - The overall group of students agreed that the professional growth & success seemed to be prevalent and integrated into the curriculum of the College of Business and Economics, but was lacking or non-existent in the other 2 colleges.
 - The group all felt that now looking back on their 4 years, Lehigh offers great events (related to creative curiosity and collaborative connections), but very rarely do students take advantage of those in their first two years, and they regretted not being more engaged. They were also uncertain as to what would cause underclassmen to heed their advice.
 - Students were in agreement that participating in class, clubs, and other activities outside of class helped them to realize more about themselves, their preferences and thus their identity development. They also commented that this realization came over several years, not at one particular moment.
 - Students were able to identify opportunities for leadership they had been exposed to. With regard to the overall idea behind inclusive leadership, they commented that it is just about being in charge. They focused on guiding others and bringing people together who share similar values to better the community.
- A post-program assessment & evaluation as created and executing with the Sophomore Escape participants. Salient results can be found below:
 - As a result of small mentor groups (6:1) and team building activities participants indicated strong levels of connection to the following:
 - 86% to at least 1 other person
 - 71% with their small group
 - 57% with their mentor
 - Students came in with diverse and varying levels of their understanding of emotional intelligence. When asked what they learned about themselves as a result of engaging in the EI inventory, discussion and small group activities students said:
 - “I learned that even though I am confident on the outside I am sometimes insecure or unsure of my own emotions.”
 - “I learned that I am not the type of leader who is at the front of the pack but I instead like to look at the actions of others and respond in an appropriate way.”
 - “I learned that it is important to be sensitive to others emotions and feelings. What they feel and think could affect you in a way that you may not experience if you're not open to others' emotions.”
 - “It was interesting to read what the inventory said about myself because it put things that I knew about myself into words, and I liked that many of us said that one of our worst capacities was developing relationships because it showed why we went on this

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- trip because we knew we had to work on that and I think a lot of us did.”
- 77% of participants agreed they were aware of privileges THEY & OTHERS are afforded in groups, after participating in the BaFa BaFa cross cultural simulation.
 - Students commented that participating in the simulation taught them:
 - “That its easy to exclude people out when they don't understand, but it shouldn't be like that.”
 - “The activity showed me the struggles that some people face and the privilege of coming from a place with a very similar culture that I take for granted.”
 - “I realized that not as many people as I would have expected have had the opportunity to experience a culture different from their own.”
 - 42% of students purchased a planner and set academic, personal or other goals before coming to SophoMORE Escape. Only 17% of those students integrated their goals into the planner.
 - Students were asked what they took away from intentionally working through the Passion Planner and what goals they were able to identify:
 - “How the goals that I have for the future can be influenced and slowly chipped away at by the goals that I set for myself on a daily basis.”
 - “That it is important to look ahead and figure out ways that I can do in the moment to help those goals.”
 - “I know that I am working towards living comfortably, not necessarily being wealthy. I know that happiness and stability are very important to me. I also know that traveling the world and experiencing other cultures is very important to me in terms of understanding other people.”
 - “I need to take care of myself and incorporate that into my daily life.”
 - 1/3 of the students referenced their Passion Planner multiple times a day after SophoMORE Escape.
 - 100% of the participants completing the assessment said they would recommend participation in SophoMORE Escape to future students.
 - Students indicated their favorite parts were:
 - “Meeting new people and being myself. I could be insecure without feeling judged and put all those feelings out.”
 - “My favorite part is that I grew close to a group that I never really expected to. It made Lehigh feel like home.

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- “I think just feeling like a part of the group was really nice with the cinnamon roll hugs and group discussions about how we were all feeling.”

Progress To Date:

- The bLUeprint Implementation committee was re-structured into small sub-committees examining “signature experiences, foundation implementation, marketing, and assessment” and meetings were reconfigured to be only at the beginning and end of each semester.
- The foundation implementation sub-committee for bLUeprint implementation created an electronic database for gathering offices strategies for implementing bLUeprint. All offices participate in either/both completing the database or meeting with a staff member directly to discuss their implementation efforts.
- Learning Cycle marketing items were purchased to market toward sophomore students, though they were never distributed. They will be used in Fall 2017 to assist with promoting SophoMORE Escape
- SophoMORE Escape launched, as a collaboration with the Office of Residence Life and The Director of Assessment, Student Life Curriculum, & Staff Development and was filled within the first 48 hours of opening. Interest was shown by 50+ students, with the final participant number being approximately 40.
- 10 student applied, were interviewed and hired to be mentors for 2017 SophoMORE Escape, which is an increase from 5 mentors in fall 2016.
- The Director of Assessment, Student Life Curriculum, & Staff Development partnered with DOS colleagues to offer three 5x10 workshops as a new options for students to explore the different bLUeprint foundations (Creative Curiosity & Professional Growth & Success with Katie Robinson & Holly Taylor, Identity Development & Collaborative Connections with Carter Gilbert & Aarsenio Perry, and Inclusive Leadership with Christina Jordan and Carolina Hernandez).
- Director of Assessment, Student Life Curriculum, & Staff Development partnered with the Office of First Year Experience on the creation and funding of a Draftbook 2.0 for the Orientation Leader and Camp Hawk (approximately 140 student leaders) staffs to elevate their understanding and integration of the 5 Foundations for Student Success into these leadership experiences.

Intended Outcome:

The Community Service Office will design and implement a year-long student staff development curriculum to enhance the quality and impact of programmatic and peer to peer educational experiences anchored in the CSO’s Guiding Principles, Five Critical Elements of Service, and the Spectrum of Service. (CSO)

- In alignment with Campus Compact’s Presidents’ Declaration on the Civic Responsibility of Higher Education, which President Simon signed on to in March 2016, by increasing competencies of community engaged student leaders, and

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encouraging staff to serve as ambassadors of CSO and Lehigh University, we are embracing our mission to educate students for active citizenship.

- Stated within the Lehigh University Strategic Plan, our “future success is inextricably tied to that of the local community.” At the core of this goal is our responsibility to educate, inform, and transform our students as engaged, active servant leaders through intentional student development.

Action Steps:

- Develop a learning outcomes based training plan consisting of different modules focused on enhancing key skills needed to lead high quality service experiences, incorporated into bi-weekly staff meetings.
- Engage student staff in monthly one on one meetings to co-create individualized development plans connected to one’s personal, academic, and career goals.
- Create guided reflection tools to prompt and measure student staff growth and learning.
- Develop and implement professional staff and peer-led educational workshops with key campus partners to embed the CSO’s philosophies and best practices into student clubs and Greek chapters’ service and philanthropy efforts.
- Train student staff in Restorative Practices and incorporate key tenants into service and reflection experiences.

Assessment Plan:

- None

Progress To Date:

- CSO student staffs, as leaders of all service initiatives and ambassadors of programming in partnership with South Bethlehem community agencies, have intentional education and training throughout the academic year. Retreats are held each semester, and CSO Director facilitates professional development monthly. Topics this year included: South Bethlehem history, Site Leading Expectations, Community School Model, etc.
- CSO Homework Club site leaders were trained in Restorative Practices in alignment with the Bethlehem Area School District Roadmap to Excellence. Model has been fully integrated into homework club sites.
- CSO staff met monthly with Assistant Director in order to create individualized development plans connected to personal, academic, and career goals.

Intended Outcome:

The Community Service Office will intentionally expand the SERVE Program to become a year-long engagement experience, serving as a national model in immersive co-curricular education. (CSO)

- AAC&U’s LEAP initiative has defined this form of experiential learning as a High Impact Practice (HIP). High Impact Practices are proven to have a substantial impact on

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student success, learning, and retention as indicated through the National Survey of Student Engagement (NSSE) (Kuh, 2008). Investing our fiscal and intellectual resources on a high quality expansion of the SERVE program will provide increased opportunities for Lehigh students to engage in and experience the benefits of this HIP.

Sources: http://nsse.indiana.edu/html/high_impact_practices.cfm
<https://www.aacu.org/leap/hips>

Action Steps:

- Grow the program by adding one additional SERVE trip during spring break.
- Expand and enhance pre-trip SERVE experience to include: in-depth community needs based participant trainings, numerous pre-trip meetings, program-wide social events, send off ceremonies, local community service opportunities specifically organized for SERVE participants, and more.
- Expand and enhance the reorientation experience to include: a Reunion event, visual storytelling of SERVE trip experiences, hosting an activity at Spring Fling, local community service opportunities specifically organized for SERVE participants, a finals study break social event, and more.
- Submit exemplar planning and training documents to Break Away shared resource website to share with other chapter institutions as national best practices.
- Participate in Break Away national conference calls to learn about cutting edge approaches for SERVE trips and seek to present our most innovative strategies on a conference call.
- CSO Assistant Director will organize a group of SERVE participants to present together at the CCE's Community-Engaged Learning and Research Symposium in April.
- Offer additional need-based scholarships, as a complement to the Student Opportunity Fund, increasing the capacity to engage a more diverse student population through the SERVE program.

Assessment Plan:

- None

Progress To Date:

- Community Service Office received a \$10,000 one time gift /donation from an Anonymous Donor via Office of Development and Alumni Relations.
- SERVE program expanded by one additional spring trip.
- SERVE program was expanded and enhanced to the 360 degree model. This included: in-depth community needs participant training, expansion of pre-trip meetings, program wide service and social events, send-off and reunion ceremonies.
- Reorientation, a critical component of successful SERVE programming, was enhanced by including a reunion event where students successfully shared reflection on trip.

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- SERVE student coordinators presented at the Student Affairs Assessment Symposium, as well as the Teaching and Learning Symposium on model, best practices, and data results.
- Additional need-based scholarships, as a complement to the Student Opportunity Fund, was offered as a result of our one time gift in order to engage a more diverse student population through the SERVE program.
- As a result of our SERVE 360 model: participants contributed 180 hours of pre and post SERVE trips service in our local South Bethlehem community.
- This year our five springSERVE trips travelled 5,000 miles and served 1,8000 hours.
- In the 20-year history of our program, over 1,000 students and 30 faculty/staff members have participated in our SERVE program contributing over 41,200 hours in meaningful, direct service.

Intended Outcome:

The Office of Disability Support Services will introduce the nationally recognized mentoring program, Eye to Eye, to Lehigh University students with learning disabilities and ADHD in an effort to promote leadership and mentoring with our local middle school students. (DSS)

Action Steps:

- Collaboration with our Community Services Office in developing the Eye to Eye mentoring program initiative in our local schools
- Identify a minimum of eight (8) Lehigh students with LD/ADHD who may be interested in becoming a mentor to middle school students with LD/ADHD
- Identify and sponsor two (2) Lehigh students as “chapter leaders” in the EYE to EYE training program scheduled at Brown University
- Train Lehigh students as mentors to students in the local middle school
- Advertise and market the EYE to EYE program to potential mentors
- Support the student art show in the spring for mentors and mentees of the program

Assessment Plan:

- Mentors will create a spring art show of the middle school students’ work throughout the year
- Mentors will respond to a survey regarding their experience

Progress To Date:

- Obtain commitment from Broughal Middle School to hold the Eye to Eye Program after school once a week
- Chapter leaders will be trained prior to Fall semester
- Additional mentors will be recruited at the New Student Orientation session for students with learning differences on August 28, 2016
- A total of 6 Lehigh University student mentors were involved with the Eye to Eye program this year mentoring 6 middle school students through art projects.

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- A reduced rate of \$2500 was secured for next year saving Lehigh's Community Service Program \$2500.

Intended Outcome:

The Office of Fraternity and Sorority staff will provide students with opportunities to engage in co-curricular learning and make connections to the Five Foundations for Student Success. (OFSA)

- This outcome aligns with the OFSA mission statement that indicates the fraternity and sorority environment is a laboratory for student learning and development. Furthermore, this outcome specifically indicates our commitment to providing “a learning-centered environment connecting individual, organizational, and community experiences through values-based decision making.”

Action Steps:

- Strategically promote reflection opportunities grounded in bLUeprint concepts during one-on-one advising with chapter and/or council leadership
- Continue to incorporate bLUeprint concepts across OFSA offerings and interactions with council and chapter leadership (e.g. Base Camp, council-identify Foundation focus for the year, etc.)
- Incorporate bLUeprint reflection opportunities during the recruitment process (e.g. recruitment counselor training and coaching)
- Revise the Accreditation process to ensure current metrics meet intended outcomes
- Rather than exclusively focus on new member education, advise chapters through creation and implementation of member development initiatives
- Coordinate community foundation for new member education that allows chapters build upon and expand
- Recruit faculty and staff to participate in and volunteer across OFSA involvement opportunities (e.g. Accreditation panelists, faculty advisor, etc.)
- Promote fraternity and sorority life as a learning-centered experience that enhances the classroom experience through educational pre-recruitment and intake efforts
- Strengthen students' approach to service and philanthropy by partnering with the CSO to promote meaningful and engaging service opportunities
- Launch Base Camp and ongoing Checkpoints to promote leadership development and intentional connections to curricular and co-curricular learning

Assessment Plan:

- Develop and execute program-specific assessments
- Develop assessment insights to share learnings more broadly
- Recruitment assessments complete for Panhellenic and Interfraternity councils.
- Base Camp assessment indicated growth across a number of learning objectives, many of which were mapped to bLUeprint Foundations for Student Success:
 - 66% attendees identified growth in their understanding of the current

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“state of affairs” of the fraternity/sorority community. (bLUeprint foundation: Creative Curiosity)

- 60% attendees identified growth in their feeling of empowerment to lead the fraternity/sorority community (bLUeprint foundation: Inclusive Leadership)
- 97% attendees indicated they understood how both their personal identities impact their leadership style and how others’ identities impact their collective leadership efforts (bLUeprint foundation: Identity Development, Inclusive Leadership)
- 100% attendees developed a plan for action to achieve identified goals related to creating positive, pro-social change in the fraternity/sorority community (bLUeprint foundation: Inclusive Leadership)
- 89% attendees could identify another person they engaged with at Base Camp as a role model, mentor, or learning partner to continue to engage with in the coming year (bLUeprint foundation: Collaborative Connections)

Progress To Date:

- Base Camp was successfully launched with 51 students attending. Assessment data indicated that students made positive connections with peers and OFSA/OSLD staff as well as developed a greater understanding of major issues facing the community and their role in creating positive change. The data also indicated substantial growth connected to the bLUeprint foundations of Collaborative Connections, Creative Curiosity, Identity Development, and Inclusive Leadership.
- TJ Sullivan offered his keynote speech "The Apathy Myth" to a fraternity and sorority audience and council advisors are working with council leadership to further capitalize upon Sullivan’s message and reflections opportunities.
- Check Point meetings for Base Camp attendees were held in the fall semester to provide monthly opportunities for community leaders to come together and continue discussions started at the retreat. Focus areas included digging in deeper to the Campus Climate survey, attending TJ Sullivan’s keynote speech, and creating community visions for reducing harm across a variety of problematic areas. Check Point meetings furthered collaborative connections amongst leaders and staff alike, and promoted ideals of inclusive leadership.
- The Interfraternity Council hosted a recruitment kickoff; organized a series of open houses; and employed Brotherhood Recruitment Offices in order to assist potential new members in making informed choices when joining an organization.
- The Panhellenic Council had 300 eligible potential new members (PNMs) register for the 2017 primary recruitment process. In total, 232 women were matched to receive a bid from a chapter. 204 of these women were matched with their first choice.
- The OFSA AD advising Panhellenic Council facilitated a recruitment workshop with the recruitment teams of all nine Panhellenic chapters and the incoming and outgoing council recruitment teams. The workshop provided women the

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opportunity to reflect on this year's past primary recruitment and how members' behavior impacts fellow chapters and PNMs with the hopes of creating positive change for the coming year.

- The Panhellenic Council hosted At the Intersection for the campus community in Spring 2017 to discuss and understand the complexity of identities and provide students with the tools to tackle issues in everyday life. A number of sessions focused on Identity Development and Inclusive Leadership.
- The new member orientation series focused heavily around the Identity Development and Collaborative Connections bLUeprint foundations. Students were asked to identify and reflect on their own personal values and how the chapter influences those values.
- Six students attended the Association of Fraternity Leadership and Values conference and pre- and post-meeting requirements incorporated reflection.
- The Accreditation process completed its re-visioning process in the fall 2016 semester. The goal of these changes were threefold:
 1. To provide chapters increased clarity on metrics and reports (via revised metrics and new report guidelines)
 2. To increase transparency in the evaluation and ratings process (via guiding rubric, condensed ratings and student workshops)
 3. To incentivize improved performance year to year. (via two options for the highest rated chapters)
- Three 90-minute Accreditation workshops were held in spring 2017. 70% of chapters attended at least one session, with 25% of individual participants attending more than one. The assessment insight can be found online.
- BLUeprint concepts were incorporated across the Accreditation process, including through questions and answers with panelists and well as in recommendations.
- To promote bLUeprint reflection year-round and highlight general member experiences, "Feature Friday" was launched as a new blog segment that shared first-hand reflections from students across our community. These reflections ranged from experience specific (i.e. Leadershape) to integration of their campus involvement. Over a seven month period, 13 posts were authored that reached a total audience of over 12,500 readers.
- Fraternities and Sororities continued their partnership with the Community Service Office by engaging in events such as Homework Dinners, Snack Bags, Spring Fling, Spooktacular, and Greek Day of Service. An OFSA Assistant Director also promoted meaningful community service within the South Bethlehem community and the importance of follow through.
- Fraternity and Sorority Life Leadership Awards incorporated bLUeprint components into the awards criteria. Specifically, the Excellence in Collaborative Efforts and Excellence in Inclusive Leadership awards draw inspiration from the 5 Foundations for Student Success.

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Intended Outcome:

The Office of First-Year Experience will adapt the professional and student staff structure and responsibilities to promote productive and meaningful learning experiences and sustainable programs and services. (OFYE)

- Marcia Baxter Magolda's learning partnership model shapes our work with our student staff to provide meaningful opportunities for them to self-reflect and utilize critical thinking skills, while also allowing the office to provide productive services and programs to students in transition.

Action Steps:

- Hire work-study students to assist with daily activities and services
- Hire summer employees to create educational and informative videos for incoming students (fall 2016 & summer 2017)
- Make adjustments to professional and student staff structure and responsibilities to disperse responsibilities from Graduate Assistant position lost
- Implement Summer Reading Ambassador Program
- Assess possible roles for students who do not receive returner roles
- Assess the inaugural Camp Hawk Guide position, edit the position description, and recruit a Camp Hawk Guide in Fall 2016
- Assess the inaugural Transfer Orientation Leader position, edit the position description, and recruit Transfer Orientation Leaders for Orientation 2017
- Develop a formal Discover Lehigh Prelusion Leaders position description with clear expectations and responsibilities
- Ensure Camp Hawk Counselor and Orientation Leader work agreements are consistent
- Create a training manual for work study students
- Examine Returning Orientation Leader role and implement changes as necessary

Assessment Plan:

- Implement and analyze assessment results of OFYE student staff
- Host feedback meetings with individual student staff members, including Summer Reading Ambassadors, Transfer Orientation Leader, Returning Orientation Leaders, and the Camp Hawk Guide
- Develop an assessment insight to share impact and key learnings of student staff positions
- Complete mid-year and end-of-year evaluations with work-study students
- Complete GPS process for professional staff

Progress To Date:

- Hired 4 work study students to assist with daily activities and services
- Hired student employee to create educational and informative videos for incoming students
- Created training manual for work study students

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- Delegated tasks from the former Graduate Assistant position to be led by professional staff and assisted by student staff
- Created list of alternative OFYE experiences for students who do not receive student staff positions
- Met with former Camp Hawk Guide to learn about experience and ways to improve position
- Updated Coordinator of Camp Hawk (former Camp Hawk Guide) position description based on feedback
- Recruited and selected Coordinator of Camp Hawk and Returning Camp Hawk Counselors
- Met with former Transfer Orientation Leaders to learn about experience and ways to improve position
- Updated Transfer Orientation Leader position description based on feedback
- Recruited and selected two Transfer Orientation Leaders
- Developed a formal Spring Discover Lehigh preLUision Leader position descriptions with clear expectations and responsibilities
- Updated Returning Camp Hawk Counselor and Orientation Leader work agreements to ensure they are consistent

Intended Outcome:

The Office of Residence Life will intentionally incorporate the 5 Foundations of bLUeprint to enhance student learning and development in out of the classroom experiences in the residential environment. (ORL)

- A residential curriculum provides an alternate approach to traditional programming models that focuses on student learning outside of the classroom. A curricular model utilizes clear learning outcomes and multiple strategies to engage learners in sequenced learning that is rooted in theory, and incorporates stakeholders across campus.

Action Steps:

- Develop lesson plans for all strategies
- Create community plans for each residential community
- Create year-long development plans for both professional and undergraduate staff
- Develop a marketing plan to articulate the benefits of involvement in the community
- Determine the structure and overlay of thematic communities with the curriculum

Assessment Plan:

- Increase in attendance at events
Training evaluations
- viewing statistics (social media assessment)
- thematic community surveys, focus groups (student/faculty led)
- EBI decrease in roommate conflicts, increase sense of belonging, decrease number of conduct cases-bias and repeat offenders

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Progress To Date:

- Community Plan
 - Created area-wide plans segmented by first-year and upper class building areas
 - Each building offered hall traditions
- 59% of Gryphons strongly agree or agree they have a detailed understanding of and can effectively implement my area's community plan.
- 55% of Gryphons strongly agree or agree they are equipped to develop an eight week plan for their residential community.
- 82% of Gryphons strongly agree or agree that they are equipped to formulate a welcoming and inclusive community in which differences are valued and community members are held accountable.
- General Comparison between Themed and Non-Themed:
 - No statistically significant difference in how often they attend programs from non-themed residents
 - In general, residents of themed communities reported higher percentages in key questions linked to bLUeprint and the residential curriculum than their non-themed peers except in the examples below
 - Personal learning style question (59.6% themed and 59.8% non-themed)
 - Confident in my ability to advocate for myself and maintain positive relationships with others when conflict arises (59.1% themed and 60.1% non-themed)
 - Actively engaged in conversations, discussions, or events that examine personal values and identities and how they intersect with those of others (44.2% themed and 46.6% non-themed)
 - 52.6% of themed residents feel a sense of belonging compared to 38.6% of non-themed
 - 77 (49%) themed residents chose that they were not part of a living-learning community, and 46 (29%) chose that they did not know they were a part of a living-learning community. This has drastically impacted our data on living-learning programs.
 - Themed community residents report higher gains on these key questions
 - Interacting with residents different than you (58% versus 38%)
 - Benefited from interactions with residents different than you (52% versus 36%)
 - Live a healthy life (39% versus 30%)
 - Sense of belonging to institution (54% versus 46%)
 - **Overall learning (54% versus 37%)**
 - Living on campus positively impacted academic performance (44% versus 38%)
 - Positively impacted decision to return to Lehigh next year (48% versus 42%)
 - **Drinking habits**

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- **49% of themed residents do not drink alcohol versus 23% of non-themed**
- Themed residents who drink also drink at a lower frequency and number of drinks per event

Intended Outcome:

The Office of Student Activities will offer the Workshop Wednesdays leadership training program to Student Senate recognized organizations to assist student leaders with organizational development, succession planning, and event planning. (Stu Act)

Action Steps:

- Map all workshops to the five bLUeprint's Foundations and Learning Cycle.
- Offer workshops on relevant personal leadership and organizational development topics.
- Recruit presenters from across campus to develop workshop material and present on topics.
- Market workshops to student organizations.
- Track attendance of student officers and organization members attending workshops to determine what student organizations are gaining exposure to this resource.
- Create an incentive and/or recognition program for student organizations that utilize the workshop series.

Assessment Plan:

- Track attendance at workshops.
- Develop survey instrument for distribution at each workshop to gather feedback and learning.
- Develop and implement a survey instrument for distribution to students who attend multiple workshops to determine learning and impact of workshop topics on student organizations.

Progress To Date:

- Reviewed feedback and topics from academic year '16-17 to create the foundation for this year
- Workshop Wednesday has been grounded in the bLUeprint foundations for student success and the purpose is to enhance the student organization experience as it relates to student development
- With a total of 7 sessions in the fall and 57 participants total, with 18 different groups represented. After the pilot year, this year was the first full year implementation of the program. With the Assistant Director managing the Office of Multicultural Affairs the spring semester, the series was not fully implemented to the fullest hopes, but recognizes the importance of the program and the development it provides to student groups and organizations.

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- Programs Topics Included: Collaboration, Identity Development, MBTI/Emotional Intelligence, Officer Succession (2 sessions), Delegation, Branding Your Organization
- Survey and feedback is still open with a deadline of May 17, 2017
- The incentive plan, based off of focus group, was related and tied to each program. For example for the Collaboration Workshop, student groups of the Psychology Club and Astronomy club won the competition to receive \$200 towards their program if they implemented their program/event. More ideas will be generated from the assessment results to ensure meaningful and intentional incentive plans.

Intended Outcome:

The Office of Student Activities will collaborate with the Center for Career and Professional Development to track and assess how student involvement in student organizations leads to the development of career readiness competencies. (Stu Act)

Action Steps:

- Determine how to utilize and assess the National Association of Colleges and Employers (NACE) Career Readiness competencies.
- Integrate the NACE Career Readiness competencies with the 5 bLUeprint Foundations.
- Create an assessment tool that tracks NACE competencies and bLUeprint foundations.
- Develop a professional development workshop series with the Center for Career and Professional Development to utilize assessment tool.
- Pilot the professional development workshop series and assessment tool with a student organization in the 2016-2017 academic year.
- Review assessment data and use it to develop programming opportunities for the 2017-18 academic year
- Develop workshops for student organizations on career development topics such as interview skills, resume writing, and connecting experiences in the 2017-18 academic year. This will either be a new series and/or integrated into existing programming series workshops. Continue to utilize assessment tool for tracking and assessment purposes.
- Continue career development workshop series in the 2018-19 academic year. Develop question bank for student organization advisors to prompt discussions with students about career readiness factors and use of factors in interviews. Provide training for student organization advisors to assist CCPD and Student Activities staff in conducting mock interviews.

Assessment Plan:

- Develop assessment tool to track NACE competencies and bLUeprint foundations.
- Assess student participants at workshops via Baseline

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- Gather feedback from student organization advisor discussions with student organization members.
- Survey student organization members.

Progress To Date:

- Reviewed the NACE Career Readiness competencies with staff from the Center for Career and Professional Development. As a group we found intersections with the 5 bLUeprint Foundations to develop learning outcomes (October 2016 to December 2016). Learning outcomes were mapped to NACE Career Readiness competencies and the 5 bLUeprint Foundations.
- Student Activities created a retroactive pre-test survey and a post-test survey using questions and competencies based off of learning outcomes (January 2017).
- A three-part professional development workshop series was developed in partnership with the Center for Career and Professional Development. The series was piloted with the undergraduate Student Senate (February to March 2017). The workshop series consisted of: 1) the 48 members of the Student Senate completing the StrengthsQuest assessment, receiving their individualized report, and attending a workshop on the topic to explore their results in February 2017; 2) Participation in a LinkedIn/Networking webinar offered by CCPD in March 2017; 3) Participation in an hour long online networking event utilizing CCPD's Brazen platform in March 2017. A total 9 of the 10 student registered participated and 7 of the 19 alumni registered participated for a total of 30 networking conversations.
- The retroactive pre-test survey and post-test survey were administered in May 2017 in order to give students the entire semester to reflect on how involvement in the Student Senate contributed to the development of career readiness competencies. There was an approximately 30 percent response rate to both surveys.
- The assessment data will be analyzed over the summer to develop program offerings and workshops for student organizations on personal and career development topics such as interview skills, resume writing, and connecting experiences in the 2017-2018 academic year. In addition, the workshop series will be introduced to additional student organizations.

Intended Outcome:

Student Center Facilities will provide an all-encompassing staff employment program centered on bLUeprint foundations, Restorative Practices, and Visions to develop and prepare our student staff while at Lehigh and beyond. (SCF)

Action Steps:

- Re-evaluate current practices to incorporate components of all three models in weekly staff meetings
- Integrate Graduate Assistants into our department initiatives through training and ongoing support

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- Provide additional training and support to our student Building Managers as they work closely with the Graduate Assistant to develop and implement weekly meetings
- Strengthen the new hiring process and training for new student staff
- Provide meaningful opportunities for our staff to reflect and process information, training, and activities

Assessment Plan:

- Evaluate each team and individual member's level of comprehension of bLUeprint concepts through End of Year projects (EOY)
- Collect quantitative and qualitative feedback

Progress To Date:

- Student staff participated in Restorative Practices and Visions session during several September/October weekly staff meetings. Student staff then developed their own guidelines for effective dialogue
- Leadership training was incorporated into our staff training utilizing the Social Discipline Window model introducing the four basic approaches to maintaining social norms and behavioral boundaries. This was just one part of the restorative practices leadership model which recognizes as managers within our department the fundamental principle maintains "humans are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them" (Watchtel 2005).
- Throughout the year, our Graduate Assistants participated in various trainings and programming opportunities specifically designed to immerse them into our department and the campus community.
- This year we implemented additional bLUeprint foundations revised based on evaluations and feedback from last year. The changes incorporate a more focused bLUeprint foundations component for both team members and our judges. Throughout the process students reflected on their own identity development, inclusive leadership, and collaborative connections. Our goal has been to prepare our student staff to embrace their journey while at Lehigh and beyond with more intentionality.
 - End of Year Projects incorporating bLUeprint foundations included:
 - Alumni Outreach
 - Community Service
 - Building Community between Building Supervisors and DOS/SA Staff
 - Paperless Desk: Building Operations
 - Each team was asked to reflect as a whole and individually on a weekly basis after each meeting.

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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 Foundational Principles 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 2016-2017:

Collaboration between Faculty and Staff- Student Affairs staff will develop ways to both model lifelong learning and develop methods of sharing strengths across the university. Staff members are encouraged to explore curricular and co-curricular programming that supports the educational enterprise and to seek opportunities to create collaborative opportunities between faculty and staff. SA staff will be encouraged to engage with faculty to identify ways in which shared expertise will enhance and enrich the student experience. (Foundational Principle 1,2,3,4,5)

Immediate Outcomes (a/y 2016-17)

Intended Outcome:

The Office of Gender Violence Education and Support will continue our collaborative relationship with the College of Education faculty and PhD students. (GVES)

Action Steps:

- GVES will continue to work with Faculty member Chris Liang and PhD student Christina Hermann on data collection and analysis
- We will present our research and findings
- We will continue our consent study and expand it to include qualitative data collected through focus groups
- We will update our harassment/gender violence training assessment to be more inclusive, as well as include questions on harassment.
- GVES will look for additional research opportunities and PhD students to work with
- GVES will develop a relationship with the new faculty member, Nicole, who specializes in gender violence

Assessment Plan:

- GVES will track our faculty collaboration

Progress To Date:

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- Director, Brooke E. DeSipio continued to work with Dr. Chris Liang from the Department of Education's Counseling Psychology program and PhD student Christina Hermann during the 2016-17 year.
- Brooke, Chris, and Christina submitted an article to the Journal of Men and Masculinities for publication. The article is currently in the revise and re-submit phase.
- Brooke and Christina presented findings from the quantitative survey on negotiation of sexual consent at the National Sex Ed Conference in December 2016.
- Brooke and Christina conducted 4 qualitative focus groups during the spring 2017 semester continuing their campus consent research.
- The harassment/gender violence training assessment was updated to include questions about LGB gender violence and male survivors. The survey received IRB approval and was administered before and after varsity athletic teams and club sport teams training. The pre and post test data is currently being compared and analyzed and will be available in June 2017 to inform training for the 2017-18 year. A time-delayed assessment will be administered to athletes during the fall 2017 semester to assess retention.
- The GVES director has built a relationship with Dr. Nicki Johnson from the College of Education's Counseling Psychology program. Brooke is assisting Nicki with a new study on the most recent presidential election and attitudes about gender violence.
- GVES, EOCC, and OIR have created a Title IX/Gender Violence annual climate survey that is currently under IRB review. The aim is to launch the annual climate survey during the spring 2018 semester.

Intended Outcome:

The Office of Fraternity & Sorority Affairs will grow relationships with faculty and staff partners. (OFSA)

Action Steps:

- Intentionally recruit faculty and staff to serve in volunteer roles (e.g. Accreditation panelists, chapter advisor, etc.)
- Continue to develop a connected community of Courageous Conversations facilitators

Assessment Plan:

- Track faculty and staff participation

Progress To Date:

- Following two training opportunities for nine new Courageous Conversations facilitators, the current number of facilitators is 27. Of these, 17 facilitators were engaged in offered sessions through Great Pocono Escape in the fall, Gryphon training in the winter, and team development within athletics leadership.

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- The Associate Director met with the Faculty Committee on Student Life in fall 2016 to partner and promote faculty engagement opportunities with fraternities & sororities.
- Students had the opportunity to nominate faculty and staff accreditation panelists to deepen our pool of partners.
- Twenty-three faculty/staff participated as an Accreditation panelist, 100% of which attended a training session (webinar or in-person) to prepare for their role.
- For this year's Fraternity and Sorority Leadership Awards, we had 26 individuals volunteer to serve as award nomination reviewers. Of those 26, six serve as alumni advisors, five serve as faculty/staff advisors, two are alumnae, three are staff members at Lehigh, and the remaining 10 are students. This allows for us to engage a variety of community partners and friends of OFSA. Reviewers and additional community partners were invited to the banquet celebration as well.

Intended Outcome:

The Office of Student Leadership Development articulates, within its mission, our commitment to being a connective hub. As stated above, the OSLD will develop people as purposeful leaders through intentional relationships and learning opportunities. (OSLD)

Action Steps:

- Increase the number of facilitations/consultations we do with other offices or departments within and outside of DOS to support theory-based programs and increase campus knowledge on leadership development
- Develop and regularly collaborate with a "Athletics Leadership Board of Directors"
- Share communications with staff relating to further leadership development opportunities such as attendance to conferences, webinars, and institutes
- Create a community among all cluster facilitators through events, symbolic cluster facilitator identifier, and communication
- Have regular check-ins with other offices or people in DOS to continue our work as a connective hub
- Continue to develop a connected community of Courageous Conversations facilitators
 - Provide training opportunities for interested facilitators at least 2x per year
 - Provide continuing development opportunities for trained facilitators via monthly CC's
 - Intentionally recruit faculty members to serve as CC facilitators
 - Explore and identify what barriers exist, if any, for faculty members to serve as CC facilitators
 - Partner with key departments (ORL, AL, DOS) to develop and pilot satellite versions of CC, in addition to additional implementation of current CC versions
 - Enhance partnership with OFSA by partnering of OFSA AD's to strategically improve and implement current programmatic offerings

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- Courageous Conversations logistics, marketing, implementation
- Greek EMerging Leaders spring mentor training
- Provide MSL Insight consultations for key partners per request
- Meet monthly with each head coach about team leadership
- Partner with Katie Guynn to develop Spring 2017 SAM Training and Fall 2017 PRIDE Program
- Connect with key partners to offer Peer Ed Facilitator Training to their students
- Develop relationship with Athletics Partnership to enhance career/professional development efforts of Department of Athletics
- Connect with key campus partners for Spring SAM Training (BTS, OMA, Pride Center, Women's Center, Katie Guynn/Athletic Support)

Assessment Plan:

- Based on assessment data, review number of partners reached
- Addition to stakeholders document

Progress To Date:

- Director of Athletics Leadership co-facilitated the Inclusive Leadership Summit luncheon for Executives with Director of the Pride Center
- Director of Athletics Leadership will facilitate a two-hour training for the Office of the Vice President and Associate Provost for Research and Graduate Studies
- Added Harrison Lawrence (Athletics Partnership Representative) to the Life After Lehigh Committee and partnered to host two Life After Lehigh events.

Intended Outcome:

The Director of Student Support and Case Management Services will support collaborative endeavors with academic departments. (SSCMS)

Action Steps:

- The SSCMS Director will serve on the DoS Professional Development Committee, responsible for annual Assessment Symposium
- The SSCMS Director will continue to serve on College of Education (CoE) dissertation committees and other collaborations as asked

Assessment Plan:

- The SSCMS Director's engagement in professional development endeavors will be tracked
- The SSCMS Director's College of Education (CoE) collaborative efforts will be tracked

Progress To Date:

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- The SSCMS Director served on the DoS Professional Development Committee and assisted with planning and implementation of the SA Assessment Symposium for Faculty and Staff
- The SSCMS Director presented on Assisting Students with Mental Health Issues While Maintaining Academic Integrity at the Association of College and Academic Deans in San Francisco, CA
- The SSCMS Director attended a day of training with SA and OISS staff on Crisis and Conduct Issues with Students Abroad
- Served on a CoE Doctoral Student Dissertation Committee - Successfully Defended
- Participated in the President's Eat and Learn cross-disciplinary dinner series
- Member of the cross-disciplinary Political Climate Working Group
-

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. (Foundational Principle 1,2,3,4)

Immediate Outcomes (a/y 2016-17)

Intended Outcome:

After a full year of implementation of the Restorative Practices steering committee, the Director of Assessment, Student Life Curriculum & Staff development, along with committee member input, will create a comprehensive assessment plan for restorative practices and concentrate on early adoption and integration of both metric tracking and outcomes assessment for the overall initiative. (A, SLC & SD)

Action Steps:

- Gather data from DOS departments regarding the types and frequency of both proactive and restorative measures being utilized.
- Explore utilizing the "Sense of Community Index-2 (SCI-2)" for either/or, both/and, program level and community level assessment
- Produce an assessment plan that can be overseen by the RP steering committee to ensure multiple methods and diverse data points are being examined regarding the implementation of restorative practices within the DOS area.

Assessment Plan:

- Permission was granted by the creating researcher for use of the "Sense of Community Index" broadly as an instrument to assist with assessment of the

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restorative practices initiative. It was created as an assessment in Baseline to be utilized moving forward.

Progress To Date:

- Student Center Facilities: Student staff participated in Restorative Practices and Visions session during several September/October weekly staff meetings. Student staff then developed their own guidelines for effective dialogue
- Student Center Facilities: Leadership training was incorporated into our staff training utilizing the Social Discipline Window model introducing the four basic approaches to maintaining social norms and behavioral boundaries. This was just one part of the restorative practices leadership model which recognizes as managers within our department the fundamental principle maintains “humans are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them” (Watchtel 2005).
- The Associate Director of Residence Life and Director of Assessment, Student Life Curriculum, & Staff Development worked on gathering from each DOS office the ways in which they were implement restorative practices proactively and reactively as a type of “audit” to better understand next steps in assessment for the effort.

Intended Outcome:

The Office of Student Leadership Development will provide educational and developmental opportunities to learn and utilize restorative practices. (OSLD)

Action Steps:

- Train all OSLD staff in Restorative Practices
- Incorporate Restorative Practices training into Great Pocono Escape
- Continue to use Restorative Practices proactive work in OSLD staff meetings
- Incorporate Restorative Practices concepts into student staff meetings
- Identify the programs and workshops that already utilize Restorative Practices, and enhance these initiatives.

Assessment Plan:

- All staff trained
- Articulation of Restorative Practice concepts

Progress To Date:

- Director and Assistant Director of Athletics Leadership Development completed Restorative Practices training in fall 2016

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Intended Outcome:

Student Center Facilities will integrate elements of Restorative Practices through participatory learning experiences and engaging in dialogue using affective questions in our work with students.

Action Steps:

- Incorporate affective questions in our dialogue with students
- Provide opportunities for the use of circles
- Consider the Social Discipline Window framework for maintaining social norms and behavioral boundaries

Assessment Plan:

- Assess dialogue and feedback

Progress To Date:

- Student Center Facilities: Student staff participated in Restorative Practices and Visions session during several September/October weekly staff meetings. Student staff then developed their own guidelines for effective dialogue
- Student Center Facilities: Leadership training was incorporated into our staff training utilizing the Social Discipline Window model introducing the four basic approaches to maintaining social norms and behavioral boundaries. This was just one part of the restorative practices leadership model which recognizes as managers within our department the fundamental principle maintains “humans are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them” (Watchtel 2005).

Intended Outcome:

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

Action Steps:

- The SSCMS Director will support, educate and facilitate faculty, staff, and student engagement in Restorative Practices

Assessment Plan:

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

Progress To Date:

- Participated in and provided over 80 hours of Restorative Practice (RP) trainings and meetings
- Met with all SA staff trained in RP to discuss ways to implement RP into campus work and to track RP practices on campus

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- Provided RP overview to student groups, including Break the Silence (BTS) and Work Study groups
- Attended the IIRP international conference, and participated in multiple meetings and consultations with other higher education professionals regarding the implementation of RP on college campuses
- Incorporated RP philosophy and practices into SoC cases which facilitated restoring community after incidents with student groups (social, residential, athletic)
- Collaborated RP work with Campus Political Climate Working Group
- Formed a regional RP practitioners network to facilitate support in RP inclusion in Higher Education

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. (Foundational Principle 2,3,4)

Immediate Outcomes (a/y 2016-17)

Intended Outcome:

Last year the Office of Gender Violence Education and Support piloted several bystander intervention initiatives in line with the goals of the Student Affairs bystander intervention committee. This year GVES will continue our bystander intervention efforts by including bystander intervention messaging and information in all of our prevention programs. GVES will continue to be one of the DOS offices leading the way in bystander intervention. (GVES)

Action Steps:

- GVES will offer a bystander intervention for gender violence program as one of our program request options
- GVES will be facilitating a bystander intervention for gender violence 5x10 program
- GVES will include bystander intervention in the Off the Hook orientation program
- GVES will include bystander intervention in our harassment/gender violence training

Assessment Plan:

- GVES will add bystander intervention assessment questions to our current program assessments

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Progress To Date:

- All new BTS members were trained on bystander intervention and are able to facilitate bystander intervention programs.
- BTS began incorporating bystander intervention into their program requests. They facilitated bystander intervention programs for ROTC and Psi U, as well as incorporated elements of bystander intervention into fraternity and sorority new member program requests.
- BTS offered a bystander intervention 5x10 program during the fall 2016 semester.
- Bystander intervention was included in the new student gender violence and healthy relationship orientation session.
- Bystander intervention was included in all the harassment/gender violence student trainings.
- The GVES director continues to serve on the Student Affairs bystander intervention committee.

Intended Outcome:

The Office of Student Support and Case Management Services will educate and support 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:

- Assisted with Gryphon training and First Year Orientation, providing education on assisting SoC, resulting in an increase in Gryphon referrals to SSCMS
- Provided over 50 meetings (not including email communications) with students regarding concerns for other student, all of which were referred by word of mouth
- Provided multiple consultations to GL National Advisors regarding SoC