

Student Affairs Outcomes

The Division of Student Affairs at Lehigh University seeks to provide a comprehensive residential experience for our students. As part of our commitment to this goal, the Division of Student Affairs strives to demonstrate annual progress toward the following outcomes:

A Commitment to Student Success

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

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.

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.

A Laboratory for Student Learning

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 and try new things. Simultaneously, we support them and teach life skills that promote learning through these endeavors. This results in a co-curricular culture that ensures enriching and meaningful student experiences.

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.

Student Affairs Key Initiatives

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

Key Initiatives for 2015-2016:

1. **Student Life Curriculum** - Known as bLUeprint, the Student Life Curriculum operationalizes the University's Core Developmental Competencies in partnership with students. Student Affairs offices work synergistically to provide developmentally appropriate, sequenced learning experiences for all Lehigh students to learn and grow within and across the Curriculum's 5 Foundations for Student Success. Additional offices will grow the Curriculum and its offerings, assisting Student Affairs in communicating the value of living on campus while enhancing Lehigh's current campus climate. (Outcomes 1,3, 4, 5)
2. **Compliance**- In order to be in compliance with the ever - changing laws and policies that govern higher education in the USA, we will stay current with national sentiment and legislation, and identify those areas that we need to address regarding compliance issues. Of utmost importance are those areas that deal with health and safety of our students, staff and faculty (i.e. mental health, gender violence, harassment, student conduct practices, disability services, etc.) (Outcomes 1,2, 5)
3. **Restorative Practices**- We are embracing the work of the International Institute of Restorative Practices to create and develop a Restorative Practices (RP) pilot program. At its core RP promotes repairing harm and building community. We will develop an additional process for addressing incidents that occur and are managed within our student conduct system and on our residential halls. We will also provide the skills for students to interact with each other in proactive and restorative ways. These process and skills will help to continue our work to foster a living and learning environment that values respect for self and others. (Outcomes 1, 2, 3, 4)
4. **Bystander Intervention (Prosocial behavior)** – We believe that intervening when others need assistance or are in a situation that may lead to a crisis or need for help is an expectation of community citizenship at Lehigh. “Bystanding” during a crisis or when a student needs assistance is not a viable option once students sign on for community membership. In support of fostering a Healthy, Safe Community we will work across all departments to design and implement a comprehensive set of efforts to increase students’ prosocial behavior (i.e., acts performed with the goal of benefiting another person) and to increase students’ motivation and confidence to help others in problematic or potentially problematic situations rather than to be a passive observer, or to assume someone else will help. (Outcomes 1, 2, 3, 4)

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