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MARTIN LUTHER KING JR.
Somewhere we’ve come to see that human progress never rolls in on the wheels of inevitability. It comes through the tireless efforts and the persistent work of dedicated individuals who are willing to be co-workers with God and without this hard work, time itself becomes an ally of the primitive forces of social stagnation. And so we must help time and realize that the time is always ripe to do right.

— Martin Luther King Jr.
UNIVERSITY OF DAYTON
DIVISION OF STUDENT DEVELOPMENT

MISSION

The Division of Student Development cultivates student learning in the Catholic and Marianist tradition.

We challenge students to construct inclusive communities of purpose, demonstrate practical wisdom, and choose value congruent behaviors.

We support students as they create safe and healthy environments where differences are respected and celebrated.

We empower students to discover their vocation as they develop the skills needed to lead for the common good.

CORE VALUES

1. Learning as an innovative process guided by the Catholic and Marianist tradition
2. Respecting the dignity of self and others
3. Building community by committing to the common good
4. Developing habits of self-care in pursuit of wellbeing
5. Reflecting on and exploring faith, purpose and calling
6. Advancing inclusive excellence
7. Using professional ethics and standards to inform our practice
Dear Faculty, Staff, Students and Colleagues,

I am pleased to share with you the Division of Student Development’s annual Impact Report — in a year unlike any other.

More than ever, we have been challenged to put the University’s and the Division’s mission into practice:

• Supporting the greater good through inclusive communities of purpose
• Coming together to create as safe a learning environment as possible
• Choosing inclusion and respecting and celebrating the diversity of our students, faculty and staff
• Educating tomorrow’s compassionate, intentional leaders

These are the goals we strive to achieve each year. The past six months have shown us just how vital they are.

And so, I am proud to report our continued progress toward the goals set forth in the Division of Student Development’s Strategic Plan 2022. While the past academic year ended — and the new one begins — on an unexpected note, our long-term vision and commitment to creating a student-centered learning environment, rooted in the Catholic and Marianist traditions, continues. This year’s report demonstrates the dedication of the Division’s staff and students to promote and participate in innovative learning, self-discovery and socially responsible leadership, self-care and inclusion, personal responsibility and a culture of rigorous self-evaluation and improvement.

As we begin the 2020–2021 academic year, we renew our commitment to you, our campus community: trustees, vice presidents, deans, stakeholders, faculty, staff, students and all who share our love for learning and our pride in developing community-conscious leaders. Thank you for your continuing support of our students.

Sincerely,

William M. Fischer, J.D.
Vice President for Student Development
DIVISIONAL OPERATIONS
- Developed a continuity-of-operations plan to maintain essential operations
- Modified operations and implemented precautions to support physical distancing
- Transitioned several staff members to remote work to reduce on-campus density
- Increased communication to students and parents via email, news digests, and website (Path Forward and Flyer Families webpages)

HOUSING AND RESIDENCE LIFE
- Facilitated an expedited move-out process for more than 6,500 students
- Developed a three-phase move-out plan from May 25 through June 21, 2020, that complied with physical distancing and enabled students to retrieve their belongings from campus housing
- Successfully facilitated a remote student-housing selection process

HEALTH AND WELLBEING
- Kept students and counselors connected through telehealth counseling (from the Counseling Center and Center for Alcohol and Other Drugs Resources and Education)
- Extended Student Health Center services to include COVID-19 testing and telemedicine
- Launched a new virtual resource for students to promote wellness, health, self-care, and at-home and outdoor recreational exercises

DEAN OF STUDENTS
- Conducted remote wellness checks and mental health support via telecommunication and video conferencing
- Successfully transitioned Student Conduct Behavioral Hearings to a virtual format
- Established a 24/7 Virtual Lounge for students through the Multi-Ethnic Education and Engagement Center

STUDENT INVOLVEMENT
- Held remote student organization meetings for continued engagement
- Transitioned New Student Orientation to a live virtual summer orientation program with interactive video meetings for parents and families
- Moved Student Leadership Awards Ceremony and leadership modules to virtual platforms

BASIC NEEDS
- Provided campus housing for students who were unable to leave campus
- Established a Temporary Food Program (with collaboration between Student Development, Center for International Programs and Dining Services) to provide food for students in need
- Expanded the Student Crisis Fund to address COVID-19 needs and collaborated with Advancement on targeted fundraising

ADAPTATIONS: COVID-19 PANDEMIC

From March 2020, the Division worked with University administrators, faculty and staff to adapt operations amid the pandemic. This section provides an overview of the adaptations.
At the University of Dayton, community-building begins the moment students arrive on campus.

- New students are introduced to co-curricular, academic and technological resources during four New Student Orientation (NSO) Team Times. These intentional meetings give first-year students the opportunity to connect with their Orientation Leader and peers and to process the launch of their college journey.

- Several times throughout the semester, students participate in Housing and Residence Life Community Building Meetings (CBMs) and Intentional Conversations to build relationships and discuss topics such as self-awareness and vocational discernment, increased understanding of others’ identities, resilience and community-development strategies.

- The Center for Student Involvement enables more than 7,000 students to author their own leadership and involvement experiences through diverse student organizations that open avenues for engaging with peers in the community, developing transferrable skills and fostering personal growth.

- Fraternity and Sorority Life (FSL) implemented a Chapter of Excellence (CoE) Assessment Program to evaluate an organization’s work in four areas: Scholarship, Friendship, Leadership and Service. Each organization worked with its advisor and an FSL coach to ensure they achieved Diamond, Sapphire, Ruby or Chapter of Growth status with the Office.

- Free UD Late Night activities (such as movies and trivia) and Campus Activity Board (CAB) programming provided diverse avenues for community engagement. Programs transitioned to virtual platforms during the spring semester as a result of the pandemic.
HAZING PREVENTION WORK
To help bring awareness to hazing, FSL and the Hazing Prevention Committee offered programs during the fall semester and early spring. Programs included a Hazing Prevention module, roundtable events during Hazing Prevention Week and Hazing Prevention workshops that focused on understanding the definition of hazing, recognizing hazing acts and adapting the organization’s culture to help ensure safety and dignity for all members.

INTEGRATION OF RESIDENTIAL CURRICULUM AND THE ASSIGNMENTS PROCESS
AVIATE, A Vision for Integrated, Applied and Transformative Education, offers opportunities for students to accumulate PATH (Points Accumulated Toward Housing) credit by participating in Engagement Opportunities or by attending campus partner events that align with three learning goals: authorship, interculturalism and community living. Programs and events are highlighted in a weekly AVIATE news digest for all students. This year, 16 distance learning opportunities were offered to students.

CAMPUS PARTNER ENGAGEMENT
The Graduate Assistant Development Steering Committee collaborated with supervisors of graduate assistants across-campus to provide a standardized process for recruiting, on-boarding, developing and supporting graduate assistants. A weekly news digest highlights programs and events for graduate assistants and their supervisors, graduate assistant interviews and community-building opportunities.

2019–20 ACCOMPLISHMENTS

96% of first-year students felt welcomed and accepted by the UD community, an increase of 6% from 2018.

1,508 FSL students completed the FSL Hazing Prevention Module.

7,610 students attended one or more Community Building Meetings during the fall semester.

602 non-FSL students completed Hazing Prevention 101 for Points Accumulated Toward Housing (PATH) credit.

169 AVIATE certified partners.

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“Social justice is important to living in a healthy community because it places people in others’ shoes and shows understanding and compassion for people in your community.”
—UD first-year student, CBM February 2020

“At UD, I see inclusivity and appreciation in action every day. I am proud to be part of a university that stands up for the rights of all people and treats every individual with respect and dignity.”
—Student Development graduate assistant

“I can dive deeper into my faith and try new things to better understand what truly peaks my interests.”
—UD first-year student, CBM October 2019

260 PATH credit opportunities for students to engage and connect learning.

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Socially responsible leadership is an ideal outgrowth of vocation and character development. To support such development, the Division provides opportunities for students to learn and practice self-discovery and resilience within a diverse community, infused with Marianist values.

“The Virtual UD Leadership Awards Ceremony was an amazing opportunity to see our whole campus come together and celebrate positive leaders all across campus. What made it extra special to me was it served as a chance for celebration and congregation during a time when most of us hadn’t seen anyone outside our immediate family in months!”

— UD junior student
ANALYZING LEADERSHIP PHILOSOPHY

Student Leadership Programs offered programs throughout the academic year for students to learn about the leadership philosophy established by the Office. A rubric was developed to determine students' understanding of this philosophy. Word clouds defined aspects of the philosophy that resonated with students and their concept of leadership compared with the philosophy. Most respondents relied on leading by example as foundational to their definition of leadership.

LEADERS TAKE STEPS TO INCREASE ACCESSIBILITY

SGA leaders implemented changes to SGA's Elections Handbook and Procedures to increase accessibility and inclusivity in elections. They also revamped financial reporting to increase transparency and alignment of funding priorities and advocated for additional funds to make participation in co-curricular activities accessible to students experiencing financial barriers.

We believe that responsible leadership is rooted in acceptance and celebration of the diversity of our communities. In the Marianist tradition, we encourage students to broaden their understanding of cultural, social and spiritual differences and put their faith and values into action to build strong, supportive communities.

• Student Government Association (SGA) leaders attended a one-day Power and Privilege retreat, exploring opportunities to promote inclusivity in their leadership roles.

• Upper-division students reflect on Commitment to Community (C2C) principles and habits (e.g., treat yourself with respect, practice leadership in service) and then display a sheet sign that illustrates how house or apartment members derive meaning from those principles and habits in the popular annual C2C Sheet Sign Contest. In the fall of 2019, 323 students participated.

• Student Leadership Programs provides a framework for student leadership development, grounded in concepts of socially responsible and culturally relevant leadership and framed through the lens of our Catholic and Marianist identity. During the 2019–20 academic year, programs were expanded to engage more students.

• As a result of the pandemic, the 10th Annual Leadership Awards Ceremony was held virtually on April 16, 2020. Awards included Emerging Leader, Visionary Leadership, Commuter Student, Dedication and Commitment, Spirit of Community, Outstanding International Student and Marianist Volunteer Service.

• Sexual Violence Prevention Education created a Green Dot student leadership opportunity for students from Special Interest Houses, Peers Advocating for Violence Education (PAVE) and Green Dot graduate student volunteers. Participants planned and volunteered for events during Green Dot Week, February 3–7, 2020.

• Fraternity and Sorority Life (FSL) provides many leadership opportunities for students and service to the community. Each of the 21 values-based Greek organizations receives risk-management training and coaching from FSL staff to enhance leadership skills, develop strategies and increase communication, accountability and transparency.

• Community living agreements are facilitated by Resident Assistants and Neighborhood Fellows from Housing and Residence Life. The Agreements enable roommates to establish expectations regarding personal space, common areas, use of belongings, managing concerns and communication.

2019–20 ACCOMPLISHMENTS

94.7% of (1,218) first-year students reported being very or extremely comfortable talking with their Resident Advisor about conflicts they are experiencing.

77 C2C sheet signs were displayed in the student neighborhood.

2,929 students completed a Community Living Agreement in fall 2019, and 95.7% stated that listening to other people’s perspective is important to living in a healthy community and resolving conflict.

98% of (326) students connected with the tenet of leadership for the common good.

“I think the best experience I’ve had is seeing my organization and the Greek community come together to accomplish our goals in helping an organization in need. Although [Greek Week] is filled with competitive events, we all understand the bigger picture of raising money to help the greater Dayton community.”

—UD senior, Panhellenic community

“...”

2,565 students attended one or more Student Leadership Program events.

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Student life can be stressful. That’s why the Division helps students of all backgrounds build a foundation for sustainable, lifelong, physical and mental wellbeing — and positive interpersonal and community relationships.
Colleges and universities across the country are facing unprecedented levels of student anxiety, depression and stress—especially in light of the COVID-19 pandemic and related challenges. This distress negatively affects students’ academic performance, daily activities and ability to engage in meaningful relationships. At UD, coordinated, intentionally designed mental health efforts help to break through barriers to help-seeking, reduce stigma and promote emotional resilience.

- “Life Hacks” workshops leverage the Jed Foundation’s comprehensive approach to mental health promotion and suicide prevention by actively engaging students in strategies and techniques that promote social connectedness, increase help-seeking behavior and develop life skills. Workshops cover topics such as overcoming test and social anxiety, the mental and physical benefits of regular exercise, time management, sleep and technology use.

- Health and Wellbeing units worked collaboratively to facilitate “Ignite”—a day of learning featuring faculty, staff and student tracks designed to explore the complexity of wellbeing and ignite conversation about mental health in our community. The “Ignite” capstone featured a powerful keynote speech by Kevin Hines, a suicide survivor, mental health advocate, best-selling author and documentary filmmaker.

- The Health Center proactively works with Public Health-Dayton Montgomery County, UD Risk Management and Communications to update communications to students in imminent harm.

- The Step Care Model was developed to provide a variety of resources and support for students to overcome challenges, build resilience and thrive at UD and beyond. Students are encouraged to practice self-care, build community, develop skills, speak about concerns, use campus resources, accept support and seek immediate help for students in imminent harm.

Even with advanced technology and protocols, students are not immune from student health challenges. The Transforming How Recovery is Viewed Everywhere (THRIVE) prevention program introduces strategies for students to transform the stigma surrounding recovery by using inclusive language and practices to create change on campus. Flyers THRIVE program was offered five times during the fall semester (with participation from 105 students) and twice during the spring semester (with 71 students).

- The Brook Center, established July 2019, includes Sexual Violence Prevention and Education and Wellbeing, LGBT+ Student Services, and Mental Health Promotion and Suicide Prevention. During the academic year, staff facilitated presentations for students across campus on the new structure and programming offered.

- During LGBT+ History Month (October 2019), events focused on highlighting LGBT+ historical figures, engaging more than 500 students either in person or online.


- The UD Counseling Center, Health Center and Campus Recreation play critical roles in keeping students and surrounding communities healthy. Programming and services foster and support students, stimulating positive developments around student success and wellbeing, including higher grade point averages and student persistence, physical and mental health benefits and enhanced social connectedness.

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CREATING AN INCLUSIVE CAMPUS

Diversity, equity and inclusion are intrinsic not only to the Division but to our entire University and the Marianist educational tradition. The Division strives to foster a welcoming campus that creates a sense of belonging and inclusive excellence for all students, faculty and staff.
From intercultural leadership to equity education, UD puts inclusion into action.

- The Multi-Ethnic Education and Engagement Center engages students through facilitated cultural programs and education events that focus on academic success, strengthening cultural competencies and increasing students’ capacity for intergroup dialogue.

- Campus Recreation Supervisors practice community-building, interpersonal skills and effective civil discourse through an intercultural lens, thanks to training in intercultural effectiveness that focuses on dialogue and discussion, recognizing bias and engaging proactively to contribute to a positive, vibrant and socially just society. At the conclusion of the training, student learning was assessed to know if student supervisors felt prepared to lead others and thrive in intercultural effectiveness.

- In February 2020, an “Out in the Workplace” panel provided more opportunities for students to hear from LGBTQ+ professionals about their varied experiences in the workplace. Seventy-five students attended the panel during spring semester.

- LGBTQ+ Support Services prioritized identity affirmation to increase inclusion and understanding on campus. Changes were made to programs, such as the addition of Ally Training, and a student intern designed a PATH event, “Allying with the Unseen,” for students. More than 400 students participated by writing messages of support to LGBTQ+ students on campus, especially those who are closeted. Those messages of solidarity were posted around campus the following month.

- UDiversity is a short training module to broaden student perspectives related to diversity and cultural awareness. Successful completion of the module requires students to read section content, watch skits and pass Knowledge Checks.

- Camp Blue, a high-energy and action-packed week exclusively for first-year students, supports the transition of new students through the lens of leadership development. In 2019, nine students from underrepresented populations received full scholarships with a meal plan to attend Camp Blue.

- The Office of Community Standards and Civility focused on recruiting underrepresented populations to serve as University Hearing Board (UHB) members. Several students of color were recruited to serve as UHB members during the 2019–20 academic year.

- Housing and Residence Life integrates self-discovery, resilience, diversity and practical wisdom into co-curricular experiences for students. Community Building Meetings (CBMs) in November 2019 focused on Social Identity. A post-meeting survey found that 78% of first-year students, 88% of sophomore students, and 85% of upper-division students believe understanding social identity is important to living respectfully in a diverse community.

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**2019–20 ACCOMPLISHMENTS**

- **4,500** student participants attended one or more cultural education programs.

- **92** of (202) student supervisors felt very confident in intercultural effectiveness and comfortable discussing personal viewpoint experiences to propose changes if applicable.

- **176** students attended THRIVE presentations.

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**INCREASING UNDERSTANDING OF DIVERSITY AND CULTURAL AWARENESS**

More than 1,573 first-year students completed the inaugural UDiversity module that introduced students to the concepts of stereotypes, unconscious bias and microaggressions. While UDiversity was required for first-year students, 4,631 participants, including undergraduate students, graduate students, faculty and staff completed the module.

**LEARNING ABOUT CULTURAL HERITAGE**

During the fall semester and early spring, the Multi-Ethnic Education and Engagement Center collaborated with Housing and Residence Life to provide cultural heritage programming for students to learn about the histories, contributions, challenges and triumphs of diverse and underrepresented groups. Programs included four MEC Day lunches with 150 students, as well as more than 40 events and programs during Black History Month, Native American Heritage Month, Hispanic LatinX Month and Asian Pacific American Heritage Month. Additional education was provided on Muslim American identity, culture and history and on multiracial programs for people who identify as more than one race.
Campus safety relies on a combination of University support, coordination and personal responsibility. The Division aims to foster an environment of trust and accountability that can help students manage and avoid risk and promote personal and public safety.
• Members of the Flyer Host special interest house facilitated 34 Flyer Host sessions for 460 junior and senior students focused on social host responsibility. Students engaged in discussions about the potential risks and consequences associated with hosting a party and strategies (e.g., bystander intervention, responsible drinking behavior) to reduce those risks and promote safety.

• UD Public Safety Communication Center received a full upgrade to its existing infrastructure. Advanced technology was adopted to better serve the UD community. The technology includes an advanced phone system, video surveillance cameras and recording software to improve security and enhance decision-making.

• The National Collegiate Emergency Medical Services Foundation gave the UD Emergency Medical Services (EMS) squad the 2020 Collegiate EMS Community Engagement Program of the Year award. The squad is organized and staffed by 69 undergraduate student volunteers. The award was presented for outstanding campus and community services, including working the first-aid tents at “Gem City Shine,” an event held in the city to honor the families, friends and businesses affected by the Oregon District mass shooting on August 4, 2019.

• To enhance safety in the student neighborhood, UD Public Safety increased bike patrol and partnered with the Neighborhood Fellows to create an awareness campaign on safety measures that students can take to safeguard their houses.

• In collaboration with Athletics, UD’s Peers Advocating for Violence Education (PAVE) presented a stalking prevention presentation to each athletic team as a component of NCAA sexual violence prevention guidelines.

• Community Standards and Civility offers two types of diversion programs for first-time minor incidents. Opt-in is a 2.5-hour program educating students on the Student Conduct System, Code of Conduct and alcohol. “Blueprint” is an alternative to the conduct system for cases determined to have a higher educational impact through mediation, community restoration initiatives, behavioral counseling services or restorative justice practices such as “Story Circles,” the “Stamp and Shield” programs and the “Flyer Legacy” program.

The Department of Public Safety participated in 142 Community Engagement events. 94.4% of (293) Flyer Host training participants reported understanding the importance of creating a safe and welcoming community.

296 students were invited to participate in a diversion program during the academic year.

“...As a member of UD EMS, I have had the opportunity to serve the UD community in a unique and impactful way. This organization has increased my passion for medicine and continues to develop my self-confidence as a future medical provider.”

— UD senior, EMS Public and Alumni Relations Officer
ALIGNING PROCESSES AND PRIORITIES

To support student resilience, retention and persistence, the Division continually reviews and analyzes our own processes, resources and infrastructure.

The 2019–20 academic year saw numerous improvements to our infrastructure and processes, designed to facilitate a more effective experience for UD students, faculty and staff.

- The Office of Multicultural Affairs changed its name to the Multi-Ethnic Education and Engagement Center (MEC) to better reflect its mission, the nature of its work, and the changing needs and diversity of the student body. On January 17, 2020, MEC began a year-long celebration of its 50 Year Anniversary.

- New Student Programs changed its name to Student Transitions and Family Programs to better reflect the nature of its work and the transition needs of the student body. The Office established new vision, mission, core values and learning outcomes, and redesigned programming. The Office also expanded services and hired an assistant director to lead student transition programming and student employee leadership development.

- To align with best practices, the Division redesigned traditional fall orientation programming as a summer orientation model. This model provides more opportunities for student interaction and helps students integrate academically and socially to the University. As a result of the pandemic, summer orientation was converted to a live virtual orientation model.

- Student Development IT established a security baseline to conduct more detailed work on systems in the Division. All Windows 10 systems have been targeted to move to version 1809 with Ivanti and SEP installed by the end of the fiscal year.

- To manage product uptime, Student Development IT developed a system to measure total system availability time across all applications. The Office recorded a series of metrics and identified unplanned outages across technical products. The collected data is being used to explore alternate architecture models that will add system resiliency.

- The Division’s news digests — distributed electronically every Tuesday for staff and graduate assistants — include content from division-wide departments and units, accolades and awards, announcements, and staff and student spotlights. A total of 497 articles were included in 52 staff digests throughout the 2019–20 academic year.

“Thanks for the work you do on the digest, it’s something I definitely look forward to.”
—Assistant Director of FSL
• The Commuter Student Newsletter — shared as an electronic publication twice yearly — includes information about co-curricular opportunities and services from UD LateNight, Campus Alcohol and Other Drugs Resources and Education (CADRE), Campus Recreation, Campus Ministry, the Dean of Students Office and Roesch Library.

• The Division’s Office of Budgets and Financial Operations developed a division-specific financial prioritization process for departments and units, to provide more practical financial information and increase efficiencies. The customized financial reports were scheduled to email to end users, to avoid the need to log in to the system.

• Community Standards and Civility implemented a coaching model program, facilitated monthly throughout the fall semester to increase Hearing Officer confidence in facilitating Behavioral Hearings. Hearing Officers received post-training surveys to reflect on content and assess their confidence level with the training information.

20% decrease in the number of emails sent to the Division due to use of the news digests.

29 systems tracked by IT for system availability time across all applications in the Division.

822 commuter students received the Commuter Student Newsletter via email.