DIVERSITY STRATEGIC PLAN UPDATES

THE DIVISION OF STUDENT DEVELOPMENT BEGAN DIVERSITY STRATEGIC PLANNING EFFORTS IN JANUARY 2012 THROUGH AN INCLUSIVE PROCESS THAT INVOLVED ALL STAFF WITHIN THE DIVISION IN THE DEVELOPMENT AND IMPLEMENTATION OF STRATEGIC GOALS. THE STRATEGIC PLAN WAS PRESENTED TO THE CAMPUS COMMUNITY IN MARCH 2013. THE PLAN CONTAINS ITEMS THAT ACHIEVE IMPORTANT DIVISION AND UNIVERSITY GOALS WHILE POSITIVELY SHAPING THE CAMPUS CLIMATE FOR DIVERSITY. THIS DOCUMENT HIGHLIGHTS KEY INITIATIVES FROM 2015–2016 THAT WERE DESIGNED TO ADDRESS ONGOING AND EMERGING PRIORITIES.

DEVELOPMENT OF A COMPREHENSIVE STUDENT AND RESIDENTIAL LIFE EXPERIENCE AT THE CHINA INSTITUTE

In August 2014, the Division of Student Development was charged with developing a comprehensive student and residential life experience for the University Dayton China Institute in Suzhou, China. A committee was formed containing representation from the Dean of Students Office, the Office of Multicultural Affairs, Housing and Residence Life, the Center for Student Involvement, the Counseling Center, Community Standards and Civility and China Initiatives within Enrollment Management. The committee studied best practices within international higher education, consulted campus partners, developed new systems and adapted existing policies and procedures in preparation for the inaugural Spring 2015 semester and Summer 2015 program at the China Institute.

A final report presented in June 2015 outlined outcomes produced as well as short-term and long-term recommendations to support the continued success of a comprehensive student life experience that fosters intercultural engagement and learning.

After conducting a national and international search, an inaugural Director of Student Life was hired in January 2016. The Director of Student Life works in collaboration with the China Initiatives staff and faculty and receives ongoing support from the Dean of Students Office, Housing and Residence Life and the Office of Multicultural Affairs.

MULTICULTURAL FRAMEWORK

As a result of diversity strategic planning efforts, a multicultural framework and reflection and planning sheet were developed by an ad hoc committee beginning in Spring 2013 and piloted during the 2013–2014 academic year. The multicultural framework contains essential intercultural learning outcomes identified in higher education literature related to shaping the knowledge, attitudes, skills and socially just action of students at an introductory, expanded and advanced level. These tools continue to inform the development of training and co-curricular experiences offered by departments within the Division to student employees and student leaders.

- The Director of the Office of Multicultural Affairs and the Director of Student Development Assessment and Planning held monthly open sessions with staff interested in exploring questions and best practices related to using these tools.
- The multicultural framework informed the training and development of student experiences across the division. For example, staff in the Center for Student Involvement used these tools to create training and development experiences for student staff as well as student leaders who attended retreats for the Student Government Association, Campus Activities Board and the Greek Councils. Greek Council student leaders explored social identity and the alignment of espoused organizational value statements with behaviors over four training and retreat experiences. Eighty-eight percent of the 110 respondents identified and described aspects of personal and social identity and outlined steps toward creating spaces for inclusion among peers and in their communities of practice.
THE DIVISION OF STUDENT DEVELOPMENT and the Provost Office continue to provide financial and staff support for the campus-wide Creating Inclusive Communities initiative, which is designed to foster ongoing conversations among students, faculty and staff on privilege in all its forms and sustainable actions to dismantle injustice in the UD community and beyond. Students participate in a mini-course, attend a conference on social justice and privilege, present at the Stander Symposium and develop student-led sustainable action projects. Faculty and staff participate for their own professional development and to provide support to students. The initiative is coordinated by staff and faculty, including from the Center for International Programs; the Fitz Center for Leadership in Community; the English Department; the Department of Sociology, Anthropology and Social Work; the Women’s Center; the Office of Multicultural Affairs and other areas.

Since 2013–2014, CAMPUS RECREATION prioritized diversifying their student employee staff (243) through the development and continued refinement of inclusive recruitment and hiring practices. The percentage of underrepresented student staff members has increased over time to 11%.

Campus Recreation began researching best practices used by other institutions, the National Intramural and Recreational Sports Association, and campus partners (e.g., members of the LGBTQ Task Force) related to identifying language around transgender participation specific to individuals participating in Intramural leagues based upon their gender identity.

The 243 student employees within Campus Recreation participated in training and development experiences informed by intercultural learning outcomes that focused on “the capacity to place oneself in another’s position.” Sixty student supervisors participated in monthly meetings where they engaged in dialogue with their peers across difference, practiced theories and concepts learned, reflected on their experiences and were encouraged to serve as advocates for change within their community. During an activity-based retreat and eight one-hour meetings held at 7 a.m.

IMPLEMENTATION OF LGBTQ TASKFORCE RECOMMENDATIONS
Student Development and other departments across campus implemented recommendations presented by a taskforce developed as a result of a resolution passed by UD’s Student Government Association in Spring 2014 that requested more resources for supporting students who identify as LGBTQ+. Key accomplishments in the first year:

- A graduate assistant was hired to support LGBTQ+ initiatives for students.
- Education and training using the lens of our Catholic and Marianist tradition reached 1,066 individuals through programs such as “Don’t Cancel Your Class” presentations and ally training.
- Formation of an LGBTQ+ student advisory council and Q*mmunity leaders, a student peer educator group.
- Marketing efforts, including creation of a communication strategy, a logo and a branded resource guide for students on the website.
- Collaboration with the counseling center to develop and grow ally training.
- “I ally” photo campaign with 60 student, faculty and staff participants who stated how they ally with the LGBTQ+ community.
- A national search was conducted for a new full-time coordinator for LGBTQ+ support services.

“As the student against stereotypes house, we always invite our community to take a moment and reflect on how their actions throughout the day, week and year affect everyone around us.”

– Olivia Garzona, Rachel Bens, Erin Gallan, Liz Kyle and Erin Healy
throughout the academic year, students engaged in the following sessions: difference between discussion and dialogue, peer to peer socio-cultural conversations (emphasis around gender), administration and discussion of the Intercultural Effectiveness Scale (IES) with the Executive Director of the Center for International Programs, leadership efficacy and capacity (emphasis on leading change within the realm of diversity).

“This was a difficult, but rewarding experience. It is very hard for me to leave my comfort zone or safe place, but I am glad that I did, because the reward far outweighed the risk. I was able to realize how I judge people and situations, for better, and for worse. Through this, I have been able to grow and mature.”
– Campus Recreation Student Employee

“I like the discussions around diversity. It is very relevant to functioning in today’s world in college, and we can take this into our jobs after school.”
– Campus Recreation Student Employee

**THE CENTER FOR STUDENT INVOLVEMENT** prioritized the importance of planning inclusive and welcoming events in their advising of the Student Government Association (SGA) and Campus Activities Board (CAB).

- SGA offered an impressive series of educational events that reflected the voices and experiences of the campus community, including individuals who identify as LGBT (Lesbian, Gay, Bisexual, and Transgender), Muslim and African American. SGA also offered opportunities for students to engage in dialogue about the following campus and social justice issues: terms used to refer to the South Student Neighborhood, World Aids Day, the Black Lives Matter movement and the experiences of refugees.

- CAB reviewed event attendance to identify students who they may not be reaching to make events more inclusive and welcoming. CAB also began a partnership with the Multicultural Programming Council, a new student organization advised by the Office of Multicultural Affairs.

Center for Student Involvement staff incorporated diversity-related questions that aligned with a multicultural competency learning outcome into the reflection process for 92 student employees. Students engaged in personal reflection and dialogue with their supervisor about their core values, the meaning of community, strategies for creating a more welcoming environment for international students, and the importance of respecting diversity as a member of the UD community. Seventy-six percent of student employees met or exceeded the multicultural competency learning outcome.

The Center for Student Involvement staff presented to Intensive English Program classes and met with individual students to encourage international students to participate in student organizations. Staff also reviewed and adapted student employee recruiting and hiring practices to promote inclusive processes.
COMMUNITY STANDARDS AND CIVILITY continues to work on increasing the diversity of hearing board membership to reflect the larger student community in terms of race, gender, nationality, cultural background, campus involvement and other dimensions.

Information about translation, interpretive services, and disability accommodations was included in every notice of possible violation of the student code of conduct resulting in a hearing.

THE OFFICE OF COMMUNICATIONS AND COMMUNITY RELATIONS collaborated with UD’s Business Research Group to conduct a review of the Division’s internal communication. A workgroup was established to review and make recommendations based on the findings. Recommendations included publishing a weekly newsletter to share Division-wide updates, increasing staff training and developing an inclusive strategic communication plan. The Office also supported the work of University-wide and Division-wide departments and committees through:

- Development of a new Commitment to Community campus-wide marketing campaign encouraging inclusivity, respect for self and others and developing relationships with those different from oneself. This campaign included lamppost banners across campus, brochures and materials distributed to students.

- Expansion of student participation in the C2C sheet sign contest to over 90 student residences.

- Increased marketing efforts for MLK week programming.

- Increased marketing efforts for Graduate Assistant Development, including creation of a Strategic Marketing Plan to define the GA experience and increase the recruitment and retention of underrepresented students.

- Communicated a shared and inclusive understanding of diversity via 12,000 print materials (e.g., reports, brochures, posters, postcards and flyers) and student development’s website.

- Took more than 2,000 photographs to build a diverse pool of images for communication pieces.

“Honoring the culture, religion, and background of individuals is the first step to creating a community worthy of the University of Dayton. As students, we have come here to learn and grow through new life experiences.”

– Jack Kunkel, Jonah Connelly, Will Posten, Jarid Gelinas and Alex Nagy
THE HEALTH CENTER continues to ask new staff to complete the nine-hour Department of Health and Human Services Culturally Competent Medical Care online continuing education course.

The UD Health Requirements form and Symptom Review form are available to students in Chinese and Arabic. Immunization vaccine information statements from the Center for Disease Control are available to students in nine languages during immunization intake clinics. The Health Center displays publications and artwork reflective of diverse interests.

COMMUNITY WELLNESS SERVICES AND THE COUNSELING CENTER provided staff with a professional development opportunity, presented by a faculty member from Wright State University, which explored how to better serve individuals who have a disability during the therapeutic process.

Community Wellness Services continues to collaborate with the Office of the Rector and the Center for International Programs to host Breaking Bread, a three-part program in which 60 international and domestic students come together over a meal to enhance their social and spiritual well-being through meaningful conversation. Students reported attending to meet new people, to be exposed to new cultures, and because they value community.

THE COUNSELING CENTER and the Center for International Programs collaborated to offer an in-service training session to assist clinical staff better understand the education abroad programs offered and potential cultural issues so that counselors can better support students who plan to study abroad.

The Counseling Center continues to provide training and support to the Director of Student Life and Resident Assistants involved with the University of Dayton China Institute. A clinical staff member also discusses mental health issues and provides resources to students prior to departing for the China Institute.

The Counseling Center continues to provide office hours once a week in the Office of Multicultural Affairs.

Counseling Center staff members have committed to attending at least one professional development session each year that focuses on deepening their understanding of issues of diversity and inclusion.

“We believe the dignity of every person is an especially pertinent in our community today. Our house strives to engage with UD students of all races, ethnicities, faiths, and backgrounds. We believe in treating every person...with respect, as every person deserves to feel included and engaged in their community.”

– Eva Schuller, Emily Hudson, Meeked Hayba and Lynette Cabrera
HOUSING AND RESIDENCE LIFE contributed to the implementation of the LGBTQ task force recommendations by updating its housing contract to provide transgender students with information regarding how the department can provide support and assistance in securing housing.

Housing and Residence Life and the Center for International Programs sponsored the inaugural Cross Cultural Connections program, bringing 50 incoming international and U.S. students together as a community to engage in a series of structured relationship building and intercultural development experiences. Participants completed an orientation that included intercultural awareness training and activities to encourage intercultural engagement.

Housing and Residence Life partnered with the Office of Student Leadership Programs to redesign the curriculum for EDC 402, the class for new Residence Life paraprofessional employees in their first year of employment. As part of the course, the instructors facilitated dialogue training on race/ethnicity for 70 student staff members.

As part of its annual undergraduate leadership institute, Housing and Residence Life invited a nationally known educator to present to 330 staff on different forms of privilege and microaggressions through a day-long session that helped individuals reflect on how they can create more inclusive environments. Housing and Residence Life also partnered with the Coordinator for LGBTQ+ Services to provide training for undergraduate paraprofessional staff.

NEW STUDENT PROGRAMS hosted a Multicultural Connections Session during New Student Orientation to create opportunities for connection with first-year multicultural students that might also result in student interest in leadership positions.

New Student Programs and the Center for International Programs (CIP) collaborated to assist international first-year and transfer students’ transition into the University by creating stronger connections between BRIDGES, a mandatory program for all incoming international students sponsored by CIP and New Student Orientation.

- International Peer Orientation Leaders (10) attended a training session facilitated by the Director of New Student Programs to provide information regarding their involvement and support of international students during New Student Orientation.

- New Student Programs staff attended the January BRIDGES program to assist international students with registering for new Student Orientation.

“As treating others with respect we can work together to make a great student neighborhood. We hope to enhance the community through working towards the common good.”

- Erin Murphy, Meaghan Sullivan, Katarina Saltis, Krista Barrett and Kristen Schroeder
THE OFFICE OF MULTICULTURAL AFFAIRS invited members of the campus community to participate in an Intergroup Dialogue training facilitated by individuals from the University of Michigan. With support from Housing and Residence Life and the Center for International Programs, a two-day training offered on campus was attended by 42 staff and faculty. Three staff members and a faculty member attended a summer National Intergroup Dialogue Institute at the University of Michigan.

Fourteen students, the majority of whom are involved in the inaugural Diversity Peer Educator program, and five staff members participated in a two-day Intergroup Dialogue training held on campus. A staff member from the Fitz Center for Leadership in Community facilitated the training. The Diversity Peer Educators are trained to facilitate educational workshops and experiences for their peers. In fall 2015, the group created a campaign, “My Culture is Not Your Costume,” to encourage students to consider the affect their Halloween choices can have on individuals from diverse backgrounds.

The Multicultural Programming Council, a new student organization advised by the Office of Multicultural Affairs, was created in Spring 2016. The Council uses an inclusive leadership model to provide educational and sociocultural activities that are representative of the campus community.

The symposium, Critical Examination of Our Times: The State of Race on the UD Campus, held in January 2016 was designed to explore the history of race relations at UD, national trends and attitudes (especially among university students) and the ways in which the University can build a more inclusive campus community that is genuinely respectful and welcoming of every one of its members. The planning committee was coordinated by the Department of History and Africana Studies and contained faculty representation from the Departments of Philosophy, English, Political Science and Human Rights Studies, History and the Office of Multicultural Affairs.

THE OFFICE OF STUDENT LEADERSHIP PROGRAMS included an identity and diversity perspective in all leadership trainings and programs, including the Student Development Leadership Institute, Don’t Cancel Your Class Sessions, and the UleaD curriculum, and facilitated opportunities that fostered the development of inclusive leadership skills.

- 100% of the 28 students who participated in the UleaD mini-course articulated how their self-identity connects to their leadership philosophy.
- 74% of the 83 students who attended the Fall Leadership Conference outlined a plan to use information gained from the conference to influence engagement with their community and others through inclusivity, conflict management and building community.

STATEMENT OF INCLUSIVE EXCELLENCE
The division of student development recognizes the educational benefits of diversity for students, faculty and staff. We are committed to engaging in reflection, dialogue and experiences that both challenge and affirm multiple perspectives. Our Marianist charism calls us to value the dignity of every person and to advocate for social justice.
PUBLIC SAFETY hired a Recruitment and Retention Officer to assist the department in developing recruitment strategies that would attract a diverse pool of qualified applicants for key vacancies.

Programming continued between the Office of Multicultural Affairs and Public Safety to increase opportunities for engagement and understanding between officers and multicultural students. Public Safety conducted intentional outreach to members of the LGBTQ+ community and attended events sponsored by Spectrum, a student organization dedicated to advocating for the acceptance and respect of all lesbian, gay, bisexual and transgender students in the UD community.

The Director of STUDENT DEVELOPMENT ASSESSMENT AND PLANNING supported the work of campus-wide committees, including the Supporting Multicultural Students Committee and the Student Success and Persistence Team, by facilitating data-driven presentations regarding the experiences of African American male students at the University. Findings from the Multi-Institutional Study of Leadership were shared with the Center for International Programs leadership team and the Student Development Cabinet to highlight outcomes of interest related to the experiences of international students.