We strongly value being respectful to our neighbors and other university students in order to contribute to the overarching sense of common good.”

—House members of 406 Stonemill Road
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 Impact Report. The University’s focus on building and supporting strong, diverse, inclusive communities and educating students to become compassionate, intentional leaders is a mission in which we take great pride and care.

This year’s report illustrates our progress toward the ambitious, yet realistic, goals set forth in the Division of Student Development’s Strategic Plan 2022. That plan affirms our long-term vision and commitment to creating a student-centered learning environment, rooted in the Catholic and Marianist traditions. The report demonstrates the efforts of the Division’s staff and students to promote and participate in the following:

- Innovative, co-curricular learning that fosters community-building
- Opportunities for self-discovery and socially responsible leadership
- A foundation of health and wellbeing to support positive relationships within the community
- Dedication to inclusive excellence and a welcoming campus
- Commitment to campus safety and promotion of personal responsibility
- Review, analysis and improvement of the Division’s processes, resources and infrastructure

As you know, this multi-year plan to examine, inform, create and evolve the Division’s programs, processes and resources is based in great part on constructive feedback from members of our campus community, including trustees, vice presidents, deans, key stakeholders, faculty, staff and students. I am excited to share our progress with you.

We remain committed to fostering the common good and developing community-conscious leaders. Now, more than ever, I applaud the dedication of our staff to contribute to the growth and education of all students, within inclusive communities that are made possible by the deep devotion of our faculty, staff and colleagues. And as always, I am grateful for our trustees’ insight and our donors’ generosity. Thank you for your continuing support of our students.

I look forward to working with you over the coming academic year, as we continue to prepare our students to become more globally-minded, thoughtful, intentional and compassionate leaders dedicated to the common good.

Sincerely,

William M. Fischer, J.D.
Vice President for Student Development
The Division works with University faculty and staff, alumni and parents to enable and encourage co-curricular learning and the development of diverse communities and self-aware student leaders.

At the University of Dayton, community-building begins the moment students arrive on campus.

- New students are introduced to academic, co-curricular 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.
- Designed Learning Experiences (DLEs) provide second-year students the opportunity for intentional conversation around community-building topics such as conflict-resolution strategies and tools and listening with empathy.
- The Residence Housing Association (RHA) offers several signature programs — including games, special meals, showcases and opportunities to talk with resident assistants (RAs) — to encourage stronger community and communication.
- The Center for Student Involvement (CSI) enables students to author their own leadership and involvement experiences through diverse student organizations that open avenues for engaging with community peers, developing transferable skills and fostering personal growth.
- Several times throughout the semester, students participate in Community Building Meetings (CBMs) to build and strengthen relationships within their community, participate in discussion, learn about pertinent topics and receive important updates from the Department of Housing and Residence Life.
- Points Accumulated Toward Housing (PATH) aligns the residential curriculum, campus partner engagement opportunities, and the housing assignment process. By participating in engagement opportunities and other events that align with A Vision for Integrated, Applied and Transformative Education (AVIATE), students earn PATH points to achieve a higher priority in housing assignments.
- Intentional Conversations occur once a semester. The discussion can range from students’ UD experience to deeper ideas and reflections on the challenges and opportunities of college life. These conversations help to build a stronger community and enhance the residential experience for students.

Transforming Communities

FOR THE COMMON GOOD
Bringing Flyer Families Together

Each year, New Student Programs (NSP) prepares a three-day Family Weekend filled with dozens of athletic and social events, educational and spiritual sessions, and gatherings for students and their family members. This event helps family members reconnect with their students in productive, meaningful ways.

Family Weekend registration increased by more than 30% from 2017 to 2018.

Learning to Lead

To help ensure that Residence Life paraprofessional employees and Fellows in their first year of employment are prepared to support students, UD provides a mandatory class that focuses on topics such as self-awareness and leadership development, increased understanding of others’ identities and community-development strategies.

2018-19 Co-Curricular Learning

Accomplishments

92% of students indicated that they felt comfortable approaching their RA/Fellow for help or a listening ear.

96% of first-year students attended at least one 2018 NSO Team Time; more than 90% attended all four.

More than 7,000 students had the opportunity to develop leadership skills and involvement experience through CSI.

More than 1,200 students served as student organization officers.

More than 108,604 PATH points were awarded to students.

More than 3,604 conversations with RAs/Fellows focused on issues of cultural identity, conflict management, and identity and intervention.

“Listening and keeping an open mind to what others have to say creates a safe environment and a well-rounded community.”
—UD 2nd year student

“UD has given me a greater understanding of Marianist values and how to live them in my day-to-day life.”
—UD student

“I have a greater capacity to listen to, to act with and to love those whose life circumstances are different from mine.”
—UD student leader
Developing TOMORROW'S LEADERS

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.

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.
... the program also incorporates leadership into the development of the whole person to help students succeed both at UD and in life.”

— UD first-year student

- The Office of Multicultural Affairs engages students through facilitated cultural programs and educational events focusing on academic success, strengthening cultural competencies and increasing students' capacity for intergroup dialogue.
- Upper-division students reflect on Commitment to Community (C2C) principles and habits (e.g., treat yourself with respect, leadership in service), and then they display a sheet sign that illustrates how their house or apartment derives meaning from those principles and habits in the popular annual C2C Sheet Sign Contest.
- Thirty-one junior and senior female-identified UD students attend a four-day Women's Leadership Immersion retreat, exploring opportunities for vocational exploration, leadership development and community-engaged learning.
- Student Leadership Programs provide opportunities that are grounded in the concepts of socially responsible and culturally relevant leadership and are framed through the lens of our Catholic and Marianist identity.
- The Leadership in Service Scholarship partnership welcomes hundreds of first-year students, each of whom must complete one leadership development initiative per semester to maintain the scholarship for up to four years.
- The Dean of Students Office presents a Civility in the Classroom dialogue for faculty to learn how to prevent, intervene and respond to disruptions in the classroom, including unwanted noises and phone usage, constant class interruption, and threatening and erratic behavior.
- CSI enables students to develop transferrable skills and experience personal growth by participating in leadership positions within student organizations.

**Leading by Example**

Over the course of the year, the Office of Multicultural Affairs engaged more than 3,200 students through facilitated cultural programs and social justice education events. Events focused on academic success, strengthening cultural competencies and increasing students' capacity for intergroup dialogue.

**Sharing a Journey of Faith**

Marianist Mindfulness is an upper-division engagement opportunity (in partnership with Campus Ministry) that helps students build a capacity for silence, mindfulness and reflection. Students in the upper-division experience learn from one another's spiritual development by articulating and sharing the spiritual practices that have helped shape their faith lives, including prayer, attending church, participating in service opportunities, being present in nature and engaging in reflective practices.

**Soaring Sorority GPAs**

National Panhellenic Council sororities achieved an all-sorority average GPA of 3.387 in Spring 2019 — nearly a tenth of a point higher than the all-undergraduate average GPA of 3.295.

**Reflecting a Modern Mission**

The Office of Multicultural Affairs adopted a new name, the Multi-Ethnic Education and Engagement Center, on July 1, 2019. This new name better reflects the Center’s mission, the nature of its work, and the changing needs and diversity of the University of Dayton student body.

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**2018-19 Self-Discovery Accomplishments**

- 1,669 students participated in cultural education programs.
- 2,759 students completed a Community Living Agreement (i.e., roommate agreement), with 90.8% saying they felt able to discuss potential challenges in their communities and identify at least one potential way to resolve conflict.
- 100% of attendees at the Civility in the Classroom training reported feeling more prepared to respond to or report disorderly behavior.

- 463 students helped write 98 C2C reflection statements.
Building A HEALTHY FUTURE

Student life can be stressful. That’s why the Division helps students of all backgrounds to build a foundation for sustainable, lifelong, physical and mental health and wellbeing and positive interpersonal and community relationships.
Colleges and universities across the country are facing unprecedented levels of student anxiety, depression and stress. 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.

- The UD Step Care Model, introduced as part of World Mental Health Day in fall 2018, serves as the cornerstone for the holistic mental health approach and suicide prevention initiatives at UD. The framework empowers all community members to take an active role in destigmatizing mental health challenges, teaches self-help strategies and provides access to appropriate mental health resources.
- Life Hacks workshops leverage the JED Foundation’s comprehensive approach to actively engage students in strategies and techniques that promote positive mental health and suicide prevention. Workshops cover topics such as overcoming test and social anxiety, the mental and physical benefits of regular exercise, time management, sleep and technology use.
- Mental Health First Aid training is an evidence-based, internationally recognized curriculum that promotes overall wellbeing and resiliency by introducing common support.
- The Kognito online training platform provides an interactive role-play simulation for faculty, staff and students to build awareness, knowledge and skills about mental health and suicide prevention, preparing users to lead real-life conversations with individuals in distress and connect them with support.
- Campus Recreation’s On Your PATH to 30 educational campaign increases awareness of the amount of moderate-to-vigorous exercise that adults need daily to maintain a healthy lifestyle and the various ways that exercise positively affects the brain—from alleviating stress, anxiety and depression to increasing memory, cognitive function and productivity.
- Merging Minds provides for dialogue among students from diverse populations and staff members from the Center for Alcohol and Other Drugs Resources and Education (CADRE), focusing on the impacts of substance use and the effects of alcohol and other drugs on the UD campus and surrounding community.
- The UD Counseling Center, Health Center and Campus Recreation play critical roles in keeping students and surrounding communities healthy. Programming and services support students, stimulating positive developments around student success and wellbeing, including higher grade point averages and student persistence, enhanced social connectedness, and physical and mental health benefits.

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Healthy Minds Study
A global assessment, coordinated by the University of Michigan School of Public Health, was distributed to all undergraduate students in 2018 to identify a baseline of the mental health and wellbeing of the student community. The survey explores mental health, physical activity, nutrition, sleep, alcohol and drug use, personal safety and violence. Results will assist in the design of integrated interventions, provide comparative peer institution data, and examine how mental health symptoms might contribute to GPA and student retention.

Sober Support and Community
The Hangar in Kennedy Union provides a safe, comfortable venue to play games and relax in an alcohol-free environment. Students played 7,638 individual games of bowling and billiards here over the 2018–19 academic year. Of particular note (given the Hangar’s role in passive, alcohol-free programming), 41% of all games were played between the hours of 10 p.m. and 1 a.m. The Hangar also hosted 142 events for student organizations, University departments and academic programs.

“I feel like this [Mental Health First Aid] training opportunity greatly increased my preparedness and made me more aware and able to help decrease stigmas.”
—UD student

Accomplishments

- Mental Health First Aid participants were certified.
- $17,500 was raised for local charities through healthy competitive activities during Greek Week in Fall 2018.
- 92.2% of Merging Minds participants gained new knowledge on alcohol and drug-related topics.

2018–19 HEALTH AND WELLBEING

4,000 students were educated about health risks related to alcohol, drugs, tobacco and e-cigarette use, including increased risks of disease from sharing vape products.
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 intracultural leadership to equity education, the Division of Student Development puts inclusion into action.
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. Recognizing the importance of inclusivity, New Student Programs — in collaboration with campus partners — increased the opportunity for underrepresented students to participate.

Students in the Campus Recreation Supervisor Leadership Cohort practice community building, interpersonal skills and effective civil discourse through an intercultural lens, thanks to training in intercultural effectiveness that enables them to practice dialogue and discussion, recognize bias, and engage proactively to contribute to a positive, vibrant and socially just society.

Pride Week at UD provides additional opportunities for students, faculty and staff to support and educate one another around issues that affect the LGBTQ+ community.

LGBTQ+ Student Services looks for opportunities to increase understanding and inclusion on campus, such as sponsoring internships for students to attend the Midwest Bi Lesbian Gay Trans* Asexual College Conference and share their learning in the UD community.

The Chosen Name Policy, a campus-wide policy initiated through the Gender Identity Working Group and the vice president of Student Development, formalized the procedure for students, faculty and staff to refer to individuals by their chosen name, unless otherwise requested by that individual.

Free 4UDLateNight activities (such as movies and trivia), Campus Activity Board (CAB) programming (such as the Spring Concert and Carnival and day trips) and the annual Talent Show (in partnership with the Center for International Programs and Office of Multicultural Affairs) provide diverse avenues for community engagement.

Most Greek-letter organizations at the University hold similar values — scholarship, service and the fraternal bond — as well as providing organizations that help students feel at home. For example, the Alpha Nu chapter of Alpha Psi Lambda National, incorporated is the first chartered Latinx Greek-letter organization on campus.

The Dean of Students Office piloted a university-wide case management model to support students needing additional assistance navigating the University by collaborating with campus offices (Office of Learning Resources, academic departments, Counseling Center and Equity Compliance) to assure access and support services to help students matriculate to graduation.

The Transforming How Recovery is Viewed Everywhere (THRIVE) prevention program introduced students to alcohol- and drug-recovery through inclusive language and an overview of campus resources.

“Everyone was super positive and friendly... The environment and atmosphere were very positive and I felt like I could be myself and be outgoing without being judged.”
—Camp Blue participant

2018–19 INCLUSIVE EXCELLENCE

Accomplishments

More than 157 students attended THRIVE presentations.

More than 6,300 students engaged with CSI events.

More than 600 Pride shirts were distributed during Pride Week.

97% of students say they have the skills to be a change agent as a leader.

There was an increase of 33% in Campus Recreation student supervisors being able to identify cultural differences and biases after training.

There was a 28% increase in multicultural student campers attending Camp Blue in 2018.

“In being a part of Amnesty International, I was able to find my voice through activism and not be afraid to stand up for what is right. In addition, I have connected with other people on campus who are passionate about human rights as well.”
—UD student leader

“It’s through these kinds of experiences and discussions that prejudice and stereotypes are put to rest.”
—UD student

Pride in our UD Community

More than 600 Pride shirts were distributed during Pride Week (April 8 to 13, 2019), which culminated in the Allyship Reception, hosted by UD alum Josh Stuckey. Josh discussed growing up in rural Ohio, being a student at UD, cofounding the Ruh Girls to help raise funds for HIV/AIDS research at the height of the AIDS Crisis, and coming out as gay as an elementary school teacher and the ways in which his colleagues and supervisors committed to allying with him.

Community Means Everyone

During the 2018 Community Means Everyone Week (the week before Thanksgiving), the keynote speaker was Eric Alva, the first American service member to be wounded in the Iraq war, who later used that platform to come out as a gay marine and call for the end of the “Don’t Ask, Don’t Tell” ban on LGBTQ+ military service members.

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Promoting SAFE SPACES

Campus safety relies on a combination of University support and 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.
The Division strives to educate students around a variety of issues such as personal responsibility and community-oriented policing to promote public safety on and off campus.

- A student-run Public Safety Advocate group works with Public Safety to build strong student and police relationships. The group collaborates with SGA, I Ally, Green Dot and the Muslim Student Association; assists public safety in presentations within their student academies; and facilitates “Stop the Bleed” classes, which empower individuals to assist in a bleeding emergency until professional help arrives.

- Members of the Flyer Host special interest house facilitate sessions to increase awareness of the potential risks and consequences associated with hosting a party and to provide strategies to reduce those risks and promote safety.

- UD Public Safety enhanced its innovative and cutting-edge community-oriented policing services and relationship building with students, including the formation of a Community Engagement Team (CET) of police officers that participate in numerous social, tabling and educational events in partnership with students. The department received the International Association of Campus Law Enforcement Administrators (IACLEA) Community Innovations Award for its efforts in community-oriented policing strategies and initiatives.

- In collaboration with AVLATE, UD’s Peers Advocating for Violence Education (PAVE) Chats create an opportunity for students to discuss sexual assault with a student leader. Topics such as consent, gender stereotypes, bystander intervention and relationships help to guide the discussion toward students’ questions and challenges.

- The Office of Community Standards and Civility offers restorative justice programs and practices as an alternative to the formal student conduct process. In doing so, students can engage in reflective personal accountability in a unique interactive setting, where they are challenged to understand how their behaviors caused harm to the community and how to repair the harm. Participation in Story Circles is one of a number of examples of such restorative practices.

- With representation from student development and other campus offices, including legal counsel, campus ministry and the Provost’s Office, the Threat Assessment Team assesses a potential threat that students might pose to themselves or others and provides early intervention, support and behavioral response to students who display varying levels of disruptive or concerning behavior.

“Promoting Lifesaving Skills

The Public Safety Advocate group facilitated three “Stop the Bleed” first-aid classes, which train participants to assist in a bleeding emergency until professional help arrives.

“Promoting a Culture of Consent

In 2018, Peers Advocating for Violence Education (PAVE) developed a new presentation, Consent Culture, for first-year students. The presentation, which includes new research and sensitivity to generational shift, was delivered in collaboration with Housing and Residence Life and provided critical introductory content to sexual-violence prevention education, including bystander intervention, consent, neurobiology of trauma, supporting survivors, victim blaming and campus resources. Seventy percent of first-year students participated. PAVE also provides similar training for incoming Commuter Students.

96.7% of Flyer Host training participants understand the importance of creating a welcoming and safe community.

“It was very important to teach the incoming freshmen about the true meaning of consent, as well as introducing resources for supporting peers, in order to make our community a safer place.”

—First-year male-identifying student

Facilitating a Culture of Consent

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9 out of 10 participants would recommend a PAVE chat to a friend.

30 students participated in ongoing programs focused on building relationships with campus police and personal safety strategies.

33 cases were reviewed by the Threat Assessment Team, providing immediate intervention and case-management services to promote persistence to graduation during the 2018–19 academic year.
To support student resilience, retention and persistence, the Division continually reviews and analyzes our own processes, resources and infrastructure.

The 2018-19 academic year saw numerous improvements to our infrastructure and processes, designed to facilitate a more effective experience for UD students, faculty and staff.

- As mental health concerns continue to grow nationally and at UD, the Dean of Students Office expanded their team and hired a clinical case manager to support students at risk of failure or dropping out, coordinate care, provide on- and off-campus resources, and promote resiliency skills.

- Student Development IT minimized downtime related to application maintenance, expedited the replacement of aging systems in Public Safety and Parking (including servers, workstations and application upgrades for key dispatch, emergency response, investigations and scheduling components), and began to integrate Public Safety and Parking technology support into the processes and standards that are applied to the rest of the Division.
The Division promoted electronic distribution of news digests for staff and graduate assistants, including infographics, photos and images to enhance visual appeal and engagement; direct, transparent communication to help ensure that contributions are valued by all; and the use of one platform to share news, thus reducing the number of emails sent. The Commuter Student Newsletter — which includes co-curricular opportunities and services from CAB, LateNight, Student Leadership Programs, CADRE, PAVE, Campus Recreation, Campus Ministry, Fraternity and Sorority Life, Mental Health First Aid Training and the Counseling Center — was converted to an electronic publication, with two editions emailed to all undergraduate commuter students in Spring 2019.

The Division’s Office of Budgets and Financial Operations played a significant role in creating Fund, Organization, Account, Program, Activity and Location (FOAPAL), a new chart of accounts for University-wide financial management transformation. Training sessions were developed for the financial systems Internet Native Banner, Self-Service Banner, and Cognos, and collaboration with the change management team created content for job aids, best practices and training sessions around the new chart of accounts.

The Fraternity and Sorority Chapter of Excellence Assessment Program now requires each chapter to complete documentation tracking their service hours, philanthropy dollars raised, number of events collaborated on, attendance at University-sponsored events, and engagement with the Fraternity and Sorority Life office and the organization’s national office.

196 emails were condensed into 47 news digests, decreasing the number of emails sent throughout the Division by 24%.

50 new workstations (i.e., desktop computers, notebook computers, kiosks and other specialized hardware) were integrated into the inventory of supported devices.

9 new applications were added to the IT service inventory via Public Safety and Parking integration into the portfolio of supported devices.

2018–19 PROCESSES, RESOURCES AND INFRASTRUCTURE

Accomplishments

Colophon
University of Dayton
Student Development
2019 Impact Report

graphic design
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photography
Kathy Kargl
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special thanks to:
Mary Buchwalder, M.D.
Chief Rodney Chatman
Vernique Coleman-Stokes
Rebecca Cook, Ph.D.
Sarah DeWitt
Chris Fishpaw
James Froehlich
ReShanda Grace-Bridges, Ph.D
Daria Yvonne Graham, Ph.D
Steve Herrdon
Darlene Holder
Kedish Jesse
Kristen  Altenau Keen
Melissa Longino
Amy Lopez-Matthews
Lindsay Maxam
Debra Monk
Amanda Neuhuaser
Chris Schramm
Christina Smith
Brian Turner
Gwyn Fox Stump
Cari Wallace
Emily Wilkins, Ph.D.