

Student Affairs Strategic Goals

Goal 1: Integrate Academic and Student Life

Goal 2: Provide Opportunities for Students to Develop Essential Life Skills

Goal 3: Foster an Inclusive, Equitable Environment

Goal 4: Cultivate an Empowered and Engaged Campus Community

Goal 5: Promote a Healthy, Safe Campus Community

Foundational Support, Programs and Initiatives

Key to Departments and Areas:

AVPSP Assistant to the Vice Provost and Director of Special Projects

DOS Dean of Students

AL&ST – ACADEMIC LIFE AND STUDENT TRANSITIONS

Learning Disabilities Support Services
Center for Academic Success
First Year Experience
Writing and Math Center

A&E – ADVOCACY AND EQUITY

LGBTQA Services
Office of Multicultural Affairs
The Women’s Center

CIL – CAMPUS INVOLVEMENT AND LEADERSHIP

Student Centers
Student Activities
Student Leadership Programs
Community Service

CLSC – CAMPUS LIVING AND STUDENT CONDUCT

Residence life
Fraternity & Sorority Affairs
Greek Life Leadership
Student Conduct

HWC Health and Wellness Center

LUPD University Police Department

ROTC Military Science and Leadership

UCPS Counseling and Psychological Services

Goal 1: Integrate Academic and Student Life

1) ADVOCACY & EQUITY: Women's Center

Intended Outcome:

As a result of participating in "Whole Life" activities, female students will develop community, increase sense of self-awareness, and increase level of self-confidence.

Action Steps:

- Develop curriculum - Summer 2010
 - Create topics based upon feedback from current and past groups including female athletes, Circle of Sisters, and members of courses
 - Link topics with areas participants deemed a "need" in the Women's Center Perception Survey of Fall 2008
 - Merge practical skills with theoretical and critical inquiry
- Secure facilitators from across campus and local community- Summer/Fall 2010
- Design workbooks - Summer 2010
- Market and recruit to students - Summer 2010/early Spring 2011

Assessment:

- Assess related core competencies at various times throughout the program - Fall 2010 (beginning and end)/Spring 2011 (beginning and end)
- Control for amount of sessions attended, what participants knew before attending, objective data acquisition, and self-determined success - Fall 2010/Spring 2011
- Conduct random focus groups at least twice per academic year to acquire detailed qualitative data - Fall 2010/Spring 2011

2) ADVOCACY & EQUITY: Office of Multicultural Affairs

Intended Outcome:

By recruiting faculty to actively engage in OMA's PreLUision curriculum, students will be exposed to a variety of disciplines as well as connect interpersonally with Lehigh University faculty in an out of classroom environment.

Action Steps:

- OMA will actively recruit faculty to take part in a faculty lunch and networking event
- OMA staff and Gauntlet Leaders will discuss the importance of utilizing faculty resources and seeking faculty mentors as a means of being successful academically

Assessment:

- Program evaluations via Student Voice
- Discussions with student participants about perceived value of meeting with faculty in advance of classes beginning

3) **ADVOCACY & EQUITY: Office of Multicultural Affairs**

Intended Outcome:

By actively collaborating with the CEC, the OMA will provide informal discussion opportunities for faculty and students to discuss academics, future professional goals, internship opportunities and strategies for integrating students' academic and social life to assist in developing the whole student.

Action Steps:

- OMA will host one faculty appreciation day per semester in the M-Room
- OMA will reach out to CEC in order to gain support for this initiative

Assessment:

- Program Evaluations via Student Voice

4) **ADVOCACY & EQUITY: LGBTQIA Services**

Intended Outcome:

As a result of expanding and enhancing the LGBTQIA panel discussions and further institutionalizing the program, students, faculty, and staff will be better educated on history, issues, and trends related to LGBTQIA people.

Action Steps:

- Expand and market the peer education panel program on sexual and gender diversity.
- Create assessment instrument
- Attend requested sessions and speak in classes
- Complete an informational piece of media on typical questions and ways to respond for students who are selected as panelists
- More heavily advertise panels to Lehigh community
- Establish regular requests for panels within some academic courses
- Publicize panel discussions through targeted media outreach so that they become an integral program that more Lehigh professors will incorporate into their classes (Ongoing)

Assessment:

- Document professor's requests for panels in multiple courses and over multiple semesters
- Utilize a post-event survey that asks participants to recall information presented during the session

5) **ADVOCACY & EQUITY: LGBTQIA Services**

Intended Outcome:

As a result of more fully establishing a course entitled “Working with LGBTQI Populations” within the College of Education, a larger number of graduate students will be able to learn about LGBTQI history and theory.

Action Steps:

- Teach 1 – 2 sections of the course per year
- Apply for formal recognition of course through the Faculty committee

Assessment:

- Course offered at least once a year.
- Approval of course through the faculty committee
- Lehigh course evaluation

6) **CAMPUS INVOLVEMENT & STUDENT CONDUCT: Student Conduct**

Intended Outcome:

The University community will have more complete understanding of policies that apply to students through construction and distribution of a well organized, technology based student handbook.

Action Steps:

- Continue meeting with General Counsel’s Office to discuss content needs - 2009
- Meet with stakeholders and content providers - Spring 2010
- Develop new handbook - Fall 2010/Spring 2011

Assessment:

- Content reduction by 20% of 2009-2011 book
- Meets with approval of campus community

7) **CAMPUS INVOLVEMENT & STUDENT CONDUCT: Student Conduct**

Intended Outcome:

The University community will enhance its already fundamentally fair process for resolving cases involving sexual misconduct by developing and training a pool of “University friends” for students who have been accused of sexual misconduct.

Action Steps:

- Meet with Assoc. Dean and General Counsel - September 2010
- Develop Training - September 2010

- Recruit Volunteers and Train - October 2010

8) **CAMPUS INVOLVEMENT & STUDENT CONDUCT: Residence Life**

Intended Outcome:

To further connections with academic departments and integrate learning curriculum into the residential experience, the Office of Residence Life will continue the development and improvement of *Live Lehigh!* as upper class, student initiated, themed residential communities.

Action Steps:

- Develop a training curriculum for community coordinators
- RLC liaison will facilitate frequent meetings with community coordinators to assist with program planning and theme integration into living environment
- Increase communication with faculty and staff advisors regarding status of communities, financial management, and reapplication/assessment processes
- Partner with any students, staff, or faculty interested in developing a new community
- Marketing and information sessions
- Programming and educational expectations for each community

Assessment:

- End of semester (fall and spring) assessment including programmatic efforts will be completed by each community
- Individual discussions with community coordinators, faculty/staff advisors.
- Larger focus groups with each themed community
- Survey participants for satisfaction with and quality of learning environment

9) **ACADEMIC LIFE & STUDENT TRANSITIONS: Center for Academic Success**

Intended Outcome:

The Center for Academic Success will expand programming efforts for student groups and organizations.

Action Steps:

- Continue to work closely with athletics in efforts to facilitate athlete tutoring and implement study skills programming
- Continue to work closely with OFSA and the GLC's on programming for Greek organizations
- Work with Res Life and the RLC's and gryphons to increase programming for students in residence halls
- Work with the OMA to provide services and/or programming for students of color and underrepresented students
- Reach out to student run organizations and clubs

- Create study skills workshop evaluation
- Increase marketing for study skills program

Assessment:

- Study Skills Workshop Evaluation
- Study Skills end of semester report

10) ACADEMIC LIFE & STUDENT TRANSITIONS: Center for Academic Success

Intended Outcome:

As a result of intentional training programs and supervision, the student staff of the Center for Academic Success will develop essential skills.

Action Steps:

- Implement use of new on-line training and course site discussion board
- Implement mid-term 1-on-1 meetings and self evaluations for all tutors
- Provide tutors official feedback from Tutoring Services Evals
- Offer training workshops for student tutors
- Encourage GA's to participate in LU professional development opportunities
- Begin to explore tutor certification through CRLA or NTA

Assessment:

- Create tutor training evaluation
- Distribute Tutor Surveys - Fall 2010/Spring 2011
- Conduct GA interviews - Fall 2010/Spring 2011

11) ACADEMIC LIFE & STUDENT TRANSITIONS: Center for Academic Success

Intended Outcome:

Lehigh University community will become aware of universal design concepts and will begin to implement best practices of universal design consistent with the role and responsibility of individual departments.

Action Steps:

- Continue to collaborate with Lehigh lab to provide seminars on Universal Design topics
- Explore the accessibility issues for individuals with temporary injuries
- Explore transportation accessibility for individual with mobility impairments
- Redesign website to include Universal Design concepts

12) ACADEMIC LIFE & STUDENT TRANSITIONS: Learning Disabilities Support Services

Intended Outcome:

As a result of the Faculty Survey on Academic Support Services for Students with Disabilities, faculty will become more aware of university policies and procedures regarding students with disabilities, as well as the theoretical concepts which drive our department.

Action Steps:

- Continue to consult and collaborate with faculty on Academic Support Services
- Redesign website to include Faculty link on policies and procedures

13) ACADEMIC LIFE & STUDENT TRANSITIONS: Learning Disabilities Support Services

Intended Outcome:

As a result of an increased numbers of individuals with physical, sensory and neurological disabilities, Lehigh University will have current policies and procedures regarding auxiliary care for individuals with disabilities.

Action Steps:

- Develop Documentation Guidelines for Autism Spectrum Disorder
- Develop Policy on Service Animals on Campus
- Develop Policy on Attendant Care
- Develop Housing Accommodation Request Form in collaboration with Residential Services

14) ACADEMIC LIFE & STUDENT TRANSITIONS: Learning Disabilities Support Services

Intended Outcome:

Learning Disability Support Services will broaden its assessment of the impact of first year student support for students with learning disabilities and/or ADHD.

Action Steps:

- Work with Student Voice to develop a pre/post survey for first year students with learning disabilities and/or ADHD.
- Administer the survey - September, 2010/May 2011

15) Health and Wellness Center

Intended outcome:

Forge stronger bonds with academic departments by participating in scholarly research

Action steps:

- Continue collaboration with Professor DuPaul and his graduate students on a medication for ADD in college students
- Dr. Kitei serving as alternate reviewer for IRB
- Rajika Reed meeting with Biology Prof. Bean to determine if collaboration is feasible for his spermicide research following IRB approval.

16) Health and Wellness Center

Intended outcome:

Integrate students' extracurricular and academic experience

Action steps:

- Continue to partner with academic departments such as Biology, Sociology, Health Medicine & Society, Counseling Psychology and Women's Studies for peer education programs
- Continue to recruit Peer Med educators from the Lehigh Pre-Med Society and Department of Biology
- Continue to offer student internships with the Director of Health Promotions, with students in such departments as Biology, Sociology, and Health Medicine and Society.

17) University Counseling and Psychological Services

Intended Outcome:

UCPS staff will conduct research with, teach, and train undergraduate and graduate students, and closely interact with their associated academic departments and university offices.

Action Steps:

- Schedule affiliation, coordination and planning meetings with College of Education and Psychology Department faculty to discuss collaborative involvement and to coordinate teaching and research efforts
- Work with members of other university based departments in continuing exploration of possibilities for academic/outreach/service collaboration related to research and program assessment
- Attend, conduct and present workshops and research, and help plan/produce research and professional programs at regional and national conferences

- Design/Create and teach undergraduate and graduate courses related to social skill development and relationship
- Acquire certification for pre-doctoral internship site at Lehigh University

18) University Counseling and Psychological Services

Intended Outcome:

When engaged in outreach and other “participatory learning philosophy” interactions, UCPS staff members will seek to engage in descriptive, qualitative and program evaluation outcome research.

Action Steps:

- Implement outreach efforts to special university populations including athletes, students of color and international background, fraternity and sorority members, and first-year students
- Use in-house planning sessions to design and produce interactive sessions and encounters that fit within a methodology that lends itself to outcome research
- Communicate and work closely with faculty and staff on campus and within our professional organizations, to determine best practice means of interacting with our constituency based on our research findings

19) Assistant to the Vice Provost & Director of Special Projects

Intended Outcome:

AVP/DSP will continue to collaborate with Princeton University on a research project that focuses on asset building on a residential campus. Findings from this project will be used to support student affairs core competency and leadership initiatives.

Action Steps:

- Meet with Gina Abrahms of Princeton to develop research project – Fall 2010-11
- Develop collaboration with Outside The Classroom Beth DeRicco of University of Connecticut and to enhance project – Fall 2010-11

20) Military Science and Leadership

Intended Outcome: ROTC

Continue to build and foster relationships with students, academic departments, Student Affairs, faculty and athletics to facilitate and promote ROTC recruiting operations on campus in terms of leadership capabilities and the quality students that enroll and/or contract into the Army ROTC program; ensure students and faculty understand what Army ROTC provides to campus academics and student life in terms of quality students, athletes, and leaders and how our

contracted, scholarship Cadets (CDTs) are high quality students that contribute to Lehigh's overall academic success and standings.

Action Steps:

- Throughout the 2010-11 academic year and beyond, ROTC Cadre continue to recruit high quality student leaders, expand Lehigh's national leadership recruiting base and reward the very best scholar, athlete, leader applicants with 4 Year National or 3 Year Advance Designee Scholarships worth in excess of \$160,000 each.
- Continue to coach, teach and mentor our 28 enrolled Lehigh CDTs, 18 of which are contracted/scholarship in order to ensure their success both within the ROTC program and on campus.
- Continue to understand the dynamics of a Lehigh Army ROTC CDTs life as they manage and navigate the complexities of Lehigh's academics, sports, extra-curricular activities, ROTC classes, labs, physical training, and field training exercises. By continuing to understand their time at Lehigh, our program can better refine and ensure all Lehigh CDTs understand the balance required to manage their hectic lives, ensure they succeed academically while simultaneously managing their expectations.
- In coordination with Allison Ragon and the Office of First Year Experience, continue to participate in the Lehigh Freshman orientation sessions as well as the Lehigh Community Days in order to present the Army ROTC option to all Lehigh students.
- Provide an open dialogue with all students (Freshman, Sophomores, Juniors and Seniors) on campus to facilitate their understanding, whether student or CDT, on leadership, the US Army, and what it means to be an Officer.
- Continue to support the Student Affairs division, its Dean, and its directors on all endeavors to facilitate their operations which ultimately benefits our program and CDTs.
- Maintain an outstanding relationship with the Registrar, Admissions and Bursar's Office to promote and facilitate the positive attributes of the ROTC program.
- Continue to emphasize the importance of Lehigh's ROTC House Residence Hall by providing Lehigh CDTs (incoming and current) the opportunity to reside in an environment that is conducive to learning, growing and serving as a CDT in our battalion. The ROTC House continues to be a phenomenal resource for Lehigh CDTs as those who are of the same background, beliefs and passion normally live, work and study well with each other. As Cadre, continue to stress to incoming Four Year National Scholarship CDTs the importance and benefits of residing in this residence hall.
- Provide CDTs and parents the opportunity to participate in military traditions and events to include our annual Dining In and Awards Ceremony/Military Ball. Participation in these events exposes our CDTs to the pageantry and esprit de corps of our Army profession.

Goal2: Provide Opportunities for Students to Develop Essential Life Skills as Outlined in the Core Developmental Competencies Model

1) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Activities

Intended Outcome:

As a result of participating in active outdoor experiences offered through the Office of Student Activities, our students will have the ability to build positive supportive relationships, increase their self-esteem, improve their leadership and problem solving skills, develop a sense of community, gain a greater respect for the outdoors, and support a successful transition to Lehigh.

Action Steps:

- Continue to enhance and improve the Outdoor Adventure experience by creating opportunities for students to bond with one another making an easier transition to college
- Continue to provide recreational, affordable day trips
- Collaborate with clubs and organizations on trip planning
- Continue to solicit experience outdoor guest speakers

Assessment:

- These learning outcomes will be assessed within in each program by students completing a satisfaction survey upon conclusion of their trips

2) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Activities

Intended Outcome:

The Office of Student Activities Graduate Assistant will demonstrate an increase in critical thinking skills as a result of utilizing a revised job description that includes more interaction with university constituencies, program planning, and other practical experiences.

Action Steps:

- GA will plan, implement and assess a number of program and activities from start to finish within the office
- GA will assist in supervision of undergraduate student staff GA will conduct bi-weekly staff meetings focusing on core skill
- GA will attend professional development opportunities

Assessment:

- Compile survey with regard to the quality of training and preparedness for the position
- Exit interview to discuss which outcomes were met and which were not
- Assess the GA position description on an ongoing basis

3) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Activities**Intended Outcome:**

Student employees who participate in enhanced training through the Office of Student Activities, will demonstrate strong event management techniques, use personal experiences and observations to form logical decisions, have a broader sense of how their work affects the campus community, develop transferable skills, and be able to apply and follow approved precautions and procedures at all times.

Action Steps:

- Foster a healthy work environment where students feel valued
- Students will be trained to develop, implement and promote events through regularly scheduled meetings/workshops
- Student leaders/employees will be encouraged to participate in leadership opportunities and experiences through the OSLD
- Provide cross-training for Lamberton and Ulrich student staff members on emergency preparedness

Assessment:

- For returning employees, a self-evaluation must be completed at the beginning and end of the semester
- For new employees, pre-testing will occur no later than 1 month after hiring – continue with new employees
- Performance evaluations on each student employee will be completed
- Personal observation of student workers and their behaviors

4) ADVOCACY AND EQUITY: Office of Multicultural Affairs**Intended Outcome:**

As a result of frequently participating in OMA programming, students' self-efficacy will increase, and they will develop core competencies in areas related to "Individual Identity Development" and "Interpersonal Development, Equity, Community and Global Engagement".

Action Steps:

- Encourage consistent student participation in programs such as PreLUtion, Men of Color Alliance, 7 Seeds of Success, Welcome Home Celebration, Brown Bag discussions, heritage Month Celebrations & other initiatives
- Intentionally infuse the core developmental competencies model into training students via student leader retreats (CPB & Kaleidoscope)

Assessment:

- Observation of student behavior during and following programs
- Tracking attendance at all major office sponsored initiatives
- Intentionally designed and regularly administered program evaluations
- Behavioral observation through individual coaching/mentoring meetings

5) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Leadership Development**Intended Outcome:**

Undergraduate and Graduate Student Center staff will develop and be able to demonstrate essential life skills as a result of intentional training programs, supervision, and personal/professional development opportunities.

Action Steps:

- Through consultation with Career Services and Placement Recruiters SCF staff will be prepared to facilitate training with students on marketable life skills (i.e. problem solving, critical thinking, supervision, etc.)
- Coach student staff members so that they learn to enhance their personal resume as a result of their Student Center Facilities work experience

Assessment:

- Specific core skills will be selected and pre and post-tests will be given to student staff members to evaluate their skill development
- Behavioral observation during 1-1 supervision conversations and building staff meetings

6) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Leadership Development**Intended Outcome:**

By acting as a connective hub for infusing leadership development throughout the campus community, students will be able to examine, articulate and enact their personal philosophy of leadership and transfer skills and experiences from one opportunity to another.

Action Steps:

- The closing reception for the PEER Leadership will be enhanced to include staff members beyond instructors and to meaningfully integrate students leadership statements of purpose and the connections the statements have to various involvements
- Professor Giambatista from the CBE will be consulted as the Phase 4 curriculum is enhanced with management leadership theory
- The Athletics Leadership Coordinator will partner with the Office of Fraternity and Sorority Affairs and the Leadership Lehigh program to coordinate and execute a leadership discussion among key leaders of various sub-populations within the student body to examine their shared personal responsibility and leadership to the campus community
- The LAUNCH program for senior student-athletes will be expanded to include elements of reflection upon leadership experiences, alumni education (through collaboration with the Alumni Association), personal health and wellness (through collaboration with Sports Medicine) and dialogue with identified mentors
- Team consulting services will be enhanced by partnering with Counseling Services in order for student-athletes to become empowered to enact leadership concepts regularly
- The Leadership Programs Coordinator will bring together the Office of Multicultural Affairs, the Counseling Center, and the Office of Fraternity and Sorority Affairs to create a framework for peer education facilitation training that can be utilized and adapted to meet the needs of any program utilizing peer educators as well as create partnerships for leading the trainings

Assessment:

- Event feedback forms will be created and collected in order to gather participant perceptions about discussions between leaders in various sub populations

7) CAMPUS INVOLVMENT AND LEADERSHIP: Student Leadership Development**Intended Outcome:**

By critically assessing the congruence between prominent leadership theory, the various stages and cycles of the learning process and the current landscape of college students, the Office of Student Leadership Development will adaptively reconstruct delivery options in an agile manner that reflects individuals leadership experiences and identity development processes

Action Steps:

- The Leadership Lehigh retreat will be restructured to foster intragroup collaborations, team building and decision making while simultaneously connecting group specific learning outcomes to the new capture the idol competition
- All athletics leadership workshop content and delivery methods will be reviewed and revised in order to include opportunities for challenging dialogue with peers, intentional reflection, and experiential learning
- A new approach to team consulting will be explored through partnership with the athletics strength and conditioning trainer and the OSLD ropes course

- The Lehigh P.R.I.D.E. program will be reviewed and revised in order to most effectively introduce the leadership development process to all first year student-athletes
- The Leadership Programs Coordinator will partner with the Director of Fraternity and Sorority Affairs to fully implement and educate all fraternities and sororities on the new core competencies-based Chapter Accreditation Process
- The Student Leadership Trainers (SLT) will adopt more of a long-term consulting approach to working with fraternities, sororities, and other student organizations to establish relationships between the SLT and the organization, build organizational knowledge, and produce more relevant and effective workshops and programs
- The Leadership Programs Coordinator will work with individual organizations to create an officer transition program emphasizing the role of former officers as mentors and re-educating them on the role of an engaged member without having an official title

Assessment:

- Comprehensive curriculum notebooks for Leadership Academy will be created including: measureable learning outcomes for each athletics leadership workshop, program evaluations to determine effectiveness, and student learning and satisfaction
- A pilot program for team consulting with the conditioning trainer will be explored and evaluated through participant feedback
- Student and staff focus groups will be assembled in the fall semester, monthly blogs from the chapter presidents and a panelist liaison program will be created to monitor regular learning of the chapter leadership with regard to the core competency based accreditation process
- The number of organizations and programs administered will be recorded and surveys will be administered to measure effectiveness of new long-term SLT system
- Evaluations on the effectiveness of a new officer training program will be collected from both participants and the current officers based on their observations of behavior of past officers

**8) CAMPUS INVOLVEMENT AND LEADERSHIP/ADVOCACY AND EQUITY:
Athletic Leadership Development/Women’s Center**

Intended Outcome:

Female student athletes who participate in “She’s Got Game” sessions offered through Athletics Leadership Development and the Women’s Center will enhance their self confidence and ability to act upon their sense of self worth, specifically in terms of individual identity development and community development.

Action Steps:

- The Athletics Leadership Coordinator will partner with the Director of the Women’s Center and an intern to expand the “She’s Got Game” female athlete discussion series to include opportunities for female and male athletes to engage in challenging dialogue around issues of gender and social expectations

Assessment:

- Participation in “She’s Got Game” will be recorded

9) CAMPUS LIVING AND STUDENT CONDUCT: Student Conduct

Intended Outcome:

The University community will have a more organized and efficient Code of Conduct through the review process as outlined in the Code of Conduct.

Action Steps:

- Disciplinary Review Committee Meeting and General Counsel - Sept. 2010
- Develop potential changes - October 2010
- Hold Town Hall Meetings – Nov/Dec 2010
- Reconvene Disciplinary Review - January 2011
- Finalize draft - January 2011
- Present to Faculty - February 2011

Assessment:

- Completed Code Revision
- Meets with approval of campus community

10) CAMPUS LIVING AND STUDENT CONDUCT: Office of Residence Life

Intended Outcome:

By participating in the Gryphon selection process, students will gain experience meeting group goals, develop oral and written communication skills, and articulate a personal leadership style.

Action Steps:

- Rewrite new and returning interview questions to assess core skill development
- Communicate core competencies and learning outcomes in Carousel process and intentionally chose activities which develop specific skill sets
- Redesign application questions to focus on leadership and involvement
- Redesign returning Gryphon application process to demonstrate progress and create criteria for returning Gryphon selection

Assessment:

- Reflection session after Carousel and interview questions added to gauge learning of core skills
- Data collected from candidates and successful completion of selection process
- Application essay will articulate student personal leadership style

11) CAMPUS LIVING AND STUDENT CONDUCT: Office of Residence Life

Intended Outcome:

As a result of participating in Gryphon training, in-services, and the evaluation processes, the Office of Residence Life will be able to articulate student satisfaction, engagement and learning.

Action Steps:

- Each session in training and each in-service within Residence Life will address learning outcomes and core competency/skill objectives
- Create a theme or series with in-services offered to address particular core skills
- Review and revise training session assessment and communicate results of assessment to presenters

Assessment:

- Each session in training will be followed by satisfaction and learning evaluation
- Pre- and post-training survey
- Post-training exam for content presented during fall training

12) CAMPUS LIVING AND STUDENT CONDUCT: Office of Fraternity and Sorority Affairs

Intended Outcome:

OFSA will implement the revised Accreditation process on a community-wide level, in order to integrate the Core Developmental Skills and enhance development in all fraternities and sororities.

Action Steps:

- Final refinement of Community Development area to reflect distinction between community service and philanthropy
- Final refinement of Facilities Management area to reflect on-going chapter commitment to sustainability initiatives
- Community-wide rollout and educational sessions on process – Fall 2010
- Creation of Accreditation panelist liaison program - Fall 2010
- Greek Alumni Council follow up on pilot programs - Fall 2010
- Continued integration of Accreditation into streamlined Greek Awards programming
- Reorganization of committee structure, including selection and training to include faculty panelists
- Creation of year-long chapter Accreditation blogging program
- Implementation of Next Steps Accreditation Committee recommendations as deemed appropriate

Assessment:

- Use of Accreditation pilot groups as focus groups for new process
- Continued utilization of Accreditation synopses to understand chapter developmental needs - 2010-11
- Continued utilization of Next Steps Committee and Greek Alumni Council as focus groups
- Use of Accreditation panelist feedback and ideas for training and post-Accreditation pilot group revisions
- Continued benchmarking of Accreditation process in comparison to other assessment processes considered best in the field
- Utilization of blogging for chapters to discuss experiences while undergoing new process

13) Health and Wellness Center

Intended outcome:

Support life skills development through peer education and wellness programming.

Action steps:

- Create a Student Wellness Board with representatives from Residence Life, Greek Affairs, Multicultural Affairs, Women's Center, Student Senate, LGBTQIA, Athletics, Sexperts, Peer Med and Healthy Hawks
- Have all peer educator groups focus on core competencies, including the knowledge of campus support services, understanding the relationship between health and accomplishing life goals, and demonstrating personal responsibility for oneself
- Collaborate with Dean of Students' groups such as Multicultural Affairs, LGBTQIA, Women's Center, Residence Life, Greek Affairs and Student Senate more closely
- Work closely with gryphons during training and semester programming
- Continue programs on general wellbeing, healthy nutrition and safer sex
- Develop new programs on ways to stay healthy and recuperate from common illnesses
- Continue programmatic work with the Dialogue Center

14) University Counseling and Psychological Services

Intended Outcome: UCPS

Students utilizing UCPS services will receive individual and group counseling, consultation, and crisis assistance that meet the "best practice" standards of the psychology profession - - enabling them to live more effectively and intimately in all aspects of their community involvement.

Action Steps:

- Therapy/Counseling, consultation, and crisis assistance will be provided in a timely manner (i.e. within one day for crises) and not to exceed a two week delay for regularly scheduled sessions
- UCPS staff will continue to develop social skills training programs such as “Speed Friending” from a research based perspective
- Service statistics will be compared to standards reported by the Association of University and College Counseling Center Director’s (AUCCCD) national data summaries and the Center for College Mental Health (CCMH)
- Lehigh UCPS staff members will directly participate in providing data for a national research consortium survey and shared data program (CCMH) to define best practice standards for mental health service delivery
- UCPS staff will engage in regular supervision and consultation with their professional peers, focusing on learning and practicing best practice strategies when working with others
- UCPS staff will attend conferences and continuing education programs in order to remain current with best practice standards and strategies

15) University Counseling and Psychological Services**Intended Outcome: UCPS**

Faculty, staff, parents, students, and concerned others will receive timely and helpful assistance and referral suggestions when seeking consultation with UCPS staff regarding Lehigh University students.

Action Steps:

- Meetings with departmental faculty from the four colleges will be scheduled and attended with the intent to develop better referral relationships with the faculty and in order to facilitate consultation requests
- Web based efforts to profile the UCPS and its services will be constructed and maintained on a monthly basis
- Opportunities for interacting with faculty from various academic departments will be pursued in order to develop conjoint research and teaching relationships
- Staff will follow up on appropriate opportunities for affiliation and involvement with various constituencies on campus including coaches, and student affairs staff in order to provide consultation opportunities
- Work closely with Dean of Students office, Health Center, and Police in creating seamless referral and consulting procedures
- The success of these ventures will be assessed by evaluating the extent and success of related encounters via data compilation

16) Military Science and Leadership

Intended Outcome: ROTC

Army ROTC teaches leadership and prepares college students of all academic levels for becoming an Officer in the United States Army. Not only do we instruct contracted CDTs on the intricacies of leadership and what it means to be a leader grounded in solid ethics, morals and values, but we prepare college students, even if they do not remain in the program, for future leadership positions in the civilian sector. Army ROTC provides our CDTs the mental aspects of leadership, but also stresses the physical side of leadership thru numerous ROTC training opportunities that primarily occur during the summer break. By serving as a foundation of leadership, Lehigh's Army ROTC program significantly contributes to developing essential life skills that students require in both the military and civilian sector.

Action Steps:

- When offered the opportunity, speak to university fraternities and sororities in regards to leadership and its application to the civilian sector.
- Leadership is a life skill and a skill that university students, whether involved in Army ROTC or not, must learn in order to facilitate their development and preparation for the military profession and/or civilian job market. Being the premier leadership course on campus, Army ROTC teaches the fundamentals of leadership and prepares college students to become future Army Officers or for employment in the civilian sector.
- Select former Lehigh ROTC CDTs who were commissioned as Second Lieutenants as our Gold Bar Recruiters prior to their departure for their Officer Basic Course school which enables these Officers to obtain a solid grounding and understanding of Officership and their duties and responsibilities as Officers. During the 2009-2010 academic year, we had a May 2009 graduate and Second Lieutenant who went on to pursue an Army Engineer career. Similarly, during the 2010-2011 academic year, we have a May 2010 graduate who will pursue an Army Aviation career beginning in March 2011.
- Provide military related guest speakers to provide professional development for our CDTs throughout the academic year enabling our CDTs to learn about their profession.
- Enable CDTs to participate in exceptional military training that builds confidence, leadership skills and physical stamina/fitness to include Airborne School, Air Assault school, CDT Troop Leader Training involving a CDT serving as a Platoon Leader in a regular Army unit, Drill CDT Leadership Training involving a CDT serving as an Army Basic Training Platoon Leader, the Leadership Training Course between a student's Sophomore and Junior years and the Leader Development Assessment Course held between the Junior and Senior year. These courses assess leadership and are physically and mentally demanding but provide an outstanding venue to assess a CDTs leadership potential.

Goal3: Foster an Inclusive, Equitable Environment

1) CAMPUS INVOLVMENT AND LEADERSHIP: Student Centers

Intended Outcome:

Members and guests of the University community will be able to observe space enhancements and changes that reflect diverse, multicultural populations, thoughts and perspectives.

Action Steps:

- Continue to add new building signage for the University Center that includes ADA requirements for directional signage to handicap accessible restrooms - Spring 2011

Assessment:

- Through observation and feedback we will be able to assess if the signage improves building users navigation of the University Center - Fall 2010

2) ADVOCACY AND EQUITY: LGBTQIA Services

Intended Outcome:

Through restructuring and building the LGBTQIA department's media outreach, University constituents, interested students, alumni and other past and potential collaborators will be more educated on our resources, educational outreach and services of LGBTQIA Services and inter-student group, inter-department and inter-campus development and collaboration will increase.

Action Steps:

- Create new departmental brochure
- Revise departmental website
- Create social networking outreach portion of website
- Develop a bi-annual newsletter to LUGALA
- Create brochures and website areas that address services and programs that are more specific to faculty, staff and student communities
- Identify and reach out to contacts and departments regarding potential collaborations

Assessment:

- Through observed behavior and written evaluation, constituents will demonstrate knowledge of services and programs
- Through observed behavior, events and programs will include more inter-student group, inter-department and inter-campus collaboration

3) **ADVOCACY AND EQUITY: Women’s Center**

Intended Outcome:

As a result of required trainings and follow-up support, student staff members of the Women’s Center will develop or enhance skills in collaborating with others, planning and implementing events, and assessing their individual coalition-building strengths and weaknesses.

Action Steps:

- Specify learning outcomes
- Develop manual for staff
- Coordinate training meeting
- Articulate learning outcomes and expectations during training
- Develop follow-up meeting schedule with all planners, coordinating with either the Assistant Director or Director

Assessment:

- Assess learning outcomes at end of training session
- Assess learning outcomes six months out

4) **CAMPUS INVOLVEMENT AND LEADERSHIP: Student Leadership Development**

Intended Outcome:

By increasing intentional outreach efforts that are inclusive of all members of the Lehigh community, students and/or organizations will be able to critically examine the value of diverse perspectives on their leadership identity development and/or leadership learning.

Action Steps:

- The power & privilege series for Phase 3 of Leadership Lehigh will be expanded to include more individual workshops and both kick off (NWC) and conclusion (One Revolution) speakers as well as intentional individual and group reflection exercises
- The Athletics Leadership Coordinator will partner with the Director of the Women’s Center and an intern to expand the “She’s Got Game” female athlete discussion series to include opportunities for female and male athletes to engage in challenging dialogue around issues of gender and social expectations
- The Athletics Leadership Coordinator and intern will partner with LGBTQIA services to identify opportunities for collaboration in support of the LGBTQIA athlete community
- The Leadership Programs Coordinator will partner with the Office of Fraternity and Sorority Affairs to enhance the stability and effectiveness of the newly created Multicultural Greek Council (MGC) and its member organizations through a series of workshops and teambuilding activities
- The Leadership Programs Coordinator will partner with the Office of Multicultural Affairs to work to support leadership development among culturally-based organizations through intentional programming and workshops

Assessment:

- Students will be completing a multicultural competence assessment after each workshop/event and blogging about their growth and learning as the topic relates to leadership development
- Participation in “She’s Got Game” will be recorded

5) ADVOCACY AND EQUITY: Office of Multicultural Affairs

Intended Outcome:

As a result of intentional collaborations across the division of student affairs, athletics, Admissions and Academic Affairs, students who are involved in OMA will be exposed to a culture of equity and inclusion at Lehigh University

Action Steps:

- Create opportunities for authentic discussions and new collaboration with campus constituents
- Continuously upgrade M-Room, Office Spaces and publications to reflect our campus population
- Assist in the launching of CommUNITY programs in collaboration with a host of campus constituents

Assessment:

- Document Analysis and Campus Climate observations (informal)

6) CAMPUS LIVING AND STUDENT CONDUCT: Residence Life/Residential Services/LGBTQIA

Intended Outcome:

The Gender Non-Conforming Housing Committee will assess pilot Gender Neutral Housing program to determine student satisfaction, learning, and motivation for selecting this housing option.

Action Steps:

- Develop survey to assess learning and satisfaction for students in current community
- Track student outreach to LGBTQIA office and additional university resources to support intention of community
- Recommend next steps for program based upon survey results
- If applicable, determine location of community for 2011 prior to room selection and lottery processes

Assessment:

- Survey of current Gender Neutral Housing participants.
- Focus group with current Gender Neutral Housing community.

7) CAMPUS LIVING AND STUDENT CONDUCT: Office of Fraternity and Sorority Affairs**Intended Outcome:**

OFSA and the fraternity and sorority community will continue to establish meaningful community wide programs and initiatives to engage chapters and the greater campus community in understanding the purpose behind and concepts of civility, pluralism and inclusion as essential components of the fraternity and sorority experience.

Action Steps:

- Continued biweekly Greek Allies Program (GAP) meetings in order to continue goal setting, training, and brainstorming future GAP promotion and marketing materials
- Continued marketing of the GAP program and recruitment of new Greek Allies, by GAP Student Coordinators and current Greek Allies
- Continued GAP advisor development of a step two curriculum to train Advocates on advanced ally, presentation, and facilitation skills
- Initial GAP module training and roll out to discuss the coming out process and how to be an ally
- Implementation of Next Steps Inclusion Committee recommendations as deemed appropriate
- Continued identification and resource allocation for the expansion and sustainability of culturally based chapters and interest groups
- Continued advocacy for the commUNITY initiative through the support of student-driven programs and OFSA and Office of Multicultural Affairs co-sponsored educational programs
- Creation and implementation of the associate membership framework for the Multicultural Greek Council
- Continued assistance to the Multicultural Greek Council in further defining its role and identity as a member of the fraternity and sorority community
- Implementation of the joint academic program for underrepresented students with the Office of First Year Experience, Office of Multicultural Affairs, and Center for Academic Success

Assessment:

- Implementation of a qualitative survey for allies at the conclusion of training to assess content mastery, training effectiveness, comfort in being a Greek Ally
- Distribution of an online survey to randomly sample the familiarity of the campus community with OFSA inclusion initiatives

- Individual random sampling of spring 2010 new member classes to assess their knowledge of OFSA inclusion initiatives

8) Health and Wellness Center

Intended Outcome:

Through renewed outreach and marketing efforts, reinforce that the is a welcoming and nonjudgmental facility.

Action steps:

- Expand outreach to LGBTQIA via brochures and special programs
- Continue collaborations with Women's Center
- Continue collaborations with Multicultural Affairs
- Review *Sexpert* peer educator programs to make sure they are clearly inclusive to the LGBTQIA community
- Work closely with Greek Affairs to address programming needs.
- Campaign through Peer Med for students to take charge of their own health encouraging Take Time Tuesday events.
- Rajika Reed to attend a CDC led conference on Health Marketing and Promotion.

9) University Counseling and Psychological Services

Intended Outcome:

Full participation in a continuing campus initiative to create a multiculturally desirable and international sensitive environment, with diversity based competence in all UCPS service delivery.

Action Steps:

- Work to strengthen involvement and relationships with Jame'l Hodges and the "M-Room" and MOCA group
- Develop and/or maintain a close working relationship with the Women's Center, the Rainbow Room staff, International services, Graduate student services, the Greek letter organizations, and Residential Life
- Recognize the social class and cultural diversity that exists on many sport teams and maintain close consultation involvement with the LU varsity athletic teams
- Volunteer as participants on committees/task forces and for service opportunities designed to address the needs of diverse student groups
- Maintain extensive evaluation efforts to track the range and outcomes of service delivery across the various diverse constituencies on campus
- Provide culturally sensitive, competency based diversity informed services to Lehigh's campus population
- Serve as advocates for students when necessary to promote and inclusive and equitable campus environment

10) Military Science and Leadership

Intended Outcome: ROTC

Army ROTC is an equal opportunity organization in accordance with federal laws and regulations. As a source of Army Officer commissioning, we promote Officership and the Army and look to attract the most qualified and outstanding students, athletes and leaders who apply to Lehigh for admission. Additionally, we promote teamwork for our Cadre and staff and ensure students, cadre and our university employee are treated fairly and provided a quality, safe work environment.

Action Steps:

- Support the university's endeavors in promoting equality and fairness
- Understanding the challenges of college students and CDTs to include the numerous opportunities and associated stresses of academics, sports, university organizations and social life, ensure we maintain a safe training environment within our program. Know and understand our CDTs and what is occurring in their lives in order to provide them the available university resources for those who may need additional assistance if required
- Provide support and assistance to our Lehigh University Coordinator ensuring a safe and equitable work place. Additionally, support our coordinator in all professional endeavors and opportunities that Lehigh affords its employees

Goal 4: Cultivate an Empowered and Engaged Campus Community

1) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Activities

Intended Outcome:

The Student Activities staff will continue to market and generate usage of the HUB, the new campus-wide Collegiate Link program. As a result, Lehigh student, faculty and staff populations will be able to articulate campus involvement more clearly and communicate with one another about events and activities on campus more effectively.

Action Steps:

- Target administrative offices not already on the HUB that have a high level of contact with student organizations and student populations to use the system and to help facilitate the student adoption rate
- Work with prominent student organizations and their leaders that are not already on the HUB to get their respective organizations using the system's functions to manage their organizational operations
- Utilize the Student Senate to aid in marketing to and training of student organizations

- Hire a student intern to oversee daily system operations, offer training sessions and marketing
- Expand the usage of the Co-curricular Transcript Function
- Provide training sessions for administrative offices and student organizations

Assessment:

- Online evaluations and/or survey of student use and satisfaction Informal conversations with students and staff
- Tracking through the Collegiate Link system and website diagnostic tools

2) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Activities

Intended Outcome:

By building brand awareness of the Office of Student Activities' programs and services, the campus community will be more familiar with campus programming initiatives and will participate more frequently in these opportunities.

Action Steps:

- Conduct informational sessions and/or meetings with key student organizations and administrative offices
- Develop publications and materials that highlight the programs and services of the office. Ideas include an e-newsletter with upcoming events, a monthly paper calendar, use The Wall photos in the UC, student activities website and promotional brochures

Assessment:

- Conduct follow-up focus groups with students to determine an increase in awareness has occurred - Spring 2011
- Track the number of inquiries the Office of Student Activities receives for assistance from non-Student Senate recognized student groups - Spring 2011

3) CAMPUS INVOLVEMENT AND LEADERSHIP

Intended Outcome:

Expand current Lamberton marketing strategies in order to increase student awareness and participation in scheduled campus events and activities.

Action Steps:

- Strategic placement of neon signs and lights in Lamberton Hall
- Weekly radio show highlighting campus events
- Continue to advertise events via Photo Exhibit
- Work with senate on distribution of flyers to their constituents
- Continue publicity with DIBS and HUB
- Redesign websites pertaining to Lamberton events

- Adjust Program Coordinator job description to include overall management for all Lamberton operations and programming

Assessment:

- Track number of participants
- Feedback sessions with participants

4) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Leadership Development

Intended Outcome:

Increase student athlete's social interaction by commitment to implement programs that integrate various teams.

Action steps:

- Develop and implement programs/activities for individual teams - Spring 2011
- Introduce integrated team functions to targeted teams - Spring 2011
- Encourage team participation in development of integrated programs - Spring 2011
- Increase number of team involvement - Spring 2011

Assessment:

- Track amount of team participation - Spring 2011
- Satisfaction will be measured by analyzing feedback and program surveys - Spring 2011

5) CAMPUS INVOLVEMENT AND LEADERSHIP: Student Activities

Intended Outcome:

By assessing the current campus event planning process and developing a more seamless approach and set of resources, all campus constituents will have more effective and efficient experiences when organizing and implementing campus activities.

Action Steps:

- Make available and communicate broadly about updated policies, procedures, and resources related to event planning on campus
- Incorporate Student Event Planning Form as well as event planning guidelines into The Hub to provide more of a One Stop shop for groups
- Create an online form to gather more information from groups interested in sponsoring Late Night Lehigh programs
- Student Activities and Student Center Facilities will collaborate on information gathered from the past years SC Event Planning form and Student Voice survey regarding student programming, facility space, and resources, etc.) to assist in future programming, space, and resource planning
- Create an online Reservation Change and Cancellation form in the SCF website

- Student Activities and Student Center Facilities will develop and implement a Campus Event Planning Advisory Group to serve in the capacity of a one stop resource for students and student organizations in the planning of large scale events
- Student Activities and Student Center Facilities will work together to simplify the event planning experience for students, faculty, and staff. These offices will analyze their individual processes and then work together to collaborate ways to streamline and communicate the information
- Student Activities and Student Center Facilities will develop an event planning training workshop that will be utilized to further train DOS staff, and other faculty and staff on campus who are often involved in campus-wide program planning

Assessment:

- Continue to track usage from Event Planning Form on The Hub
- Send a questionnaire to a random sampling of Event Planning Form users to gauge their understanding of campus policies and procedures with regards to organizing and implementing a campus activity)
- Survey student that utilized the Campus Event Planning Advisory Group
- Track submitted changes and cancellations to include in reservation data

6) CAMPUS INVOLVEMENT AND LEADERSHIP: Office of Student Leadership Development

Intended Outcome:

As a result of an internal strategic review and audit of the Office of Student Leadership Development, students will be able to access the most intentional, deliberate and student focused leadership programming and resources.

Action Steps:

- The newly developed guiding priorities (connections, outreach, access, and approach) for the OSLD will be communicated to key constituents and information will be gathered about the possible methods for expanding the OSLD reach into the university community

Assessment:

- Focus groups will be conducted to follow up on the internal strategic planning effort to gather data on expanding the reach of the OSLD into the community

7) CAMPUS INVOLVEMENT AND LEADERSHIP: Office of Student Leadership Development

Intended Outcome:

By fostering opportunities for all University community members to explore leadership as a lens through which learning occurs, the Office of Student Leadership Development

will be able to provide various entry points that meet the needs of the collective Lehigh community.

Action Steps:

- The MERGE program will be piloted with students outside of the Leadership Lehigh program and at a new location, Lincoln Leadership Academy
- The EVERquEST programs and ropes course will be marketed more broadly to the Lehigh and surrounding community to increase the knowledge and client base for these experiential options
- Leadership-focused events, including a leadership panel, external speaker, and career night will be marketed to all student-athletes
- Individual leadership consulting will remain available to all student-athletes
- The Leadership Programs Coordinator will partner with the Alumni Association to expand programming for seniors to help relate their fraternity and sorority experiences to their careers and their potential impact on their organizations as engaged young alumni

Assessment:

- Lehigh student engagement will be tracked through attendance at Lehigh meetings, participation in curriculum development, workshop facilitation at Lincoln and participation in mentee small group meetings
- From individual leadership consulting the number of student-athletes and focus of conversation will be tracked throughout the academic year

**8) ADVOCACY AND EQUITY/CAMPUS LIVING AND STUDENT CONDUCT:
LGBTQIA/Office of Fraternity and Sorority Affairs**

Intended Outcome:

LGBTQIA Services, in conjunction with OFSA will further develop the Greek Allies Program to educate allies and advocates, and provide a communicative outlet to fraternity and sorority members who identify with the LGBTQIA community.

Action Steps:

- LGBTQIA Services and the Greek Allies Student Coordinator will enhance the curriculum to train Greek Allies that will begin with a three hour retreat and continue throughout the year
- The Greek Allies Student Coordinator, along with the two Greek Allies advisors, will formalize the process of selecting Greek Allies Student Coordinators and assist in managing the program
- Greek Allies Coordinators will meet monthly to goal set, receive training, and brainstorm ideas for future Greek Allies promotion and marketing
- Greek Allies will assist the Greek Allies Student Coordinators in advertising GAP, programs GAP sponsors and recruiting additional Allies

- Greek Allies advisers will assess how the Greek Advocates are doing and create a step two curriculum to further train these students on advanced ally, presentation, and facilitation skills

Assessment:

- Through the creation of a post-training survey instrument we will be able to assess learning and training effectiveness to better build the program
- Through research, we will learn ways to survey the campus community to assess familiarity with Greek Allies Program
- Through New Member random sampling we will assess familiarity with Greek Allies Program and related events

9) CAMPUS INVOLVEMENT AND LEADERSHIP: Community Service Office

Intended Outcome:

By conducting a thorough assessment of its programs, the Community Service Office will be able to better quantify its successes.

Action Steps:

- Community Service Director will meet with Associate Dean to comprise list of order in which to assess its program
- Research scales to assess student experiences
- Release information learned through assessment to Dean of Students Office
- Formalize “Senior Reflection” Session for Community Service Assistants to discuss student learning through service

Assessment:

- Utilize CAS standards to review each aspect of the CSO
- Benchmark CSO programs against other universities similar to Lehigh

10) CAMPUS INVOLVEMENT AND LEADERSHIP: Community Service Office

Intended Outcome:

As the Community Service Office Student Assistants implement programs, they will develop an increased knowledge about the cultural identities, needs, and interests about the populations designed programs are intended to serve.

Action Steps:

- Community Service Office staff meetings will include an educational component which will enhance students understanding of Bethlehem
- Include historical and demographic simulations about Bethlehem at office staff retreats
- Train Community Service Student Assistants to facilitate and provide previously stated simulation opportunities to groups both on and off campus

- Where and when appropriate, review and discuss population/demographic information with student volunteers
- Enhance America Reads/America Counts tutor training to include opportunities to review potential student (tutee) needs and concerns

Assessment:

- Observe student facilitators and site leaders
- Peer observation and evaluation

11) CAMPUS INVOLVEMENT AND LEADERSHIP: Community Service Office

Intended Outcome:

As a result of improved assessment practices, website enhancements and the creation of additional office publications, the larger campus community will be better informed as to the impact and successes of the Community Service Office.

Action Steps:

- Community Service Director will deliberately meet with key offices across the University to promote, educate and inform them about the success of the office and create potential partnerships
- The Community Service Office will host twice a semester roundtables for fraternities, sororities, student clubs and organizations and interested students regarding service opportunities, service trends and community issues

Assessment:

- Tracking will indicate increased programs and volunteers
- Questionnaire/Surveys

12) CAMPUS INVOLVEMENT AND LEADERSHIP: Community Service Office

Intended Outcome:

Students will become more aware of and therefore involved in the community, beyond the Lehigh campus.

Action Steps:

- Students will be recruited, hired and trained to develop, implement and promote office programs, services and opportunities
- Students will be primarily responsible for the development and implementation of programs such as: SERVE, Spooktacular, Feel Good Fridays, America Reads/America Counts, and so on
- Community Service Director will develop and/or enhance methods to capture student volunteer participation experiences, as a means to improve knowledge about, connection with and therefore participation in effectively serving the community

- Community Service initiatives will be closely evaluated in order to streamline our efforts thus better serving our community and ensuring the sustainability of our programs
- Community Service Office staff will be involved in critical town meetings, which will raise awareness and enable us to successfully meet the changing community needs
- Community Service Office will better utilize its website to engage students and the community
- Through an internal strategic planning process, current and new initiatives will be reviewed to help determine future directions for the CSO

Assessment:

- Pre/Post Testing of Students intricately involved in the Community Service Office will show that students have moved through the Spectrum of Service (and Core Skills Developmental Competencies Map) - Ongoing
- Increased participation of students, faculty and staff will be evident through the tracking system - Ongoing

13) CAMPUS INVOLVEMENT AND LEADERSHIP: Community Service Office

Intended Outcome:

The Community Service Office will facilitate afterschool homework clubs for South Bethlehem children in partnership with local schools in order to meet community needs and provide community work study opportunities for our students.

Action Steps:

- Community Service Director and Graduate Assistant will meet as necessary with General Counsel and Risk Management to review structure and minimize risk
- Meet with community partners and churches to discuss homework club sites and re-establish partnership agreements
- Establish information and policy guidelines forms and calendar for program
- Hire Site Leaders for program
- Recruit and train 100+ tutors for program
- Work with College of Education to incorporate classroom/behavioral management techniques into training for program
- Work with United Way and schools to establish metrics for tracking elementary school students successes
- Partner with College of Education to expand homework club to include Lehigh's new community school: Broughal Middle School
- Establish emergency protocol procedure for site leaders
- Relocate supplies currently held at South Bethlehem Neighborhood Center for Homework Clubs to CSO
- CSO Director will join Broughal and Fountain Hill Leadership Teams

- Establish continuing education experiences for Lehigh tutors to better serve kids
- Work with CDUL to establish data tracking of kids success rates in homework clubs

Assessment:

- Assess elementary school student progress quarterly with support from school by tracking behavior, homework completion and attendance
- Meet regularly with homework club site leaders to track student and volunteer participation
- GA will do spot visit and provide feedback to site leaders, volunteers and schools
- Work with CDUL to establish a program evaluation of homework clubs that includes holistic approach to tracking

14) CAMPUS INVOLVEMENT AND LEADERSHIP: Community Service Office

Intended Outcome:

Through participation in rigorous training Community Service Office Student assistants will be able to identify, discuss and explain the Five Critical Elements of Service, be effective site leaders and communicate the offices service philosophy.

Action Steps:

- Community Service Director will expand training regiment at Retreat
- Upper classmen staff members will be responsible for mentoring and guiding first and second year staff members
- CSO Director will establish a mentoring manual for students
- Staff meetings will be used to further enhance and explain aforementioned goal
- Utilize semester one-on-ones with staff to assess learning progress

Assessment:

- Information will be gathered at each interval to assess staff learning

15) CAMPUS LIVING AND STUDENT CONDUCE: Office of Residence Life

Intended Outcome:

To increase student sense of belonging to and understanding of expectations within the residential community, The Office of Residence Life will continue to develop and expand the Hawk's Oath community standard pledge.

Action Steps:

- Partner with Residential Services to include the Hawk's Oath in housing marketing and publications
- Implement educational sanctioning based upon each promise within the Hawk's Oath
- Collaborate with the Office of Fraternity and Sorority Affairs to explore options for integrating the Hawk's Oath into the fraternity and sorority community

- Request Dean of Students staff and student assistance with revisions of the original pledge
- Connect expectations outlined in the Hawk's Oath with DOS developmental competencies as a tool for explaining the purpose and intention of the pledge to outside offices
- Residents may add additional promises at floor meetings

Assessment:

- Focus groups with members of Fraternity and Sorority community to expand Hawk's Oath message to entire Lehigh community
- Track Hawk's Oath based educational sanctioning with Office of Student Conduct
- Throughout the year, utilize floor meetings by asking perception based questions about how promises are realized within their floor/hall
- Compile additional promises by residents and utilize to update Hawk's Oath for following year
- Learning and satisfaction survey for both Gryphons and residents in fall and spring

16) CAMPUS LIVING AND STUDENT CONDUCT: Office of Residence Life

Intended Outcome:

The Office of Residence Life will support the development of campus leaders and increase programmatic opportunities for residential students by continuing to enhance and modify the training, leadership, and expansion of the Residence Hall Association.

Action Steps:

- Send student representatives to regional and national RHA conferences
- Investigate additional fundraising opportunities for RHA to support conference attendance
- Develop expectations for head gryphon and RLC advisors
- Develop NCC and recognition positions on the RHA executive board
- Incorporate National Residence Hall Honorary
- Create programming partnerships for gryphons, hall councils, and executive board
- Improve executive board training and transition processes
- Unifying RHA executive board and Council of Hall president meetings
- Utilizing HUB for administrative forms and communication
- Market the RHA movie channel and RHA executive board involvement on campus

Assessment:

- Post conference attendance, students will share new information and ideas
- Track attendance at conferences, meetings, trainings, programs
- Track number of executive board and hall council applications
- Survey residents regarding programming efforts, familiarity with RHA, and movie channel usage

- Meet individually with advisors for feedback regarding overall RHA and Hall Council experience

17) CAMPUS LIVING AND STUDENT CONDUCT: Office of Residence Life

Intended Outcome:

By increasing the visibility of and improving processes governing the Gryphon Society executive board, Gryphons will feel more connected to and engaged with the Office of Residence Life. They also will have a better understand the history and mission of the larger Gryphon Society.

Action Steps:

- Develop a new process for executive board elections
- Hold executive board meetings regularly throughout the semester, once per semester with the entire Gryphon Society, and thoroughly communicate information discussed at meetings to the larger society
- Publish Gryphon Newsletter “The Pricked Ear” monthly throughout the academic year
- Research traditions of Gryphon Society and suggest incorporating elements of traditions with current staff

Assessment:

- Survey Gryphons regarding executive board perceptions and level of involvement in Gryphon Society activities
- Record attendance at Gryphon Society meetings and numbers of executive board applicants
- Conduct exit interviews with executive board members
- Track number of Pricked Ear articles and contributors

18) CAMPUS LIVING AND STUDENT CONDUCT: Office of Fraternity and Sorority Affairs

Intended Outcome:

OFSA will continue to address and improve communication outlets and methods in order to engage all Lehigh fraternity and sorority community stakeholders and keep constituents apprised of the resources, programs, and initiatives of the OFSA and fraternities and sororities.

Action Steps:

- Publication of the Greek Year End Report in printed and online versions
- Development of opportunities for faculty advisors to interact and receive updates and training on Greek community initiatives
- Creation of a “Lehigh Greeks” YouTube site with clips from events such as the Greek Leadership Convention, Greek Alumni Council meeting, Greek Week activities,

- Hazing Prevention Week, etc, along with the continual development and utilization of the “Lehigh Greeks” Twitter, Blogger, and Facebook accounts
- Further communication with parents of first year students during Orientation, specifically sharing social media outlets for additional information
 - Creation of Elluminate webinars designed to communicate pertinent information to alumni and parents
 - OFSA, Lehigh University Alumni Association promotion of the Greek Heritage Project at Interfraternity, Panhellenic, and Multicultural Greek Council meetings, as well as in regular communication with alumni and advisors
 - Continued OFSA and governing council collaboration with The Brown and White on “Panhel Beat” column as well as examination of additional avenues for expanded news coverage
 - Creation of a Q&A component to the OFSA website which allows parents, students, faculty, staff, to submit fraternity and sorority-related questions and to OFSA
 - Implementation of Next Steps Communication Committee recommendations, as deemed appropriate

Assessment:

- Tracking the number of followers/fans on the Facebook, Twitter, Blogger, and YouTube accounts
- Tracking the number of participants on the Elluminate webinars and chats
- Random sample surveys to users of Lehigh Greeks social media sites to determine effectiveness
- Follow up focus groups with faculty advisors to determine effectiveness of new programming directed at them
- Tracking of the number and type of questions submitted via the OFSA website
- Tracking usage and updates to the Greek Heritage Project

19) Health and Wellness Center

Intended Outcome:

Manage and direct Health and Wellness activities, using a prevention model based on environmental and current best practices.

Action Steps:

- Support Director of Health Promotions in continued supervision and mentoring of three active peer educator groups and in wellness programming
- Develop new Peer Med educators to teach students to care for themselves and others when ill, and to prevent illness
- Collaborate with national and regional Universities to maintain up to date college health offerings
- Implement programming based on needs assessments, evaluating outcomes to ensure success
- Revamp the self-treatment room to address changing student interests and needs.

- Collect and review data/evaluations from programs and events
- Continue to take advantage of educational opportunities during individual clinician appointments
- Continue to utilize Facebook to market the Health & Wellness Center, in addition to becoming active on Lehigh's intranet system called the HUB
- Distribute the informational/educational health related flyer – The Lehigh InSTALLment to a greater number of bathroom stalls across campus

20) Health and Wellness Center

Intended Outcome:

Provide health education through programming.

Action Steps:

- Organize and implement campus-wide health education programming in coordination with a variety of offices, academic departments and the Bethlehem community thereby integrating campus and community collaboration
- Work with individual students on improving their health through lifestyle modification, especially in the areas of nutrition and sexual health

21) Health and Wellness Center

Intended Outcome:

Organize and direct student Health and Wellness Peer Educator groups, providing resume building, growth and leadership opportunities for peer educators

Action Steps:

- Recruit and retain peer educators committed to the mission of the .Health and Wellness Center
- Encourage and mentor peer educators to implement health and wellness initiatives for themselves
- Provide intensive and appropriate peer educator trainings, with updated and current research and statistical trends
- Provide Peer Educators the opportunity to become Nationally Certified Peer Educators through Bacchus Gamma
- Create a partnership between Leadership Lehigh and Peer Educators
- Encourage peer educator involvement in the wider community, presenting programs at off campus venues in addition to residence halls, sororities and fraternities

22) Health and Wellness Center

Intended Outcome:

Manage the Wellness Center, with varied programmatic offerings to encourage wellness within the university community.

Action Steps:

- Identify and create a list of wellness offerings with provider information
- Allow students access and use of all wellness materials
- Better cater programming efforts based on recommendation of the Wellness Advisory Board
- Provide a variety of wellness opportunities to encourage well being among students
- Work with academic departments and offices such as DOS advocate offices to promote wellness across a wider section of Lehigh's campus
- Alter the self treatment room in response to student usage patterns
- Collect and review data/evaluations from programs and events

23) University Counseling and Psychological Services**Intended Outcome: UCPS**

Provision of a Peak Performance based service and consultation effort on campus utilizing a mindfulness based intervention approach.

Action Steps:

- Deliver programs on alcohol, drugs and other potentially addictive lifestyle behaviors and their effect on performance and competition, to various student groups including fraternity/sorority members, varsity student athletes, and residential students
- Develop and deliver programs on the role of food, sleep and exercise on self image and mood
- Conduct programs designed to enhance social skills utilized in affiliative (friendship and partnered relationship) and competitive social interactions
- Offer targeted campus wide training for academic and athletic peak performance
- Utilize research and other assessment measures to determine the success of these programs

24) Military Science and Leadership**Intended Outcome: ROTC**

By Army ROTC Cadre and CDTs supporting Lehigh's academic programs and endeavors, numerous student activities and organizations, and the Student Affairs Division, our program not only builds a quality reputation of trust and support on campus, but also shows students not enrolled in the program what Army ROTC is all about and what it means to be an Officer. We enable our CDTs to show Lehigh's students they are not only CDTs in Lehigh's ROTC program, but also college students who participate in the same academics and activities as everyone else.

Action Steps:

- Support Office of First Year Experience during the opening days of the fall semester by providing Freshman an opportunity to learn about Army ROTC on campus. Additionally, provide information symposiums to Freshman during the initial Freshman orientation sessions by focusing on Army ROTC, what we have to offer and what the program involves.
- Continue to support Lehigh home football games with our battalion Color Guard in posting of the National Colors; we represent college students who have answered the call to serve their Nation.
- Support the ROTC House Residence Hall CDTs in their endeavors to support campus community service events and organizations such as the annual ‘Spooktacular’ during the month of October and the ‘Real Men Wear Pink’ cancer awareness campaign.
- Support Lehigh’s media and reporters on their coverage of Army ROTC training events in order to present the Lehigh Steel Battalion story to faculty, staff and students; allows our battalion to work closely with Lehigh media and the *‘Brown and White’* Newspaper to show college students the leadership and adventure training our CDTs receive as part of their overall training to become Army Officers.

Goal 5: Promote a Healthy, Safe Campus Community

1) ADVOCACY AND EQUITY: Office of Multicultural Affairs

Intended Outcome:

As a result of attending programs, visiting the M-Room or perusing the OMA website, students will be made aware of campus wide bulletins that affect the well-being of our campus community.

Action Steps:

- OMA will post updates and information concerning campus wide announcements and will infuse health and safety in all of its programming efforts

2) ADVOCACY AND EQUITY: Women’s Center

Intended Outcome:

As a result of increased marketing efforts of the Advocates Program and a campus-wide audit of sexual assault incidence intake points, the campus community will recognize the role of Advocates and whom to contact to report an incidence has occurred.

Action Steps:

- Promote Advocates direct phone line
- Promote Advocates program to campus

- Target first year students through SATISFY, Club Fair, and posters in Residence Halls, Greek houses, academic buildings, and administrative buildings
- Provide information about Advocates to faculty through new faculty orientation, graduate student orientation, college meetings, and meetings with Chairs
- Work with Human Resources to determine viability of providing information to new staff
- Develop Break the Silence peer program on demystifying reporting
- Conduct audit of all intake sources for sexual assault incidents
 - Work closely with LUPD, Counseling and Psychological Services, Health Center, Gryphons, RLCs, General Counsel, and Office of Student Conduct.
 - Determine recent developments in legal issues surrounding hotlines, informal or anonymous reports, Clery Act, and campus climate
- Write discussion, assessment, analysis, and/or method about gendered violence program as a whole or audit findings for publication and/or conference presentation

Assessment:

- Assess first year students' awareness of Advocates Program one week after SATISFY and six months after SATISFY
- Conduct focus group sessions with third-year students to determine how best to publicize Advocates Program after first year
- Create audit report of all intake services and their legal and social implications

3) CAMPUS LIVING AND STUDENT CONDUCT: Office of Fraternity and Sorority Affairs

Intended Outcome:

The Office of Fraternity and Sorority Affairs, in conjunction with other university offices and the fraternity and sorority governing councils, will implement a comprehensive alcohol education and awareness plan.

Action Steps:

- Examine the current culture surrounding alcohol within the fraternity and sorority community in order to promote a safe and positive environment through the utilization and communication of resources, conversations, and initiatives on a community, chapter, and individual level
- Educate fraternity and sorority members, alumni, and faculty/staff advisors on risk avoidance techniques and skills
- Utilize the current fraternity and sorority community cultural norms to shift perceptions regarding alcohol use
- Examine the current role of council judicial boards in adjudication of alcohol related policy violations

Assessment:

- Implementation of pre and post tests for students in order to assess psychological effects of alcohol; policy awareness and individual and collective responsibility involving alcohol
- Implementation of pre and post tests for faculty/staff and alumni/ae advisors' in order to assess their understanding of their role in shaping the norms of chapter alcohol use
- Post-programming qualitative and quantitative assessment of chapter members' and individual organizations' drinking habits and potential to change as compared to community norms

4) Health and Wellness Center**Intended Outcome:**

As a result of maintaining a requirement for incoming students, the university will be in compliance with Pennsylvania's College and University Immunization Act as early in the semester as possible, all incoming undergraduate and full-time graduate students will be in compliance with Pennsylvania Department of Health recommendations for pre-matriculation immunizations, and all international students will follow CDC and ACHA recommendations for tuberculosis testing. In addition, all new students and parents will be made aware of the new HPV vaccine.

Action Steps:

- Continue to coordinate with First Year Experience and Residential Services to expedite Immunization Act compliance
- Maintain online Meningitis Information Form link on first year student website
- Begin working with Nuesoft portal to expedite verification of immunization records
- Work with Registrar to enforce immunization requirements for all incoming students
- Initiate Quantiferon gold-only testing for more accurate and efficient determination of TB status among incoming international student population. Collaborate and cooperate with Office of International Students and Bursar's Office to achieve this goal
- Make HPV vaccine available to male students as per FDA licensing change

5) Health and Wellness Center**Intended Outcome:**

As a result of continued outreach and coordination with other university offices, more students will be adequately immunized prior to educational and personal enrichment travel experiences.

Action Steps:

- Continue collaborations with Study Abroad, Orchestra, Martindale Scholars, etc.
- Continue to encourage students to get STI testing through Sexpert programming

- Encourage group visits to St. Luke's travel clinic when feasible
- Continue speaking with Study Abroad students each fall and spring
- Continue to offer certain vaccinations at the Health Center
- Use the Bethlehem Health Bureau as a resource for other vaccinations

6) Health and Wellness Center

Intended Outcome:

As a result of continued coordination between Athletics, LTS, and , athletic cardiovascular pre-participation screening will be efficient and beneficial for athletes.

Action Steps:

- Continue work with LTS to update database and make it easier for students to access earlier in pre-season
- Continue work with Sports Medicine to gain increased cooperation from coaching staff
- Perform more athletic physicals over the summer when athletes are on campus and census is down
- Schedule more upper class student athletic physical exams in April-May to decrease the August-September burden
- Review first year student athlete PPQs and make early contact in summer to answer any questions and obtain appropriate documentation when necessary
- Mandate catch up of tetanus booster, and advocate Adacel (includes Pertussis as well as tetanus).
- For incoming athletes fall 2010, work with Sports Medicine and General Counsel (waiver) to communicate and gain compliance with new NCAA requirement regarding screening for sickle cell trait

7) Health and Wellness Center

Intended Outcome:

As a result of increased education and vaccine availability, female and male students will have the opportunity to be vaccinated against HPV, the virus that causes cervical cancer and genital warts.

Action Steps:

- Continue to offer the vaccine at a competitive price
- Increase education via Sexpert peer educators
- Continue to benchmark this service via the ACHA Pap and STI annual survey.
- Continue education efforts during annual well woman examinations
- Increase outreach via LGBTQIA, the Office of Fraternity and Sorority Affairs, RLCs and our website to make more male students aware of vaccine availability

8) Health and Wellness Center

Intended Outcome:

As a result of reviewing the protocol regularly and participating in outreach for first year students, victims of sexual assault will receive consistent and complete care.

Action Steps:

- Continue to review protocol with staff on a regular basis and maintain a copy in protocol book
- Continue relationship with Assistant Director Women's Center
- Continue SARC participation when required
- Director, Associate Director, and Director of Nursing to participate in several info sessions on sexual assault reporting during the first month of the semester

9) Health and Wellness Center

Intended Outcome:

As a result of planning with other university offices and working with state and local health offices, the campus will continue to prepare itself for health related emergencies.

Action Steps:

- Continue to attend meetings of DEPP committee with other campus offices
- Continue to monitor health issues appropriately
- Attend conferences and read journal articles on the topic when possible
- Advance stock supplies (masks, etc.) when possible
- Continue to participate as a state influenza sentinel surveillance site, to assist with Pennsylvania efforts and gain quicker access to confirmatory tests for our student patients
- Advise the campus if and when there is availability of any relevant vaccines
- Encourage cough etiquette and hand washing via increased educational effort, including *Peer Med* student peer educators

10) Health and Wellness Center

Intended Outcome:

As a result of improved and continued data collection, staff will be better able to compare our services to those of other college health services, and improve services as necessary.

Action Steps:

- Continue to utilize Nuesoft software to run reports that summarize and allow analysis of services
- Await results of ACHA benchmarking survey, and review and institute changes as appropriate

- Continue to complete yearly ACHA Pap and STI survey and evaluate
- Continue annual online student survey, review and make changes as appropriate

11) Health and Wellness Center

Intended Outcome:

As a result of increased accessibility, offer sexually transmitted infection testing to more students who desire it

Action Steps:

- Utilize national secure database in order to receive prompt results for Chlamydia and gonorrhea tests
- Increase student awareness of risk factors and protective behaviors by having free condoms and information in all nurse and physician offices
- Continue to utilize Sexperts to educate about appropriate testing and about factors that increase risk
- Continue to provide an updated HIV testing and counseling handout listing community resources to make students aware of their options
- Continue efforts to provide HIV testing on campus
- Continue to offer Chlamydia and gonorrhea testing to all women during annual gynecologic exams

12) Health and Wellness Center

Intended Outcome:

As a result of a directed Quality Assurance review, staff will improve upon care of students with viral upper respiratory illnesses, and determine educational needs of students.

Action Steps:

- Staff to perform Quality Assurance review of all charts with chief complaints of respiratory symptoms (nasal congestion, sore throat, cough) for five days or less with no or only low-grade (less than 100 degrees F) fever
- Staff to evaluate gaps in student knowledge and work with Director Health Promotions and Peer Med student educators to address

13) Health and Wellness Center

Intended Outcome:

As a result of outreach, education, advertising and accessibility to vaccination, campus immunity to current influenza strains and a common form of pneumonia will be improved.

Action Steps:

- Continue to provide on campus flu vaccine clinics for the campus community.
- Utilize Director Health Promotions and *Peer Meds* to increase advertising for these clinics
- Utilize Nuesoft to “flag”, notify and remind students in high risk groups of vaccine clinics
- Increase education and marketing of pneumonia vaccine to high risk students as per new CDC guidelines
- Nurses to review all incoming health forms and flag patients with significant health histories (i.e. diabetes, cardiac issues, Inflammatory Bowel Disease), regarding availability and indications for flu and pneumonia vaccines
- Administrative staff to utilize Nuesoft management software to e-mail students flagged by nursing staff, early in the semester and again right before the vaccine clinics

14) Health and Wellness Center**Intended Outcome:**

As a result of increased formal professional educational development opportunities, staff will be better informed and better able to care for medically complex patients.

Action Steps:

- Continue periodic case presentations throughout the year
- Continue clinical presentations and guest physician speakers during the academic semesters
- Continue to encourage staff to participate in local, regional and national conferences and meetings to maintain CME requisite hours.
- Utilize staff meetings to review ACHA annual meeting DVD, as well as selected Medscape articles

15) Health and Wellness Center**Intended Outcome:**

As a result of working with the College of Education and the Asst. Dean for Learning Disabilities, the staff will have the opportunity to participate in clinical research.

Action Steps:

- Continue to work with George DuPaul and Cheryl Ashcroft to follow a group of students with ADHD as they try a new medication. This study began in spring 2010

16) Health and Wellness Center

Intended Outcome:

As a result of increased efforts in the office, students will become more aware of simple measures to prevent the spread of common infections.

Action Steps:

- Continue to promote and have available hand sanitizer in reception area
- Continue to instruct those with respiratory symptoms to consider the wearing of a face mask and have these masks readily available
- Consider providing barriers in waiting area to separate patients who are ill with respiratory infections from others

17) Health and Wellness Center

Intended Outcome:

As a result of revamping the reception area and the triage process, students will more completely perceive the degree of confidentiality that the office maintains

Action Steps:

- Close the large opening with frosted glass
- Install a sliding glass window where the receptionist sits – done
- Have a sign that clearly states that work study students may not read patient charts
- Trial patient triage for walk in patients in more private check-out office

18) University Police

Intended Outcome:

By expanding the LU Community Policing effort, we will enhance relations with students and local residents, reduce crime and connect with local businesses.

Action Steps:

- Continue to meet with Bethlehem Police Commissioner Bedics weekly to collaborate on programs that impact the borders of our campus
- Establish community policing protocols
- Adjust staff and community police schedules to maximize officer presence during high crime time
- Community Police will go door to door in the three block area of campus throughout the semester to meet students and inform them of safety tips
- Assess community police efforts via feedback from students and community members & crime rates

19) University Police

Intended Outcome:

Through continual crime prevention programs LUPD will educate the campus community resulting in reduced crimes and increased bystander assistance from students, faculty, staff, and community members

Action Steps:

- Continue to evaluate location of cameras
- Incorporate new electric motorcycle into existing fleet, to be visible presence in community area
- Continue high level of visibility including residence hall programs, campus resource fairs, active shooter trainings, RAD training programs, ride along programs with student leaders
- Install Morse Watchmen security check strips on fraternity residences which will insure that security guards pass by each residential facility on campus

20) University Counseling and Psychological Services

Intended Outcome:

A 24 hour, 7 day a week crisis response, threat assessment system in place to provide intervention, treatment and referral for students struggling with psychological issues.

Action Steps:

- Maintain a 24/7 on-call program
- Staff members will be available to help assess risk, provide crisis intervention services, and assist with referral or treatment
- All students seen in the UCPS will be regularly evaluated for risk to self and others
- UCPS director will participate as member of Health Review Committee to evaluate students psychological and risk status in light of ability to function on campus
- UCPS director will participate as member of Hate Crimes response committee to evaluate psychological risk imposed on students by hostile actions of others
- Services provided will be based on ongoing efforts to help students thrive together in community without fear
- University faculty and staff will be regularly advised on identification and referral of students in need of psychological response and assistance

21) Assistant to the Vice Provost & Director of Special Projects

Intended Outcome:

AVP/DSP will join the Mental Health Review team to assist in providing follow up support to students. As a result there will be more professional staff to support students.

Action Steps:

- Shadow and train to understand process and skills required – Fall 2010
- Meet with students as needed to monitor progress and compliance with conditions of continued enrollment – Fall 2010-11

22) Military Science and Leadership**Intended Outcome: ROTC**

Army ROTC CDTs work together as a team in order to accomplish their respective mission or task. As CDTs work together and learn about their fellow CDT class mates, they establish trust, confidence and build a cohesive team. By ensuring all CDTs have the common understanding that the Army is about teamwork and looking out for one another, they can then use these attributes to facilitate a safe and healthy campus environment whether involved in campus academics, sports, organizations, Greek Life or social venues.

Action Steps:

- Being an Officer in the United States Army equates to being physically and mentally healthy. As part of our ROTC requirements, our contracted and non contracted CDTs conduct physical training 3X per week during both semesters to include warm up exercises, push-ups, sit-ups, a 3+ mile run and numerous other strength building exercises. Supporting a healthy lifestyle and staying in shape are paramount to serving as Army Officers as our profession involves mental and physical stresses that require us to be in ‘top-notch’ physical condition.
- Provide our CDTs class room instruction on healthy lifestyle habits to include exercise and proper nutrition so that our CDTs can make intelligent decisions that have positive, lasting impacts on their lives whether they pursue a career in the Army or in the civilian sector.
- CDTs work together as a team and are inculcated with teamwork and the ‘buddy system’ from their initial entry into the program. Teamwork and looking out for one another, whether in academics, sports or their social lives, is not only paramount to building the team as well as trust, but also ensures CDTs can turn to their fellow CDT class mates and know they have support and safety.

Foundational Support, Programs and Initiatives

1) Assistant to the Vice Provost & Director of Special Projects**Intended Outcome:**

AVP/DSP will assist the Vice Provost in coordination and implementation of the Student Affairs strategic planning process. In addition, assist in the implementation of the

University strategic plan specifically in the student life areas such as advising, first year experience and beyond, and promoting student success. As a result student affairs will progress in planning efforts and delivering outcomes regarding its vision, mission and short and long term planning goals.

Action Steps:

- Assist Vice Provost in strategic planning efforts and conduct assigned tasks associated with university strategic plan – Fall 2010
- Monitor administrative obligations regarding compliance issues and deadlines regarding major grants and reports – Fall 2010
- Oversee submission and dissemination of completed internal and external reports etc. – Fall 2010

2) Assistant to the Vice Provost & Director of Special Projects

Intended Outcome:

AVP/DSP will oversee a Student Affairs Marketing campaign that identifies and develops communication opportunities to promote awareness of Student Affairs. As a result there will be an increase in visibility and understanding of student affairs mission, programs and services as a division.

Action Steps:

- Partner with University Relations staff to develop annual strategic plan and begin implementation of plan – Fall 2010
- Form committee with members from across the division to help guide and implement plan and help engage other staff in marketing efforts – Fall 2010
- Develop tag line and initial campaign for evolution program and beginning of year activities to maximize impact of initial efforts – Fall 2010
- Target first year parents and first year students Implement activities in first six weeks of semester – Fall 2010

3) Assistant to the Vice Provost & Director of Special Projects

Intended Outcome:

AVP/DSP will work with the Vice Provost to establish student affairs as a viable funding option to both internal and external funders. OSP will identify and coordinate funding opportunities for student affairs. As a result there will be an established infrastructure created within the university and student affairs to increase collaboration and funding for the division.

Action Steps:

- Establish working relationship with Development Office – Fall 2010-11
- Network with internal colleagues to identify possible funding sources – Fall 2010-11

- Network with national colleagues to identify collaborative opportunities – Fall 2010-11
- Attend appropriate national and offsite meetings as needed – Fall 2010-11

4) Assistant to the Vice Provost & Director of Special Projects

Intended Outcome:

AVP/DSP will oversee a professional development initiative for the division. As a result there will be more opportunities for staff development and recognition.

Action Steps:

- Form a committee of staff members to create and implement a plan to address needs and enhance professional development of staff including rewards and recognitions of staff efforts – Fall 2010
- Conduct and audit of existing efforts and needs in individual departments – Fall 2010
- Identify division wide needs – Fall 2010
- Identify structure and program opportunities for staff education and training – Fall 2010

5) Assistant to the Vice Provost and Director of Special Projects

Intended Outcome:

AVP/DSP will identify and address technology needs across the division. As a result there will be a greater understanding of technology uses, innovations and collaborations across the division. This will also allow us to align with university technology issues and needs.

Action Steps:

- Work with LTS to identify, support and address tech needs across division – Fall 2010-11
- Create a committee to meet throughout the year to identify technology – Fall 2010-11


6) Assistant to the Vice Provost & Director of Special Projects

Intended Outcome:

AVP/DSP will transfer major alcohol prevention efforts to UCPS staff AOD coordinator Dr. Eric Klein. Implement transition of alcohol efforts to UCPSs focusing on AEDU, the College Alcohol Study as well as integrating new initiatives into the prevention efforts. As a result there will be a new prevention effort in place that will garner new buy in from staff.

Action Steps:

- Meet with Eric Klein regularly to implement seamless transition of alcohol efforts – Fall 2010

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- Guide AEDU efforts and teach aedu implementation process and help establish relationship with Outside the Classroom staff – Fall 2010
 - Support and help implementation of AlcoholEdu fall implementation – Fall 2010
 - Revise CAS instrument – Fall 2010
 - Collect and analyze early indicators AEDU data - Fall 2010/Spring 2011
 - Support creation of new strategies to use data – Spring 2010