

Student Affairs strategic plan draft 2016-2021

Many “recommended next steps” columns are blank, as we read the instructions to mean that next steps would be indicated by the measured outcomes indicated in the preceding column. Obviously, we would not have those data yet.

Broad Goal 1

Alfred University will offer high-quality undergraduate and graduate education, characterized by Alfred’s creative spirit, preparing our students to flourish in a rapidly changing world. This means we will:

Strategy	Objective	Tactic	Timelines and responsibilities	Measured Outcome	Recommended Next Steps
<p>1A: Define and deliver a vibrant educational experience that ensures common learning outcomes for all undergraduate students.</p>	<p>Enhance SA programs with an emphasis on divisional vision (AU Experience)</p> <p>Ensure all UNIV courses taught by Student Affairs supports common learning outcomes.</p>	<p>Leverage first year orientation to intentionally address SA AU experience</p> <p>Partner with academic departments to identify applicable programs and promote SA vision</p> <p>Ensure that all UNIV classes strategically address SA vision</p> <p>Student Affairs directors will be included in planning sessions regarding AU’s common learning outcomes, and will incorporate them into annual planning.</p>	<p>VPSA will help in securing more partnerships with academic departments.</p> <p>VPSA will ensure that all instructors will meet in the next year to understand and incorporate the SA vision in UNIV courses, and to receive professional development related to teaching and learning.</p> <p>Asst. Dean for New Student Programs will incorporate all elements of the AU experience into Orientation</p>	<p># of programs in orientation tied to SA AU experience.</p> <p>All UNIV course syllabus have identifiable outcomes tied to SA vision.</p> <p>Orientation programs are fully aligned with the AU experience.</p>	<p>Establish division-wide assessment plan for UNIV courses (fall 2016 working group)</p>
<p>1B: Invest in dynamic and innovative curricular and co-curricular pedagogy that challenges students to grow as creative and critical thinkers.</p>	<p>Nurture existing programs and develop new ways to educate students, in line with our “creative communities” vision statement.</p> <p>Continue to develop WILD and Drawn to Diversity programs with collaboration throughout the division.</p>	<p>Look for ways to help in capstone projects in academics and partnerships with Student Affairs.</p> <p>Offer a minimum of three living-learning communities each academic year and offer specific training on creating living-learning</p>	<p>VPSA will work to connect with academic affairs about collaborations, maybe special task force or working group.</p> <p>VPSA will look into creating a more permanent home for WILD with a possible position.</p>	<p>WILD programs will show increased participation and will be seen as a draw to AU as well as a positive retention practice.</p> <p>Drawn to Diversity will garner additional local, regional and national attention</p>	<p>Develop living-learning community curriculum</p>

	<p>Revisit living-learning communities in residence halls and enhance our residential curriculum</p>	<p>communities.</p> <p>Develop a sustainable model for WILD programming that increases events and promotion, while easing up on reliance of volunteers</p> <p>Strive for a program or partnership between the ICU and/or D2D with every department in the division.</p>	<p>All department directors will work on creating collaborative learning experiences with other departments/units.</p> <p>Director of Residence Life will work with faculty to revisit LLC ideas.</p>	<p>The SA division will be seen as a leader in collaborating across campus</p> <p>Increased # of identified living learning communities established in the next 5 years.</p>	
<p>1C: Increase the number of student who complete applied learning experiences such as internships, service learning, co-op participation, Capstone projects, and study abroad.</p>	<p>All AU undergraduate students will graduate with at least one of the specified applied learning experiences.</p> <p>The SA Division will create a centralized tracking system to track all applied learning on campus, ensuring that other units do not need to use resources developing their own models.</p> <p>SA division will develop and share best practices of offering quality internships within our own work-study and non-work-study employment offerings.</p> <p>Re-establish the Saxon Career Volunteer Network and other</p>	<p>AU will define exactly what counts as “applied learning”</p> <p>SA division will provide structure to faculty who are seeking support for tracking internships, co-ops, and service learning.</p> <p>100% of student affairs departments will structure at least one of their work-study or non-work-study job descriptions as internships or relevant work experiences, and will work through the CDC to register them.</p> <p>SA division will continue to advocate for resources to support students who wish to take unpaid internships (primarily art/design or CLAS).</p>	<p>Ongoing: promote and advertise to students and faculty/staff the approved applied learning activities (all unit leaders, faculty and staff)</p> <p>VPSA, CDC staff, JLC Coordinator: Take the lead in creating an institutional plan for collecting and reporting data associated with approved applied learning activities</p> <p>The CDC/SL program will work to increase local internship opportunities and community service partners</p> <p>The JLC will continue to offer capstone experiences to WLA and GH members</p>	<p>All AU students will have completed at least one of the specified experiences by graduation.</p>	<p>Ensure that CollegiateLink is ready to roll out at the start of the fall 2016 semester</p> <p>VP to prompt a conversation with the executive council about engaging alumni in a coordinated manner.</p> <p>Prompt cabinet discussion about offering high-quality work experiences on campus.</p>

	<p>structured ways of connecting with alumni.</p>	<p>The CDC will look into partnerships with the Academic Internship Council, Connect 1,2,3, and Dream Careers to provide more internships both domestically in urban areas and internationally</p> <p>The JLC will continue to offer capstone experiences to WLA members.</p> <p>The Service Learning program will collaborate with faculty to promote this component in their class and also collaborate with Res Life and Athletics to promote more civic engagement</p> <p>An applied learning team/advisory board consisting of faculty/staff/student will be created for gathering data, reporting, etc.</p> <p>The CDC will collaborate with the Finance Mentoring Program initiated by the School of business and University Relations</p> <p>Drawn to Diversity/Art Force 5 will collaborate with the CDC for the AF5 Co-op Initiative</p>	<p>JLC will enhance partnerships with athletics, residence life, clubs, etc.</p> <p>JLC: take the lead on establishing the speakers bureau structure via Google Doc and/or CollegiateLink</p>		
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		<p>The SA division will take the lead on establishing a means of organizing potential speakers and connections, and will offer that to the rest of the campus.</p>			
<p>1D: Enhance our efforts to help students to successfully transition from Alfred University to careers or advanced degree Programs.</p>	<p>Faculty and staff will use the early alert system to positively impact retention.</p> <p>Beacon Student Strengths Inventory will be taken by at least 75% of incoming students, and results reviewed with an advisor, coach or assistant dean. Resiliency will be especially focused on during these sessions.</p> <p>Survey data (e.g., NSSE) data will be used to determine baseline understanding of career self-efficacy</p> <p>Students will develop key professional skills that will increase the likelihood of a successful</p>	<p>Beacon use will be monitored and improved each year.</p> <p>All departments will provide intentional linkages to “life after AU” with their programs, and will include this measure in program evaluation and assessment.</p> <p>The CDC will collaborate with Academic Affairs and key departments within Student Affairs to ensure that all students will leave AU with “Abby Code” skills: vetted resumes and cover letters, practiced interview skills, knowing when, where and how to network and look for employment.</p>	<p>VPSA: work with appropriate units to discuss the viability of a financial literacy program and promote it to students.</p> <p>VSPA and CDC director: SA departments will identify key programs and services that positively impact career self-efficacy</p> <p>CDC assessment data will be used to determine the acquisition of professional skills and levels of career related self-efficacy.</p> <p>CSI staff and VPSA: develop methods of connecting co-curricular experiences with life</p>	<p>75% of Beacon student alerts will be lowered annually.</p> <p>The proportion of early Beacon alerts (within the first six weeks) will rise to 50%.</p> <p>Beacon Student Strengths Inventory will be taken by at least 75% of incoming students, and results reviewed with an advisor, coach or RD.</p> <p>Beacon pre-and post-assessments on the factor of resiliency will improve from first to senior year.</p> <p>AU students will participate in multiple applied learning/high</p>	<p>Discuss the viability of a financial literacy program at the executive level</p>

	<p>transition following graduation</p> <p>SA staff will intentionally connect SA activities back to what they're learning in class.</p> <p>With an increase in student stress related to money, SA will advocate for the development of a financial literacy program for students</p>		<p>skills, and promote accordingly.</p>	<p>impact learning experiences</p> <p>75% of all graduating students will have worked with the Career Development Center</p>	
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Broad Goal 2

Alfred University reaffirms its 175 plus year commitment to diversity and social justice maintaining its forward-looking social and educational ideals. This means we will:

Strategy	Objective	Tactic	Timelines and responsibilities	Measured Outcome	Recommended Next Steps
2A: Reaffirm and advance our pledge to make all members of the Alfred University community feel that they belong	<p>Reaffirm the Social Change Model as our leadership platform, and ensure that each SA director has a working knowledge of this model.</p> <p>Develop new strategies to ensure the physical and psychological safety of our students, faculty and staff.</p> <p>Increase awareness of the bias response team</p>	<p>Clearly define this "pledge" and make it part of AU internal and external communication</p> <p>Increase the number of faculty, staff and students who receive Safe Zone training.</p> <p>All faculty and staff who enter residence halls will display AU ID.</p> <p>Develop a cost model to allow residence hall sign-in and monitoring of visitor access</p> <p>Continue to advocate for better safety measures</p>	<p>VPSA: Research and develop an official pledge, statement, etc. related to belonging.</p> <p>VPSA: Inventory all provision of social change leadership training and diversity training, and identify areas lacking</p> <p>CSI nd JLC staff: Inventory of participants in diversity and social change training and recommendations for increasing numbers.</p> <p>VPSA, Dean of Students, Chief of Public Safety: Ensure that safety white paper is continually</p>	<p>Quantity of actual trainings & participants, assessment of quality</p> <p>Incidents of violence, destruction, etc. in the halls.</p> <p>Students' sense of safety assessed.</p> <p>Marketing presence measured / Bias response reports or knowledge increase / incident response satisfaction rate increase</p>	<p>Convene small working group to discover any existing "pledge" and if none exists, create one.</p> <p>Convene student focus group or working group on campus climate related to belonging/inclusiveness</p> <p>Launch the standing committee on sexual violence and begin working through the recommendations of the Task Force.</p>

		<p>overall including cameras in entryways, staffed entryways to ensure guest check-in, and electronic card access.</p> <p>Continue to work with NY state government to acquire Peace Officer status</p> <p>Launch the standing committee on prevention of sexual violence.</p>	<p>updated and available to University Relations, re: electronic access, intruder violation statistics, residence hall entryways and cameras</p> <p>Res. Life and Public Safety continue to address cameras and security and adapt as needed.</p> <p>VPSA, DOS and CSI staff: Improve campus climate through climate audits and responding to deficiencies</p> <p>DOS: hire a marketing intern for bias response team</p>		
<p>2B: Develop new initiatives for even greater diversity and exposure to different cultures.</p>	<p>Nurture existing programs and develop new ways to educate students, in line with our “dedication to diversity” vision statement.</p> <p>Place greater importance on diversity within hiring and organizational structure.</p>	<p>Educate faculty and staff on student populations that are growing (e.g. first-generation, transgender, veterans, international)</p> <p>Each director will develop at least one collaborative program with another area</p> <p>Explore the creation of chief diversity officer position at a level (cabinet) able to affect change University-wide.</p> <p>Work toward hiring staff that are representative of our student population.</p>	<p>VPSA: Directors will report annually on diversity initiatives</p> <p>Provost and VPSA: Explore the concept of one common hour for critical campus conversations.</p> <p>Provost and VPSA: Creation of a guest professor position or professional internship to attract and hire professionals of color.</p> <p>VPSA/all directors: Continued assessment of student workers / satisfaction / diversity</p>	<p>Quality of programs and services assessed and # of students, faculty and staff engaged.</p> <p>Actual employee HR numbers</p> <p>Results of student survey</p>	<p>Revise annual report expectations to include mandate for collaborative program</p>
<p>2C: Integrate and expand our students’ engagement with and connections to</p>	<p>Advocate for increasing the number of classes or programs that include a</p>	<p>All departments with collaborate with the Service Learning area to</p>	<p>Identify available service for ideal curriculum-related partnerships in</p>	<p># of classes, # of students impacted, quality of experience</p>	<p>Ensure that all departments are working with the Service Learning</p>

the communities we serve fostering a student culture of civic engagement and awareness of social justice issues.	<p>service learning or community service component.</p> <p>AU will increase the number of students who are registered to vote.</p> <p>Launch Art Force Five programs for the benefit of both AU students & other communities.</p>	<p>coordinate service opportunities and track hours. Advocate for full collaboration within other units at AU for same</p> <p>Engage in comprehensive voter registration education</p> <p>Partner with communities to place Art Force Five into co-ops and address identified needs.</p>	<p>identified academic programs.</p> <p>Define and promote incentives for incorporating SL into classes.</p> <p>Develop (#) NEW classes with SL banner designation</p>	<p># of students registered to vote, # of programs to educate students on voting</p> <p># of partnerships, # of co-ops created.</p>	Coordinator to track hours; advocate the same throughout other areas of the University
2D: Leverage our creativity and expertise in new ways to be a better asset to the communities we serve	SA staff will be vigilant in offering programs and expertise to local Chambers, nonprofits, and town-gown initiatives.	<p>Survey staff and determine who has expertise that might be valuable to local and regional community.</p> <p>Create a marketing piece that lists opportunities for collaboration and distribute accordingly.</p> <p>Ensure that professionals have the time and support to contribute outside AU in this way.</p>	VPSA: Advocate that such partnerships are allowed and celebrated even if outside written AU job responsibilities, and that hourly staff also have these opportunities, as many have unique skills that could benefit the local and regional community.	<p># of partnerships that contribute to local community</p> <p>Celebration of such partnerships in internal and external promotional pieces and reports.</p>	<p>Convene small working group to survey/determine how SA can offer education and services to the local community.</p> <p>Create marketing piece and distribute to local colleagues.</p>

Broad Goal 3:

Alfred University will promote sustainability as a basic principle of educational, environmental, financial, social and institutional responsibility. This means we will:

Strategy	Objective	Tactic	Timelines and responsibilities	Measured Outcome	Recommended Next Steps
3A: Better communicate Alfred University's identity for both internal communities and external markets.	Create a centralized digital forum for communication of AU programming not only for external audiences, but for internal program planners.	<p>Expand and develop the Campus Programming Collaborative</p> <p>Review all SA websites and print materials for cohesion with agreed-upon "AU experience" and</p>	<p>Residence Life and Wellness Center: maintain oversight of collaborative efforts</p> <p>VPSA (or marketing team?) Initiate review of web and print materials division-</p>	<p>Program planners have tools to coordinate efforts related to program content, timelines and space needs</p> <p>SA web and print publications have</p>	Each department needs to review its external and internal presence to ensure reflection of SA vision, and eventually, "AU Experience."

		identity standards.	wide.	consistency, while still allowing for the creativity and unique program identity that is also celebrated in this plan.	
3B: Evaluate our services, operations, and academic programs for suitability to our current and emerging needs and make resource allocations accordingly.	<p>SA division will continue to foster a culture of assessment</p> <p>Streamline and update services, operations and programs as assessment indicates, and make resource allocations accordingly.</p> <p>Create non-traditional digital assessment to evaluate student satisfaction and learning outcomes</p>	<p>Every SA director will have a working knowledge of assessment practices</p> <p>SA division will continue to have an assessment team.</p> <p>Each department will engage in a self-study using CAS or other divisionally-approved set of standards to ensure program viability related to current post-college needs.</p> <p>Set up an evaluation station to assess experiences (concerts, lectures) at the point of delivery.</p>	<p>VPSA/all directors: Conduct CAS or other standardized self-study by end of 2016-2017 AY.</p> <p>VPSA: continue to head the assessment team, hopefully in collaboration with broader university teams.</p>	Completed CAS or other self-study by 2017 with recommendations implemented by end of 2017-18 AY.	Build in an expectation of facility review for each department at the same time as the 6-month budgets are requested
3C: Develop new and strengthen current revenue streams.	<p>Participate fully in AU initiatives to improve retention and graduation rates</p> <p>Develop new ideas for revenue streams as appropriate, with consideration not just to AU bottom line but also to unit-level enhancement</p>	<p>Revisit the Res Life task force and generate new ideas to address student feedback about their "home away from home."</p> <p>Fully develop athletics summer camp model as well as opportunities to rent our spaces</p> <p>Create a coordinated set of retention initiatives and goals within the division.</p>	<p>VPSA/Director of Residence Life: Conduct new Res Life task force study.</p> <p>Athletics/Equestrian: Continue to hone summer camp proposals, new event ideas, and facility rental policies to balance revenue potential with the ability to actually secure camps.</p>	<p>Net revenue generation through SA programs</p> <p># of summer camps</p> <p># of student applicants/deposits directly related to camp/event participation</p> <p>Improved satisfaction with campus housing</p>	<p>Update/re-create the Res Life Task Force given today's students and situation.</p> <p>Create a coordinated set of retention initiatives and goals.</p>
3D: Develop new avenues	SA staff will increase our	Departments will develop	VPSA: initiate meeting	# of programs designed	

<p>to educate both traditional and non-traditional students at our home campus and other locations.</p>	<p>engagement with Downstate students.</p>	<p>individual methods of creating an AU experience for our downstate students, as appropriate given resources and time.</p>	<p>with Downstate program directors to discuss possibilities.</p>	<p>specifically for downstate programs</p>	
<p>3E: Better coordinate green initiatives and develop new green initiatives.</p>	<p>Residence Life will institute some best practices related to sustainability in on-campus living.</p> <p>AU will explore a fuller range of sustainability within our dining program, as AVI has considerable experience doing so on other campuses.</p>	<p>Residence Life, Athletics, Dining Services and the Equestrian Center will engage in a comprehensive review of green issues in their areas. (All areas will conduct at least a minimal review)</p> <p>Advocate for dual recycling receptacles at each refuse station, like what's outside McMahan, in every airport, many cities, etc.</p> <p>Each area will develop better e-systems within our areas and advocate for e-systems across campus.</p>	<p>Directors of RL, Athletics, EC will generate a plan to improve recycling and sustainability in their areas.</p> <p>Res Life: develop competition and training in res halls.</p>	<p>Increased recycling in residence halls and dining halls</p>	<p>Engage residential students and staff in a conversation about recycling, in conjunction with physical plant.</p>
<p>3F: Develop even stronger alumni ties to encourage philanthropy and involvement with the University.</p>	<p>Increase the number and quality of alumni events in conjunction with UR.</p> <p>Engage students, parents and alumni using social media platforms such as LinkedIn, Facebook, and Twitter.</p>	<p>Each area will routinely explore additional alumni events in various cities, in conjunction with University Relations.</p> <p>Identify key social media platforms and a point persons in departments that typically work with alumni (e.g., Student Affairs Office, CDC, JLC, Center for Student Involvement, Equestrian Center, and Athletics) to coordinate regular posts.</p> <p>Participate in homecoming events as appropriate;</p>	<p>See Broad Goal 1 for additional tactics and timelines related to alumni engagement.</p> <p>SA will work with UR, if they request, to participate for fully in Homecoming.</p> <p>Each office will contribute daily to weekly posts (depending on the platform) focused on AU happenings that encourage alumni feedback and involvement.</p>	<p>Each platform will see an increase in alumni engagement.</p>	<p>Work with UR to identify key platforms and SA departments that are already utilizing these platforms; ensure that we are engaging in a coordinated strategy re: AU marketing</p>

		continue running Senior Week in partnership with other divisions.			
3G: Make Alfred University an even more attractive place to work.	<p>Establish a culture of courtesy within the division.</p> <p>Ensure that employees can maintain an appropriate work-life balance, while realizing that not all jobs lend themselves to short workweeks.</p>	<p>Provide training on microaggressions, quick intervention, and confrontation skills</p> <p>Set expectation of courtesy by example and hold people accountable who cannot buy into this principle.</p> <p>Ensure a robust professional development program.</p> <p>Regularly review compensation and advocate for equity and competitive packages.</p> <p>Convene focus groups on work-life issues and use results to refine the work environment, as appropriate.</p>	<p>Wellness Center, DOS: provide training to all areas of AU on microaggressions</p> <p>All areas within AU: make courtesy an expected criterion for hiring and retention.</p> <p>VPSA: continue with professional development committee.</p> <p>VPSA: focus on work-life balance issues within the division.</p>		

Heading Definitions:

- Goal: A general, broad aspiration.
- Strategy: A general approach to seeking a particular goal or aspect of a goal.
- Objective: A clear and specific achievement that contributes to a goal.
- Tactic: Specific behaviors that will achieve an objective.
- Timelines and Responsibilities: What is the expected time by which the tactic will have had an effect, kind of assessment, who is responsible for executing the tactic and who will conduct the assessment.
- Measured Outcome: The phenomenon that, when realized, will signal success or failure of the tactic in attaining the objective. Usually quantifiable and measureable.
- Recommended Next Steps: What are the next steps indicated by the assessment.