

Division of Student Affairs

Strategic Planning & Implementation Strategies

2009-2010

The Division of Student Affairs at SMU formulated a strategic plan with an emphasis on enhancing student success, student learning and the overall quality of campus- life for all students. The development of this strategic plan coincides with the appointment of new leadership within the Division of Student Affairs, and is one that is embedded in the overall University strategic plan with particular attention to Goal Four: *To Support and Sustain Student Development and Quality Of Life*. Furthermore, the objectives of Goal Four provide the foundation of this strategic plan:

(<http://www.smu.edu/AboutSMU/StrategicPlan/GoalFour.aspx>)

Objective One: *Support for a living/learning environment that enhances personal exploration and growth.*

Objective Two: *Enhancement of critical student life programs related to student retention and growth.*

Objective Three: *Expansion and strengthening of student leadership development opportunities.*

Objective Four: *Enhancement of student intern programs throughout the University.*

The Strategic Plan for the Division of Student Affairs at SMU is the product of many hours of intentional, thoughtful work and involvement by Student Affairs professionals, faculty, university staff and students. It provides a “road map” for our continued development as a Division and is the culmination of our collective commitment to fostering the potential of each student (undergraduate and graduate) at the University.

Nationally in higher education, there is an increased emphasis on student learning (See [ACPA, 1994](#) & [NASPA, 1994](#) in this document). For any university that emphasizes student learning as a core principle, the identification of student learning outcomes and the assessment of the educational curriculum, activities, programs and services in support of these outcomes, is paramount. In addition, students and their parents have expectations that campuses will provide: safe and secure environments for student learning; high-quality facilities and services that are responsive to student needs in a technological and “instant” environment; and inside-of- and outside-of- the-classroom experiences that facilitate opportunities for student growth and development toward successful careers and life post graduation.

Student Affairs Strategic Plan GOALS

The following goals constitute the three ‘pillars’ of the Student Affairs Strategic Plan (additionally for each goal some general implementation strategies are listed).

Goal One: Ensuring that all students have the opportunity to be successful

We must commit ourselves to ensuring that all SMU students have the opportunity to be successful. In part, ‘success’ means that we will facilitate efforts to retain and graduate everyone who begins SMU as a first year or transfer student. Success also means that we are helping to create an environment that:

- A) Allows all students to take full advantage of the breadth and depth of academic and student life collaborative programs that SMU has to offer.
- B) Encourages students to make good choices regarding their health, safety and overall well being.
- C) Facilitates opportunities for students to develop quality relationships with other members of diverse student communities.
- D) Helps students achieve important developmental outcomes: leadership and identity development; career exploration and decision making; ethical and moral reasoning; etc.

Additionally, we must ensure that we: support similar rates of retention among all groups of students; create a strong safety net for students; develop a method of identifying students about whom we should have concern; evaluate the extent to which our

services, programs and activities are reaching students; discover how the Multi-Institutional Study of Leadership Data (MSL) might help us better serve and outreach to those populations of students who are currently under-served (“Middle” Students, Commuters, Internationals, Transfers); commit ourselves to working with those students that we find more challenging or who do not seem to be as well connected to the institution.

To meet the challenges of *Ensuring that all students have the opportunity to be successful*, we need to focus on the following:

- 1) A Common Student Experience:** Enhance student connections to one another and to the university by creating a common set of experiences for all SMU students, with particular attention to the residential, curricular and co-curricular experience of first and second year students. The emphasis on building community among our undergraduate student population beyond particular interests groups is a recurring theme in much of SMU’s research about our challenges as an institution.

- 2) Substance Abuse Education and Prevention:** Implement and assess recommendations in the President’s Task Force on Substance Abuse and provide ongoing attention to substance abuse issues. Renovate the Memorial Student Health Center so that it becomes a central resource for Health and Wellness programs in support of recommendations of the President’s Substance Abuse Task Force.

- 3) Student Gathering Spaces:** Create and invest in the development of spaces and places on-campus that provide opportunities for the diverse members of our campus community to connect with one another, and that also facilitate and support university traditions, with particular attention to new and renovated residential halls, the student center, the chaplain’s office, the band hall; as well as other buildings and facilities that meet these needs.

Goal Two: Committing ourselves to the philosophy that “Learning Happens Everywhere” and “Learning Has No Boundaries.”

Our profession has called us to be more intentional about our roles as educators and to more deliberately focus our work on student learning and transformative education. This ideal is reinforced in the following two Student Affairs-related publications:

The Student Learning Imperative: (American College Personnel Association 1994).

If learning is the primary measure of institutional productivity by which quality of undergraduate education is determined, what and how much students learn must also be the criteria by which the value of student affairs is judged.

Learning Reconsidered: (1994 National Association of Student Personnel Administrators; American College Student Personnel Association)

A truly transformative education repeatedly exposes students to multiple opportunities for intentional learning through formal academic curriculum; student life; collaborative and co-curricular programming, community based and global experiences.

To meet the challenges of *The Student Learning Imperative* and *Learning Reconsidered* we need to:

- 1) Be more intentional about identifying, articulating and assessing the learning that occurs as a result of student involvement, engagement and participation in student affairs services, programs, and activities.
- 2) Partner with faculty to identify opportunities to help students make the connection between their inside-of the classroom and outside- of the classroom learning.
- 3) Apprise others regarding the role Student Affairs plays in the educational experience.
- 4) Expand the concept of student learning to include outside-of-campus opportunities and experiences
- 5) As members of a learning profession, commit ourselves to being life-long learners— investing in our own professional development; keeping abreast of the research in our field; engaging in research, presenting, and publishing.

In order to facilitate Learning Happens Everywhere experiences, we have committed to the following:

- 1) **Residential Education:** Partner with the Provost's office to develop a residential life/education model that intentionally involves faculty in the residential community in addition to continuing to support the rich social and learning experiences that the residence life program currently provides. Execute the concept of a Residential College/Commons model and build new and renovate existing residential facilities toward becoming a residential university.
- 2) **Leadership Development and Career Preparation:** Develop a comprehensive co- and curricular leadership program directed at students in all stages of leadership development, including courses, workshops, internships, student counseling and advisement, student work and leadership positions that help prepare students for leadership positions on campus and for the world of work and business, civic and other post-SMU leadership endeavors.
- 3) **Service- Learning:** Provide additional opportunities for service learning experiences and create faculty development and participation incentives that will increase the number of faculty that include service learning in their courses.

Goal Three: Maintaining an Exemplary Division of Student Affairs

While the word exemplary is a relative one and open to interpretation, for the purposes of our planning efforts some definitions of exemplary include: "A Division of Student Affairs..."

- 1) whose departments are operating in accordance with the *Council for Academic Standards* or other professional standards for student affairs and/or departments within Student Affairs.
- 2) that regularly assesses its strengths, weaknesses, challenges and opportunities.
- 3) that is perceived by students, parents, faculty, administrators and campus departments as responsive to student needs, issues and concerns.
- 4) that is identified as a model for benchmarking by other colleges and universities due to our progressive programs, services, activities and our innovative approach to contemporary issues.
- 5) whose employees enjoy fulfilling careers.

To meet the challenges of *Developing and Maintaining an Exemplary Division of Student Affairs*, we need to accomplish the following:

Facilities: A major step toward our becoming an exemplary division of student affairs is to have buildings and/or facilities that support our vision for the student experience at SMU and that are the best examples of such facilities in the country—the Dedman Center for Lifetime Sports is one example of a student affairs building which meets that objective as are many of our recently renovated residence halls. Our list of student affairs buildings for development and/or renovation as previously mentioned includes: Residence Halls to meet the Sophomore Live-on requirement; the Memorial Student Health Center; a new Band Hall; an expanded or new Student Center; and a new Inter-Faith Center.

Competitive Salaries: We want to continue to attract and retain talented staff members to be part of the Division of Student Affairs. While performance will always remain the criteria for any salary increases, we will also regularly benchmark our staff salaries and target those positions which are not in the line with market salaries for salary increases. In September of 2010, the VPSA Office established an Equity Committee which is comprised of the VPSA's direct reports who represent some of the larger departments within the division. Chaired by the Executive Director of Finance and Human Resources Compensation Analyst, the charge of the committee is to identify commonalities in duties, responsibilities and capabilities for positions across the division. Salary inequities will also be identified and corrected per the recommendation of the VPSA.

Communication/Technology: Enhance our ability to communicate with students, faculty, staff, parents, alumni and others through print, web and other media. Increase technological support for student affairs departments and explore technological applications in support and/or delivery of appropriate services, programs and activities.

CRITICAL SUCCESS FACTORS

An analysis of our strengths, weaknesses, opportunities and threats (SWOT) delineated five Critical Success Factors. To achieve the strategic vision outlined in this document, as a Division, we must:

- 1) Increase intra-divisional understanding.
- 2) Define our roles as educators.
- 3) Encourage staff to “let go of” obsolete/costly programming in order to create time and space for new ideas emerging from the strategic plan.
- 4) Use strategic planning as a guide to our every day work.
- 5) Identify funding strategies to support our strategic planning process.

CONCLUSION

A well-designed strategic plan is a living document. As such, our strategic plan will be reviewed and revised on a periodic basis in the months and years ahead. The changing needs of our students, as well as internal and external factors including: university priorities, the needs of the city of Dallas, parents, K-12 education, federal and state legislation, to name a few, will greatly shape all future revisions and modifications of this plan.

ADDENDUM¹

2009-2010 Assessment of Strategic Initiatives

GOALS

Goal One: Ensuring that all students have the opportunity to be successful

We must commit ourselves to ensuring that all SMU students have the opportunity to be successful. In part, 'success' means that we will facilitate efforts to retain and graduate everyone who begins SMU as a first year or transfer student. Success also means that we are helping to create an environment that:

- 1) Allows all students to take full advantage of the breadth and depth of academic and student life collaborative programs that SMU has to offer.
 - i. Mustang Corral
 1. 94.1% of students attending 2009 Mustang Corral stated that the experience allowed them to develop relationships with faculty and staff.
 - ii. Themed Housing
 1. Residence Life & Student Housing offers several themed housing communities with a particular program emphasis, such as: University Honors, Hilltop Scholars, Fine Arts Community, the Engineering floor and the Service Learning House.
- 2) Encourages students to make good choices regarding their health, safety and overall well being.
 - i. Student Affairs' role in Presidents Commission
 1. During the 2009-2010 academic year, the Dean of Student Life Office received 257 Concerned Community Connections reports and met with more than 500 students, over 1,000 students were TIPS trained, 30 Evening Program and Initiatives Contributions (EPIC) funded events occurred,

¹ The assessment results presented in this section are examples of relevant outcomes and are not representative of ALL outcomes from ALL departments. For a complete listing of all departmental contributions, links to more detailed reports are provided on the last page of this document.

and the Center for Alcohol and Drug Abuse prevention was awarded \$24,000.00 by the Alliance on Underage Drinking (ALoud) community coalition.

<http://smu.edu/smunews/liveresponsibly/>

ii. Recreation Sports Programs

1. More than 150 students attended the third late-night “SMU Gladiators” event. This event provided an opportunity for students to stay on campus and participate in an activity in a positive and safe environment.

3) Facilitates opportunities for students to develop quality relationships with other members of diverse student communities.

i. Religious Life, Campus Ministry Council

1. There are 30 Religious Life Communities, Christian and non-Christian in which over 1200 students participate weekly. Students learn that they are part of this global world through the various faith communities. Additionally, the Campus Ministry Council is comprised of credentialed campus ministers who bring their faith community to the students of SMU. This organization meets monthly and works to insure collegiality among the different faith groups.

ii. Student Activities & Multicultural Student Affairs (Special K)

1. The Special K program is made up of those students who kept SMU as their top college choice after attending the President’s Diversity Reception for admitted students. In the inaugural President’s yield reception, all 33 students who attended enrolled at SMU. Since the start of this program in fall 2008, over 90% of the students involved in the Special K program are still enrolled at SMU.

4) Helps students achieve important developmental outcomes: leadership and identity development; career exploration and decision making; ethical and moral reasoning; etc.

- i. The Hegi Family Career Development & Dedman College Undecided/Undeclared Counseling
 - 1. The Hegi Family Career Development Center partnered with the Dedman College Dean's Office in order to develop a shared career counseling/academic advising appointment for thirty-five undecided/undeclared Dedman One majors. These "hybrid" appointments are held each semester. After a pilot period, fifteen students who participated in the pilot phase reported that the concept works very well because they "would have never thought of visiting the career center, and would have never realized how quickly (they) can transition from undecided to planning for a possible career."

- ii. Office of Conduct and Community Standards
 - 1. Incorporates an educational and developmental approach when meeting with students.
 - 2. Encourages ethical and moral decision-making.

- iii. Leadership & Community Involvement's: Service- Learning and Emerging Leaders
 - 1. Offers workshops, programs and resources focused on developing the individual student (personal awareness), the role of leadership within organizations and servant leadership.

Additionally, we must ensure that we: support similar rates of retention among all groups of students; create a strong safety net for students; develop a method of identifying students about whom we should have concern; evaluate the extent to which our services, programs and activities are reaching students; discover how the Multi-Institutional Study of Leadership Data might help us better serve and outreach to those populations of students who are currently under-served (Commuters, Internationals, Transfers); commit ourselves to working with those students that we find more challenging or who do not seem to be as well connected to the institution.

- 1) Mid-Term Contacts in Residence Life & Student Housing (staff check- in with failing, at risk of failing students)
 - a. Members of the RLSH professional staff outreach to students who are failing or in some manner at risk and refer them to campus resources.

- 2) Hegi & International Student Center Employment Partnership
 - a. Extensive planning sessions have occurred with the Executive Director of the International Center so all international experiential learning opportunities that come to the attention of the Hegi Employer Relations Team (Engineering, Business, Law, Liberal Arts, and Performing Arts) are processed in accordance to the policies and procedures of the International Office.
 - b. In addition, graduate school application assistance as well as job search and internship search strategies are provided for all international students through the Hegi Career Center.

- 3) Office of Religious Life & Chaplain's Office
 - a. The Chaplain's Office works with international students to problem solve issues of retention.
 1. The Chaplain's Office helped/connected with over 200 international students in 2009-10 academic year. The Chaplain's Office liaison to the international students' community compiled a resource guide that is posted on the International Office and Chaplain's Office websites. (<http://smu.edu/chaplain/resources/default.asp>)

To meet the challenges of *Ensuring that all students have the opportunity to be successful*, we need to focus on the following:

- 1) **A Common Student Experience/COMMUNITY SMU:** Enhance student connections to one another and to the university by creating a common set of experiences for all SMU students, with particular attention to the residential (work is beginning on plans to construct new resident halls), curricular and co-curricular experience of first and second year students. The emphasis on building

community among our undergraduate student population beyond particular interests groups is a recurring theme in much of our own research about our challenges as an institution.

- a. The Student Program Council offers a film series which all students are invited to attend, and is the sponsor of *Sing Song*; an annual Broadway-style competition that features student teams performing skits they create themselves.
 - b. 2,500 students participate in Intramurals and 250 students participate in Sports Clubs.

- 2) **Substance Abuse Education and Prevention:** Implement and assess recommendations in the President's Task Force on Substance Abuse and provide ongoing attention to substance abuse issues. Renovate the Memorial Student Health Center so that it becomes a central resource for Health and Wellness programs in support of recommendations of the President's Substance Abuse Task Force.
 - a. In summer 2009, SMU President R. Gerald Turner appointed the Commission on Substance Abuse Prevention and Education, an outgrowth of the President's Task Force on Substance Abuse Prevention, as a permanent, ongoing body to implement and evaluate the task force's recommendations. The Commission, which meets monthly, reports annually to the president on the status of the Task Force recommendations and identifies new or emerging issues of concern.
 - b. Fall 2009 Student Affairs staff and student leaders met with all Freshmen in the Residence Halls and discussed positive decision making both socially and academically.

- 3) **Student Gathering Spaces:** Create and invest in the development of spaces and places on-campus that provide opportunities for the diverse members of our campus community to connect with one another, and that also facilitate and support university traditions, with particular attention to new and renovated residential halls, the student center, the chaplain's office, the band hall; as well as other buildings and facilities that meet these needs.

- a. The “M” Lounge, featuring video games and a small stage area, was developed through a partnership between the Hughes Trigg Student Center; the SMU Guildhall and *GameStop*. The “M” Lounge has been the host to gaming competitions, NCAA football game watching parties, NCAA March Madness watching parties, Thursday night Open Mic nights sponsored by Program Council and EPIC, Rock Band Competitions as well as many gaming nights sponsored by various organizations across campus. Plans for gathering spaces in new residence halls are also being developed.
- b. The Dedman Center for Recreational Sports obtained survey data from 270 students and 68% of respondents reported that “the Rec Center was an important factor in their decision to attend SMU.” And 80% reported that “the Rec Center was an important factor in their decision to continue at SMU.”

Goal Two: Committing ourselves to the philosophy that “Learning Happens Everywhere” and “Learning Has No Boundaries.”

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Learning Reconsidered: (1994 National Association of Student Personnel Administrators; American College Student Personnel Association)

A truly transformative education repeatedly exposes students to multiple opportunities for intentional learning through formal academic curriculum; student life; collaborative and co-curricular programming, community based and global experiences.

To meet the challenges of *The Student Learning Imperative* and *Learning Reconsidered* we need to:

- 1) Be more intentional about identifying, articulating and assessing the learning that occurs as a result of student involvement, engagement and participation in student affairs services, programs, and activities.
 - a) The Multi-Institutional Study of Leadership (MSL) Report
 1. The MSL is a national survey of leadership development among college students that examines the role of higher education in developing leadership capacities with a focus on specific environmental conditions that foster leadership development and focusing on The Social Change Model of Leadership Development (SCM).
 2. SMU participated in 2009 and responses from 1,040 undergraduate students indicated the following:
 - a. Involvement outside of the classroom on campus had a significant (“quite a bit” or “very much”) contribution on the following areas:
 - i. Development of interpersonal skills (71.9%)
 - ii. Development of leadership abilities (63.4%)
 - iii. Ability to think critically (63.1%)
 - iv. Development of problem solving skills (60.4%)
 - v. Acquiring job or work-related skills (53.5%)
 - b) Southern Association of Colleges and Schools (SACS)--Established Learning Outcomes
 1. Per SACS accreditation requirements, each Student Affairs department identifies a minimum of one student learning outcome to assess each year.
 - c) Created an Assessment Coordinator Position (Full-Time, Temp Position)
 1. A full- time assessment position has been in place since August 2008. This position monitors and evaluates the Division’s progress on the President’s Substance Abuse Task Force, monitors and facilitates SACS accreditation procedures and compliance regulations, coordinates assessment and strategic planning committees, develops

benchmarking standards for the Division and evaluates assessments of the Division's progress on strategic planning initiatives.

d) Student Affairs and the General Education Requirement (GER)

1. Student Affairs has an appointed staff member on the GER Curriculum Council. Student Affairs plans to be actively involved in the discussions regarding calls for out-of-the-classroom learning experiences so, at minimum, one or two existing or newly developed Student Affairs classes (Leadership, Career Development, Diversity, etc) are approved and are allowed as credit towards the GER.

2. Partner with faculty to identify opportunities to help students make the connection between their inside-of the classroom and outside- of the classroom learning.

a) "You Don't Have to Cancel Class"

1. The "You Don't Have to Cancel Class" program is a Student Affairs initiative designed to give professors an alternative to canceling their class. Student Affairs staff members provide academic workshops [i.e. Language and Gender, Career Development, Social Justice, etc] in a classroom setting.

b) Chaplain in Residence/Faculty in Residence/Academic Themed Communities

1. In the fall and spring semester of 2009 – 2010, six Resident Community Chaplains (RCC) were assigned to 16 resident communities. The RCC's met with students, worked closely with Hall Directors and resident staff in responding to needs and participated in programming. According to end of year reports, the RCC's have been a valuable resource and pastoral presence in the life of our on campus residents as well as the Residence Life and Student Housing (RLSH) staff. These RCC's are graduate students attending Perkins School of Theology.
2. RLSH implemented a faculty-in-residence program in the Hilltop Scholars community this year (2009-2010) and will add two more faculty-in-residence programs next year (2010-2011). A faculty member lives in a themed community and works with students

through programs, advising and socializing. SMU offers several communities with a particular program emphasis, such as: University Honors, Hilltop Scholars, Fine Arts Community, the Engineering floor and the Service Learning House.

- c) Civil Rights Pilgrimage
 - 1. In March 2010 students from Political Science 4321 (class participation by approval) and other students, staff and community members travelled from Dallas in pilgrimage to those “shrines of freedom” across the South; met persons who participated in and witnessed the struggle for freedom, and walked where these recent ancestors gave their lives.
 - d) Departmental Wellness Presentations
 - 1. Staff members from the following Student Affairs departments present to Wellness classes each semester: Center for Alcohol & Substance Abuse Prevention, Women’s Center, Hegi Family Career Center, Counseling & Psychological Services, Student Activities and Multicultural Student Affairs, and the Chaplain’s Office.
3. Apprise others regarding the role Student Affairs plays in the educational experience.
- a) Faculty and University Partnership Committee
 - 1. The Student Affairs Faculty and University Partnership Committee strives to serve as a resource for collaboration, partnership, and communication between academic faculty and Student Affairs’ programs. The production of the Faculty Guide to Student Affairs and the online collaboration resource section of the committee’s webpage assist in these endeavors.
 - b) Faculty Guide & Service-Learning Guide for Faculty
 - 1. The Leadership and Community Involvement office has created two Service-Learning Guides; one for faculty and one for students.
 - c) New Student Programs
 - 1. Faculty are involved in Academic Advising Retention and Orientation (AARO) during the faculty lunch presentations and the

Academic Reality panel. Faculty also participate in Mustang Corral during the “Sneak Preview” session.

d) Websites and Branding

1. The Division’s web specialist/ branding coordinator is facilitating the division’s clear, consistent message to students, parents, colleagues and community about the quality educational programs and services offered by our staff by standardizing departmental web-pages and helping to coordinate the Division’s brand identity standards.

e) The Dean of Student Life Office (DOSL)

1. The DOSL maintains regular contact with faculty regarding student issues. The DOSL meets with groups of faculty at the beginning of each academic year to inform them of the Caring Community Connections (CCC), the online reporting system for student concerns. Reminders are sent to faculty mid-way through the year regarding the CCC.

4. Expand the concept of student learning to include outside-of-classroom opportunities and experiences.

a) Community Service Projects & Service-Learning

1. In October 2009, more than 800 students participated in the 41st annual Community Service Day and impacted approximately 20 sites around Dallas.
2. An International Alternative Break occurred in Xalapa, Mexico with 9 students and an Associate Provost.
3. In 2008, six new faculty members received service-learning grants for implementing service-learning into their courses.
4. SMU received support to host an AmeriCorps*VISTA for five years to build and enhance community involvement activities.

- b) Outdoor Adventures
 - 1. In 2009, a pilot leadership development program in collaboration with Residence Life and Student Housing resulted in 18 first year Hilltop Scholars participating in a five-day backpacking trip where the emphasis was on leadership skills and community building. Due to demand and popularity, in 2010 two trips were scheduled for 32 first year Hilltop Scholars.
 - c) Leadership and Community Involvement's (LCI) Wellness Class
 - 1. Each semester, Leadership and Community Involvement teaches Wellness 2170: Volunteer Activities.
 - d) MLK's Day of Service
 - 1. SMU students participate in a day of service on Martin Luther King Day sponsored by LCI, Student Activities and Minority Student Affairs, the Chaplain's office and the Meadows School.
5. As members of a learning profession, commit ourselves to being life-long learners—investing in our own professional development; keeping abreast of the research in our field; engaging in research, presenting, and publishing.
- a) Publishing & Presenting
 - 1. 18 Student Affairs staff members serve in a leadership capacity within their professional association, 17 have made presentations at national and or regional conferences and 9 have published articles in professional publications in the 2009-2010 academic year.
 - b) Mid-Level Management Institute and Moving Into Management Seminars
 - 1. Mid-Level Management Institute and Moving Into Management seminars exist to help staff prepare for and sustain a successful career as a student affairs manager/leader. Thirty-five staff participated in one of the two sessions. The models used to deliver the training programs were highlighted as best practices by *The Advisory Board Corporation* from Washington, DC.

In order to facilitate Learning Happens Everywhere experiences, we have committed to the following:

Residential Education: Partner with the Provost's office to develop a residential life/education model that intentionally involves faculty in the residential community in addition to continuing to support the rich social and learning experiences that the residence life program currently provides. Execute the concept of a Residential College/Commons model and build new and renovate existing residential facilities toward becoming a residential university.

1. Residential Commons Plans

- a. A Residential Commons (RC) Model will be the housing experience at SMU. The new housing will have 1, 250 beds with live-in faculty in each neighborhood of Commons. Some current halls will be retrofitted for the RC Model with the exact layout of that yet to be determined. Also, two of the existing un-renovated halls will be retrofitted to accommodate the RC Model. The location for the new housing will be on the south side of campus.

2. Hilltop Scholars

- a. Residence Life and Student Housing implemented a faculty-in-residence program in the Hilltop Scholars community and will add two more faculty-in-residence programs in 2011-2012.

3. Faculty in Residence & Residential Community Chaplains

- a. Please see Pillar Two: Item 2, Part (ii)

Leadership Development and Career Preparation: Develop a comprehensive co- and curricular leadership program directed at students in all stages of leadership development, including courses, workshops, internships, student counseling and advisement, student work and leadership positions that help prepare students for leadership positions on campus and for the world of work and business, civic and other post-SMU leadership endeavors.

1. EDU 2308: Career Development Course
 - (a) This course is a 16-week, three unit course offered by the Simmons School of Education which helps undecided and undeclared students find direction with their majors and vocations.

2. Civil Rights Pilgrimage Leadership Program
 - (a) The Civil Rights Pilgrimage Leadership Program is a new initiative in the development stages through the Chaplain's Office.

3. The Department of Rec Sports
 - (a) Offers numerous certifications through Aquatics, Fitness and Outdoor Adventures.

Service- Learning: Provide additional opportunities for service learning experiences and create faculty development and participation incentives that will increase the number of faculty that include service learning in their courses.

1. Service-Learning Faculty Manual
 - (a) Leadership and Community Involvement created a step- by- step guide for faculty to assist them in incorporating Service-Learning into their courses.

2. Faculty Brown-Bag Sessions
 - (a) Leadership and Community Involvement offers (twice per semester) an opportunity for faculty to learn more about incorporating Service-Learning into their courses.

Pillar Three:

Developing and Maintaining an Exemplary Division of Student Affairs

While the word exemplary is a relative one and open to interpretation, for the purposes of our planning efforts some definitions of exemplary include: "A Division of Student Affairs..."

1. whose departments are operating in accordance with the Council for Academic Standards (CAS) or other professional standards for student affairs and/or departments within Student Affairs.

a. Many departments within Student Affairs participate in surveys coordinated by their national professional organizations (see list below). The survey results are for benchmarking, planning and budgeting.

*National Association of Colleges and Employers (NACE)
(Annual Survey of Career Center)

*Association of College and University Housing Officers -International
(ACUHO-I)

*National Association of Student Personnel Administrators (NASPA)
(2010 Survey of Career Center, Student Center & Counseling and Psychological Services)

*National Intramural Recreational Sports Association (NIRSA)
(2008 Survey of Recreation Sports Center)

2. that regularly assesses its strengths, weaknesses, challenges and opportunities.

a. SACS accreditation process

i. The division of Student Affairs is participating fully in the SACS reaffirmation process which will culminate with an on-site visit in the Spring of 2011.

b. CAS Standards Assessment is recommended (rotation every 2-3 years)

i. Upon completion of the SACS process, each department within Student Affairs will, every three years conduct a CAS standards assessment.

3. that is perceived by students, parents, faculty, administrators and campus departments as responsive to student needs, issues and concerns.
 - a. The Assessment Committee will create a standardized departmental survey instrument in the 2010-2011 academic year.
4. that is identified as a model for benchmarking by other colleges and universities due to our progressive programs, services, activities and our innovative approach to contemporary issues.
 - a. Career Services and Web Technology
 - i. The Hegi Career Center earned praise from The Advisory Board (a Washington DC based organization that specializes in student affairs best practices) and by *University Business Magazine* as a national benchmark institution for best-practices in web-based services for students and alumni.
 - b. Hughes-Trigg Student Center (HTSC) Visits
 - i. During the planning phase for the new Student Union at Texas Christian University, every major facility design company visited the HTSC to see a current working facility and talk to the staff to see what works and what doesn't.
 - c. Professional Development in Student Affairs
 - i. The Advisory Board Corporation (Washington, DC) recognized the professional development programs Moving Into Management and The Mid-Level Managers Institute as national best-practices.
 - d. Dedman Center Visits
 - i. During the past 2 years the Dedman Center has been visited by: Wake Forest, Abilene Christian, Colorado State, The Big 12 and The PAC 10. The Dedman Center also will host the national conference in October for NIRSA.

5. whose employees who enjoy fulfilling careers and are responsible stewards of their resources.
 - a. The Assessment Committee will develop an instrument that will measure career satisfaction. The survey will be implemented in spring 2011.

To meet the challenges of *Developing and Maintaining an Exemplary Division of Student Affairs*, we need to accomplish the following:

Facilities: A major step toward our becoming an exemplary division of student affairs is to have buildings and/or facilities that support our vision for the student experience at SMU and that are the best examples of such facilities in the country—the Dedman Center for Lifetime Sports is one example of a student affairs building which meets that objective as are many of our recently renovated residence halls. Our list of student affairs buildings for development and/or renovation as previously mentioned includes: Residence Halls to meet the Sophomore Live-on requirement; the Memorial Student Health Center; a new Band Hall; an expanded or new Student Center; and a new Inter-Faith Center. (See “Critical Success Factors #5, page 14.)

Competitive Salaries: We want to continue to attract and retain talented staff members to be part of the Division of Student Affairs. While performance will always remain the criteria for any salary increases, we will also regularly benchmark our staff salaries and target those positions which are not in the line with market salaries for salary increases.

- b. In September of 2009 the Vice President for Student Affairs established a Job Equity Committee which is comprised of the VPSA’s direct reports who represent some of the larger departments within the division. Chaired by the Executive Director of Finance and a Human Resources Compensation Analyst, the charge of the committee is to identify commonalities in duties, responsibilities and capabilities for assistant director, associate director and director positions across the division. Salary inequities will also be identified and addressed per the recommendation of the VPSA and as funding is available.

Communication/Technology: Enhance our ability to communicate with students, faculty, staff, parents, alumni and others through print, web and other media. Increase technological support for student affairs departments and explore technological applications in support and/or delivery of appropriate services, programs and activities.

- Web Specialist & Branding Coordinator Position
 - This full-time position supports the division's staff by consulting, analyzing and developing web/database solutions to meet business needs.
This position also facilitated the design and development of a branding initiative which standardized the division's logo and unified all collateral materials such as brochures, flyers, t-shirts, etc.
- The Dean of Student Life Office's Caring Community Connections (CCC) Program
 - The CCC program is a direct result of a recommendation of the President's Substance Abuse Prevention's Task Force. As an online process, the CCC is used for gathering and acting upon reports from faculty and staff of students exhibiting signs of distress.
- Audio/Visual Support Positions
 - Two positions housed within the Hughes-Trigg Student Center focus on documenting the division's presentations through videography, podcasting, creating DVD's and generally supporting AV needs and documentary services for the entire campus.

CRITICAL SUCCESS FACTORS

An analysis of our strengths, weaknesses, opportunities and threats (SWOT) delineated five Critical Success Factors. To achieve the strategic vision outlined in this document, as a Division, we will:

1) Increase intra-divisional understanding.

- Lori S. White's Advisory Team (LSWAT): Three Bold Commitments
(There are three categories of responsibility for each of our Three Bold Commitments; we need to get started on some new initiatives, such as:)
 - A. Develop a supervisor evaluation process.
 - B. Re-think and establish the system whereby all departments learn about what they do and how they provide services---with intent to create cross Divisional support and understanding. Evaluate strengths and weaknesses of the current approach and re-launch.
 - C. Assess those initiatives that are already in progress, such as:
 - i. Monitor our regular communications from bi-monthly LSWAT meetings to the departments the LSWAT direct reports manage. And share ways LSWAT disseminates info within their departments (newsletters, staff meetings, memos, etc).
 - ii. Assess how well/clearly we are stating LSWAT's purpose through branding. In other words, how well is LSWAT helping the Division understand LSWAT's role, functions and team members?
 - iii. Evaluate how "The Real Deal with Dr. White" (a question and answer segment during monthly Division meetings and staff retreats) is being received.
 - iv. Gather feedback as to how the Division feels about our recent roll-out of in-house professional development opportunities (webinars, management institutes, etc).
 - v. Dedicate LSWAT meetings in the fall semester to building trust (survey data sharing, etc.)

- 2) Define our roles as educators.
 - a. (Establish learning outcomes for each department) SACS & WEAVE

- 3) Encourage staff to “let go of” obsolete/costly programming in order to create time and space for new ideas emerging from the strategic plan.
 - A. The annual budget process is an opportunity to take a comprehensive inventory of our programs and services to determine how resources might be redirected to meet our strategic priorities; a focus on student learning and development is the primary principle upon which all budget decisions are based.

- 4) Use strategic planning as a guide to our everyday work.
 - A. Each year, every department within SA creates a document that outlines their accomplishments, identifies their challenges and goals.

- 5) Identify funding strategies to support our strategic planning process.
 - A. In coordination and collaboration with the Second Century Campaign Committee for Campus and Student Life, these Student Affairs funding initiatives have been established:
 1. Mustang Band Second Century Initiative which includes fundraising for \$3 million for the Mustang Band Hall and \$2 million for Mustang Band student recruitment and retention
 2. Completing the Hegi Family Career Development Center challenge endowment
 3. Research and further exploration on private funding sources for the Residential Commons which will provide an additional 1250 beds for student housing and enable the university to establish in 2014 the sophomore live-on requirement.
 4. Continued exploration of funding sources for the Memorial Health Center

CONCLUSION

A well-designed strategic plan is a living document. As such, our strategic plan will be reviewed and revised on a periodic basis in the months and years ahead. The changing needs of our students, as well as internal and external factors including: university priorities, the needs of the city of Dallas, parents, K-12 education, federal and state legislation, to name a few, will greatly shape all future revisions and modifications of this plan.