

**DIVISION OF STUDENT AFFAIRS  
BOWLING GREEN  
STATE UNIVERSITY**

**STRATEGIC PLAN**

**2008-2013**

**JANUARY 2008**

**Bowling Green State University**  
**Division of Student Affairs**  
**Strategic Plan 2008-2013**

**History and Purpose of Planning in Student Affairs**

The Division of Student Affairs is committed to, and has engaged, in high quality planning for many years. It is the planning process itself, and the plans that result from that process, that tie the diverse operations and the large number of staff into a cohesive whole.

Student Affairs uses planning as the basis for systematic and in-depth discussion of priorities, to determine approaches to deal with critical issues, and to develop initiatives that tie together the diverse operations of the Division. Formal, published plans become the basis for ensuring that the entire Student Affairs team knows not only what needs to be done but also why. Plans become the basis for Division employees at all levels to solve the day-to-day problems in ways consistent with the intent and direction of the Division as a whole. Planning allows the separate organizational units within the Student Affairs Division to align their directions and plans with the Division, and for the Division to align its plans with the University's mission.

**Current Planning Process and Planning Assumptions**

The Division of Student Affairs most recent formal planning process began in Fall 2005 utilizing a Strategic Positioning Team composed of representatives from all Student Affairs departments. In December 2007, the Student Affairs Executive Council reviewed the May 2006 Strategic Positioning Team report, information on the Institutional Research web site, and the most current information prepared by Academic Affairs (Master Plan document dated 12-14-07). In examining how the current environment was likely to change over the next 5-10 years, the Student Affairs Executive Council/Strategic Planning Group agreed on the following planning assumptions:

- 1) **Economic Environment:** Funding per full-time equivalent student (in inflation-adjusted dollars) for higher education by the state of Ohio, in the form of subsidies, is likely to remain relatively stable or decrease over the planning horizon. While the state sees higher education as a solution for a number of problems, there will not be enough money available to give higher education significant additional funding, and higher education, unlike other state priorities has other funding sources available.
- 2) **Mandates and Expectations:** The University System of Ohio will group or categorize institutions to address differentiated missions and BGSU will be compared to specific sister institutions;
- 3) The University System of Ohio's vision statement strongly emphasizes the role of higher education in economic development; preference in state funding will be given to STEMM programs and universities which can demonstrate a link to regional and state economic development;

4) **Demographics and Student/Employer Expectations:** The changing interests, skills, attitudes, expectations, and demographics of incoming students, including the involvement of parents and increased numbers of adult learners, will strongly impact the full range of academic, residential and co-curricular offerings;

5) Students and parents will increasingly expect that jobs and career preparation are the priority reason for attending college; graduate education will be increasingly important for many careers; job and career preparation will involve more than solid grounding in a major and will also include strong basic skills (such as defined by the University Learning Outcomes), personal characteristics, and maturity;

6) Students and parents, as they become increasingly responsible for paying the costs of college, will be increasingly demanding of the university, and in many cases treat the university as if they were “paying customers” with a range of attractive choices; donors will increasingly be selective in the programs they support and will insist on greater accountability in the use of their gifts;

7) **Competitive Landscape:** All public institutions will have to be (and demonstrate that they are) increasingly efficient in their use of resources, and more adaptable in the face of increasing rates of change;

8) There will be increased pressure from competitors, including the University of Toledo, Owens Community College, and for-profit institutions; state-of-the-art facilities will be a key determinant where students decide to attend; different types of institutions of higher education will co-exist, giving students more options (e.g., ones that cost less than BGSU or provide greater flexibility, such as to allow education to proceed in parallel with work);

9) Technological sophistication, especially information technology, will be a strategic imperative for universities in instruction and in administrative operations. BGSU will have to adapt to and adopt the preferred technologies of its constituents;

10) **Shape of the Future University:** It is likely that BGSU will remain a residentially-oriented learning community with an undergraduate focus; and

11) To thrive, BGSU needs a strong and distinctive identity rooted in its learning community and the value it adds for its students. Using credible assessment, it must demonstrate to each of its constituencies that it is accomplishing its mission and is an effective steward of resources.

Anticipating that BGSU’s future operating environment will be different from the present based on the planning assumptions above, the Student Affairs Vision Statement captures the Division’s unique role in that environment, a role that promotes students in active and experiential learning.

## **Student Affairs Vision**

When properly aligned, each Division within BGSU has a unique role, tools, and methods for accomplishing the shared purposes of the University, as summarized in the University Learning Outcomes. The role of the Division of Student Affairs is encapsulated in its motto, *Education in*

Action, for it is in Student Affairs that students apply, test, and personalize their collegiate experience, and learn the real life lessons that are critical to both academic and personal success. The Student Affairs Vision Statement captures this:

*One of the best in the nation, Student Affairs is where students within BGSU's Premier Learning Community set their Education in Action. Student Affairs educates and guides students as they live what they learn and learn what they live, preparing themselves for productive and meaningful lives.*

## **Student Affairs Mission**

The Division's Mission Statement identifies the people who are served by Student Affairs and its foundation, as well highlighting its methods and results:

***Student Affairs is Education in Action.** Student Affairs makes critical contributions to the accomplishment of each University Learning Outcome and takes primary leadership for students' psychosocial learning, health and wellness, and personal development. As they participate in residential living and a broad range of co-curricular activities, students live what they learn and learn as they live. Student Affairs provides transformative activities that integrate academic learning with co-curricular experiences. Student Affairs is a leader and partner in programs that sustain and enrich campus life.*

*Student Affairs teaches and guides pre-college and current students as they personalize, reinforce, and extend learning by applying in their own lives what they have learned in the classroom -- moving beyond awareness and understanding to application, performance, synthesis, and integration. Living, learning, studying, and growing in a mosaic of peers, staff, faculty and community members, students use the rich educational opportunities found outside the classroom to broaden their range of experience, strengthen interpersonal skills, and build and experience community. As active members of BGSU's premier learning community, students come to appreciate diversity in its broadest sense as they work to clarify their own values and deal with issues of autonomy and interdependence. Student Affairs supports personal growth in such areas as career preparation, leadership, effective citizenship, and successful engagement with others.*

## **Learning Outcomes**

During the Fall 2007 Semester, the Student Affairs Working Group, comprised of Student Affairs staff, was appointed by the Vice President for Student Affairs to make recommendations for the Student Affairs' contribution to the University Master Plan. As a result of this group's work, a revised, more comprehensive set of University Learning Outcomes was drafted and has been forwarded to the chair of the University's assessment committee, Student Achievement Assessment Committee, for review. Based on the current University Learning Outcomes, these proposed outcomes are as follows:

BGSU's Learning Outcomes are the knowledge, skills, and dispositions the university has established as learning objectives for all its students. Reflecting both cognitive and psychosocial

domains, these are not taught within a single course, program, or major but rather are overarching -- learned and practiced throughout a student's BGSU career, included in general education coursework, major coursework, and in co-curricular experiences. Students prepare for 21st century challenges by gaining knowledge and skills in a diverse array of areas. Being able to demonstrate a consistent level of high quality performance on each of these learning outcomes is the hallmark of a BGSU education and the foundation for a lifetime of continued learning, self-awareness, successful careers, contribution to community, and purposeful living.

BGSU has learning outcomes in the areas of critical and constructive thinking, skillful communication, engagement and principled leadership, and developing purpose and meaning in one's life. Each major and program of study has its own learning outcomes as well.

### **Critical and Constructive Thinkers**

BGSU graduates are **critical and constructive thinkers**, and should demonstrate proficiency in the constituent elements of inquiry, creative problem solving, and by examining values in decision-making.

- **Inquiry** – a close examination of an issue or situation in a search for information or truth; determining what questions should be asked; formulating hypotheses; seeking information and evaluating claims, making discoveries and reaching new understandings, and making informed judgments. A BGSU graduate can apply skills of inquiry in environments ranging from simple to the complex, from the theoretical to the real world, and from the cognitive to the personal and psychosocial.
- **Creative Problem Solving** – generate a solution for a problem through original, imaginative or artistic effort, including problems that are complex, ambiguous and difficult to formulate. As creative problem solvers, BGSU graduates synthesize knowledge within and across courses, disciplines and co-curricular experiences. They integrate theory and practice, linking academic and life experiences. Creative problem solvers consider many points of view and frameworks for evaluating a problem, select an appropriate breadth or scope, and often generate many possible solutions from which to choose or recommend the preferred solution based on system goals, values, and the ramifications of the solution to all parties.
- **Examine Values in Decision Making** – observing carefully and critically to identify the ethical dimensions in a situation or problem. BGSU graduates apply appropriate ethical frameworks to analyze a situation or problem in terms of principles, standards, or qualities considered worthwhile or desirable. BGSU graduates, having explored ethics throughout their time as students at BGSU, examine values in every aspect of their own lives – both on and off-campus. They evaluate ethical issues in their fields of study and in the contemporary world in light of moral and ethical opportunities and imperatives. They learn that it is through confronting ethical issues in their lives and in the broader community that they clarify their values and establish patterns of behavior that are based on and consistent with their values.

## Skillful Communication

“Communication” relates meaning, conveying and accepting both thought and emotion, and connecting all participants. BGSU graduates **communicate skillfully** using multiple forms of expression (e.g., logical, mathematical, visual, spatial, or musical), knowledgeably selecting those most appropriate and effective in a particular circumstance. In addition to proficiency in written and oral communication, BGSU graduates demonstrate consistent levels of high performance in the communication techniques of their major field of study. Skilled interpersonal communication is not one directional – a good communicator listens effectively and critically, using dialog to understand the audience and refine the purpose, content and approach to be used in connecting with the audience.

- **Listening** – an understanding of the intended audience, which is developed through listening and dialogue. Active listening requires both focused attention and openness to new and diverse ideas. It goes beyond literal comprehension to include an empathetic understanding of the speaker, interpretation and evaluation of the message.

- **Writing** – a social activity in which the author purposefully uses written text to share meaning -- both content and affect (feeling) -- with an intended audience. Writing helps refine thinking, forcing a concreteness of thought that might not otherwise occur and opening the door to informed engagement. Words not only share one’s reality, but since much thinking uses the constructs of language, they shape it as well. BGSU graduates demonstrate skilled use of English vocabulary, grammar and syntax as appropriate to both formal and informal written communications and as applied in professional and personal settings. BGSU graduates demonstrate particular expertise in the styles and conventions of their major field of study.

- **Presenting** – speaking, showing, demonstrating, exhibiting or even performing for an individual or group. “Presenting” is more than the spoken equivalent of writing: it requires understanding and relating to the audience. Presenting involves the use of nonverbal communication and is often enhanced by effective use of a variety of media. The preparation of media is an essential part of the presentation process. Even as students master the mechanics of making presentations, they come to realize that presenting is both a skill and an art-form, strengthened by guided practice throughout their BGSU career.

## Engage Others in Action

BGSU graduates **engage others in action** both through active participation and by providing principled leadership.

- **Participation** – to have a part in or share some activity. “Participating” involves active engagement including understanding others’ points of view, compromise, the lively exchange of ideas, shared effort, and contributing to decisions. BGSU graduates are prepared to work effectively with diverse communities and points of view to fulfill personal, civic and professional responsibilities through reasoned and open participation. As they bring their experience and personal values to bear on shared activities, BGSU graduates remain cognizant of the impact of

their participation on the individuals and communities involved, and work to achieve socially responsible action in one's communities.

- **Principled Leadership** applies strong moral reasoning as it guides or influences a group to achieve its goals. "Principled Leadership" does not require formal authority or power but rather is a matter of influence, integrity, spirit, and respect. BGSU graduates demonstrate the ability to assess, plan, assign, guide, and assess the work of multiple people sharing a common task or goal. They apply their personal ethical principles and lead by example. BGSU graduates are skilled and ethical leaders who contribute to the effective functioning of society at all levels.

### **Developing Purpose and Meaning in One's Life**

Building on curricular and co-curricular experiences, BGSU students experience rapid personal growth and development throughout their BGSU career, **developing purpose and meaning in their lives**. They build a strong base of knowledge, skills and attitudes through the learning extends beyond these: BGSU students find ways to apply this learning in a very personal way, making meaning and finding purpose in their own lives. "Making meaning" is an integrative process in which the individual personally interprets experience to determine what is important or valuable in one's life. "Making meaning" is a reflection on ultimate purposes and the role of the individual in the context of a broader reality.

- **Personal Growth** – to develop new understandings of self through interpersonal exchange, study, work and a wide variety of life experiences. BGSU students "make meaning" of their experience through self-reflection and dialogue with peers, staff, and faculty, and as they apply what they have learned to a continuing flow of new situations. Students explore and refine personal interests, explore spirituality, apply academic preparation and personal experience to clarify their values, and then use their deepening self-awareness to make strong interpersonal commitments. BGSU graduates apply their developing knowledge, skills and dispositions to their own lives and life choices, coupling this with personal values as the basis of character.

- **Career preparation** – identifying one's interests, values, and skills while exploring majors and careers in which these can be effectively utilized. Students expect to leave the university well prepared for a career. Career development involves learning how to investigate the world of work, explore and refine occupational directions, identify and research potential careers, and engage in an informed decision-making process about career choice. It involves making choices that take into consideration both one's personal preference and practical considerations of future employment. BGSU students use developmental advising and self-exploration to determine the learning needs associated with their career goals, and then take responsibility for their own learning – developing the knowledge, skills and dispositions associated with success in the chosen vocational endeavor, or for entrance into and success in graduate school. Since a BGSU graduate can expect to have a number of careers in her lifetime, solid foundational competencies are a necessity not just for her first career or success in graduate school, but for all the careers that will follow and for successful living.

- **Technology** – A BGSU graduate is able to use technology effectively as a tool for communication, analysis, for their career or profession and in their personal life. As technology

continues its rapid evolution, a BGSU graduate is able to explore and thoughtfully consider the use of newly developed technology. Skilled use of technology extends the reach and impact of a BGSU graduate's other proficiencies, including communication and critical and constructive thinking.

### **Working Together for Common Purposes: Student Affairs' Emphasis**

In keeping with its mission, Student Affairs has a direct educational role in helping each BGSU student accomplish the University Learning Outcomes even as it takes the primary role in students' psychosocial development. Within this context Student Affairs plays an important function in showing how BGSU is responding to the mandates of the University System of Ohio and its Chancellor. With respect to the USO goal of "Access and Success," Student Affairs plays a vital part in making the University attractive to students and getting them to enroll, helping them affiliate with and persist to graduation, and having them feel positive about their experience. For the USO goal of "Excellence," Student Affairs supports students in their academic efforts, guides students as they apply, reinforce, test and personalize what they have learned, and rounds out their education with practical and applied learning. With regard to "Affordability," Student Affairs is committed to continuously assessing its operations to look for improvements in effectiveness and efficiency within the highly dynamic environment of student preferences. Additionally, Student Affairs has an important function with respect to the USO goals of "Economic and Cultural Development" and "Diversity."

The Division of Student Affairs realizes its importance as a partner in working with Academic Affairs and the other Divisions on campus: each Division has its own tools, methods, and approaches but each is contributing to a single set of shared purposes summarized by the University Learning Outcomes. It is only through coordinated and joint cross-divisional efforts and use of the resulting synergy, that BGSU's aspiration of being not only "world class" but "world renown" for its "Premier Learning Community" can reach fruition. "Premier Learning" requires not only premier academic programs, but also learning that comes from residential, co-curricular, and everyday experiences. Student Affairs can not accomplish its purposes by merely providing quality support services, nor by creating environments in which quality learning experiences may occur. The importance to students of Student Affairs' contributions to "Premier Learning" means that Student Affairs must be intentional, even curricular in its approach to student learning. What follows are potential future initiatives that exemplify *Education in Action* where Student Affairs professionals help students learn from first-hand experience.

#### **Examples of the Future Direction of Student Affairs - *Education in Action*:**

1. ePortfolio use - Developing a system that will motivate students to see their co-curricular activities in light of the University Learning Outcomes and help them track these, make them available for personal and potentially external use, and to bring visibility to their learning and accomplishments.
2. Add achievement of the University Learning Outcomes to the university transcript, and adding the top University-vetted and approved co-curricular activities (e.g., student

organization leadership/participation, service learning, community service, internships and career- related work experience) onto the student's transcript.

3. With regard to residential living: Assess the retention rates associated with individual residential halls, floors, or even resident advisors and use this to guide staff training or provide mentoring, as an example of intentionality related to retention; Expand the concept of learning communities beyond its current inception and have an educational requirement to living in the residence halls and expand idea of learning in the halls beyond traditional RA/Hall programming ideas; Design a model housing/residential system in anticipation of future cohorts of BGSU students (e.g., for reentry students; for students participating in a BGSU education primarily through distance education).
4. Organize co-curricular experiences which are more intentionally cross-cultural. The context could be on-campus, club-based, local travel study, or many other options. Provide an educational context to help student participants better understand, effectively use, and benefit from that experience.
5. Require all students to take UNIV 100 and dramatically change the curriculum. Follow-up with a course in a student's last semester before graduation.
6. Require Senior Capstone classes – outcome is a reflective evaluation of University Learning Outcomes achieved through academic and co-curricular experiences.
7. Train academic advisors in developmental (vs. prescriptive) advising
8. Discuss potential for each college to have a course (similar to BA 150 that all first-year students take) that has an emphasis on career development (not just major selection).
9. Work with Academic Affairs to evaluate BG Perspective, redefine curriculum, and add assessment for additional learning outcomes. Find ways to incorporate Student Affairs-sponsored programs into the curriculum.
10. Look beyond Service Learning to find classroom collaboration opportunities.
11. Extend the reach of Student Money Management Services to strengthen student outreach and retention, reduce student stress, and allow students to graduate both as more financially knowledgeable and responsible citizens, with less student debt.

## **Student Affairs Goals to Support Strategic Directions**

The Student Affairs Strategic Planning Group recommends that the Division's focus continue its focus on the strategic directions implemented in May 2006:

- Student Success
- Building Relationships: Staff Development, and Collaboration and Engagement
- Diversity
- Assessment

- Technology
- Facilities
- Finances

Implementation of the strategic directions will be accomplished, in part, by six existing Divisional committees: the Assessment, Information Technology, Diversity, Facilities, Staff Development, and Budget Evaluation Committees. The 2008-2013 Division of Student Affairs Strategic Plan and accompanying action items follow.

**Student Success** - *Strengthen Programs and Services outside the Classroom to Maximize Student Success (as defined by meeting high expectations for learning, utilizing BGSU's programs, services and leadership opportunities, participating in the intellectual and social life of our community, and acting in accordance with BGSU's core values).*

**Goal 1:** Develop strategies to meet the needs of an ever-changing student population by partnering with programs and services throughout the University.

Action Items

- Continue to audit existing programs and services to determine their effectiveness in serving the needs of diverse student population (e.g., through program reviews).
- Work collaboratively with the Office of Admissions to anticipate needs of entering cohorts.
- Evaluate, and enhance as appropriate, how the needs of distance education, non-traditional, and international students are met by existing services in the Division.
- Enhance programs and services specific to the needs of transfer students and BGSU Firelands students moving to the main campus.
- Develop or adapt programs to better meet the needs of students in different classifications (i.e., sophomore, junior, graduate student, non-traditional, veteran).
- Integrate first-year experiences with first-year programs.
- Create intentional collaboration opportunities with academic departments to promote student success.
- Coordinate activities with the Office of Service Learning and Office of Campus Activities.
- Enhance student support services (e.g., tutoring, advising, career advising, counseling) in the residence halls.
- Monitor ways in which students rely on other area institutions (e.g., University of Toledo, Owens Community College) for classes (for “transient” or “concurrent” students).
- Audit existing needs assessments and provide ongoing assessment to monitor student-identified needs.

**Goal 2:** Aid students in making lifestyle choices that enhance their overall physical and mental well-being.

Action Items

- Provide students various fitness options through open recreation, organized classes, and intramural events throughout the year.

- b. Ensure that University Dining Service offers an array of healthy food and beverage choices.
- c. Provide adequate support for counseling and other wellness initiatives that promote healthy lifestyles.
- d. Increase the coordination of wellness initiatives within the Division (e.g., Student Health Service, Counseling Center, Disability Services, Recreational Sports).
- e. Ensure that Student Health Service, Counseling Center, Disability Services, and Recreational Sports staffs are educated about wellness-oriented programs offered by each of the other three departments to enable staff to promote events and to cross-refer students.
- f. Increase the degree to which the above four departments--and other departments in Student Affairs--offer links on their web pages to electronic resources aimed at promoting mental and physical health.
- g. Provide professional development for faculty and staff on topics pertaining to wellness so that they are in a better position to advocate and role-model wellness for students.
- h. Continue and/or enhance efforts to promote student engagement in holistic health activities when wellness practitioners provide direct services to students.

**Goal 3:** Develop strategies to enhance positive working relationships between Student Affairs staff and students.

Action Items

- a. Expand training for staff on topics such as student needs, changing demographics, program development based, assessments, and tools for connecting with students.
- b. Improve the availability of on-line resources to meet the needs of students 24/7.
- c. Develop mechanisms to receive input from various constituent groups to better serve students (e.g., advisory boards, focus groups, surveys, or other techniques).
- d. Include parents and families in promoting student development, responsibility, and independence.
- e. Promote crosstraining of staff across offices within the Division.

**Goal 4:** Promote student learning and engagement outside the classroom through Student Affairs programs.

Action Items

- a. Develop programs that integrate the curricular and co-curricular components.
- b. Increase student participation opportunities in student organizations, residential communities, campus committees, recreational sports opportunities, service learning, on-campus employment, internships, and other areas.
- c. Increase collaborative programming efforts among student organizations.
- d. Utilize emerging technologies to improve marketing efforts, information dispersion and service delivery.
- e. Expand the number of residential learning communities and the number of students participating in each of the residential learning communities.
- f. Develop residential learning/academic programs for all BGSU on-campus residential communities.

**Goal 5:** Strengthen programs and services that have the best potential and/or substantiated results in promoting student success.

Action Items

- a. Improve efficiencies through the utilization of program review recommendations in short- and long-term planning.
- b. Review business practices to streamline processes to improve service provision.
- c. Identify and implement opportunities and combine resources to improve program effectiveness and reduce redundancy.
- d. Identify ways to demonstrate how current or new programs add value to the student experience.
- e. Expand leadership competencies from the LEAD certificate to programs such as SMART, Leadership Academy, RA training, Greek leadership training, BG News staff.
- f. Explore feasibility of continuing career development services through UNIV 131 - Career and Life Planning.

Programs self-identified as areas of excellence in Student Affairs:

- Crisis Intervention program
- Leadership Development
- Residential Learning Communities
- New Student Orientation and Registration
- Student Athlete Services
- Students of Color Mentoring (e.g., SMART Program, Freshman Development Program)
- Student Employee Development
- TRIO Programs (Student Support Services, McNair Scholars Program, Educational Talent Search, Upward Bound)
- Wellness Program

**Sample Metrics for These Goals**

- National Survey of Student Engagement Data
- Retention data on programs such as UNIV 100, UNIV 131, Learning Communities
- UNIV 100 Benchmarking data
- Departmental assessment data compiled for this strategic direction
- Student satisfaction data

**Relationships** - *Build Relationships and a Stronger Community: Strengthen the Division of Student Affairs community through professional development programs and activities; and Actively engage external communities through partnerships and outreach activities within the Division, the University, and the community.*

**Staff Development**

**Goal 1:** Develop Division-wide professional development programs for each of the strategic directions to increase knowledge about Divisional priorities.

Action Items

- a. Provide training for staff specific to their areas (e.g., operations staff training with technology), and evaluate, and make recommendations accordingly.
- b. Provide and evaluate staff development opportunities on various aspects of diversity in collaboration with the Student Affairs Diversity Team and follow-up on recommendations accordingly.
- c. Assess staff needs and interests and use the results to provide and evaluate Student Affairs staff development programs. Make recommendations for improvement and include in committee's annual report.
- d. Share resources and/or information from conferences staff attend (e.g., top 3-5 take-aways presentation; in abbreviated form; on-line; SA Newsletter; brown bag luncheons).

**Goal 2:** Promote greater knowledge about BGSU's colleges and academic programs with staff.

Action Items

- a. Conduct informational sessions for Student Affairs staff with college offices and faculty, including BGSU Firelands, to gain knowledge of common goals and opportunities for collaboration.
- b. Review how Student Affairs departments interact specifically with the faculty and staff in each college, and use the informational sessions to discuss ways by which to improve those relationships.
- c. Encourage use of departmental liaisons as way to increase our partnerships with academic programs.
- d. Increase staff knowledge about academic policies and increase opportunities to share policy changes.

**Goal 3:** Promote staff leadership development building on the model of the Administrative Leadership Institute (ALI) and look for ways to extend this development within departments.

Action Items

- a. Develop and implement, on a rotating basis, leadership institutes for classified, administrative, and new professional staff. Evaluate and measure the effectiveness of these institutes and implement recommendations as appropriate.
- b. Develop and implement ongoing follow-up activities with staff who have participated in various institutes.
- c. Offer concurrent ALI, CLI, and New Professionals' Institute (NPI) sessions each year, and engage staff from across the Division in planning and implementing each program.

**Goal 4:** Promote cross-training within and across departments to serve students (and other stakeholders) more effectively and efficiently.

Action Items

- a. Explore a customer service approach where frontline staff has knowledge about services and functions across campus to meet student and stake-holder needs (similar to Wood County's "no wrong door" program). Develop, train, and evaluate front line staff in this approach. Follow-up on recommendations accordingly.

- b. Develop and disseminate a Divisional directory of key departmental contacts on various functional topics so staff has a stronger basis for referring calls or inquiries as well as knowledge of each department's programs and services.
- c. Develop a plan and disseminate information to Division staff regarding opportunities for training and staff development and develop a comprehensive training calendar.
- d. Incorporate ideas from regional and national conferences into staff development programming.
- e. Offer coordination of teleconferences, webinars, and expert visits for in-depth training and continuing education opportunities.

**Goal 5:** Create opportunities for new staff to improve their knowledge of other departments in the Division and in the University.

Action Items

- a. Develop and evaluate a mentoring program to connect experienced Student Affairs staff members with a new Student Affairs staff member in a different department. Make recommendations and follow-up accordingly.
- b. Annually evaluate and implement changes to the Division's New Employee Welcome.

**Sample Metrics for These Goals**

- Staff Development session attendance
- Learning outcome assessment
- Staff satisfaction surveys
- Staff retention
- Student satisfaction with staff interactions

**Collaboration and Engagement**

Engagement is defined here as a collaborative effort of staff, students, and/or faculty working with public and private communities to identify relevant problems with which they can identify and develop goals, methods, and outcomes to work together to solve. (Adapted from the definition in the BGSU Scholarship of Engagement task force report, January 2005). Transforming BGSU into a premier learning community calls for creating an environment in which the University participates in mutually beneficial exchanges of skills and talents among students, faculty, and staff and their counterparts in schools, government, social service agencies, and business (from the 2004 BGSU Academic Plan).

**Goal 1:** Intentionally communicate and improve the understanding of the mission and activities of the Division and the University to advocate for improved support (e.g., financial, congressional) within the University and the greater community.

Action Items

- a. Educate all Student Affairs staff on changes in higher education funding in Ohio.
- b. Collaborate with nearby two-year institutions, including Owens Community College, BGSU Firelands, Terra Community College, and Northwest State Community College.
- c. Develop opportunities to integrate the Values Initiative components into Student Affairs programming.
- d. Better integrate alumni and development themes into our student and parent/family programs.

- e. Further define the role that the Division plays in the admissions process, as well as opportunities to reach prospective students.
- f. Further integrate classroom learning with out-of-class experiences.
- g. Work with Marketing & Communications to create and deliver a message focusing on the value of living on-campus.

**Goal 2:** Systematically coordinate engagement activities internal and external to the University

Action Items

- a. Educate staff about the definition of engagement so there is a common foundation from which to operate.
- b. Provide organized methods for students, staff, and faculty to engage in the broader community (e.g., alternate service trips and projects).
- c. Continue to develop opportunities to connect with the City of Bowling Green.
- d. Continue to develop strategies with Academic Affairs that highlight partnerships in learning.
- e. Explore additional ways to connect and engage with outside community (e.g., other local colleges and universities) through collaboration.

**Sample Metrics for These Goals**

- Statistics related to student involvement in Student Affairs
- Community engagement activities
- Service learning data
- Staff participation on university-wide committees
- Satisfaction surveys

**Diversity** - *Create an inclusive life-long learning environment where students can move beyond tolerance of diversity to welcoming and celebrating all aspects of diversity.*

**Goal 1:** Meet the needs of changing student demographics as they relate to issues of race, ethnicity, culture, gender, religion, sexual orientation, age, ability, or status as a veteran, to prepare students to live, work, contribute, and succeed in a diverse society.

Action Items

- a. Review student demographic statistics and trends annually for short- and long-term planning and programming.
- b. Re-evaluate policies, programs, and practices to meet the needs of targeted populations.
- c. Conduct diversity and social justice training with administrative and classified staff, student employees, and students.
- d. Offer educational and cultural programming to enhance awareness of individuals and groups that are different from one's own experiences.
- e. Explore creation of a "clearinghouse" of data related to diversity, similar to IR resources, which Division staff could access.
- f. Combine information related to diversity on Student Affairs departmental web sites into one location.

**Goal 2:** Develop a framework to make diversity a shared and practice throughout the Division and utilize it to provide opportunities to increase awareness, knowledge, and skills to work effectively with a diverse student population.

Action Items

- a. Develop Divisional learning outcomes related to diversity/social justice and collaborate in the planning and implementation of diversity/social justice initiatives for staff and students.
- a. Develop a comprehensive five-year diversity plan that includes the understanding of the conceptual framework of “Awareness, Deeper Knowledge, and Skill Building” (Pope, R., & Reynolds, A., 1997) and incorporate the plan into all departments.
- b. Conduct regular meetings with Student Affairs and Academic Affairs leadership to discuss the importance of understanding students and their needs.
- c. Involve people external to the University, such as diversity recruiters, to come to campus to speak with our students, faculty, and staff.
- d. Develop and implement Division-wide diversity programs each semester for staff, based on Measure of Multicultural Aptitude Scale (MMAS) results.
- e. Implement more direct training and discussion on the experiences of our diverse students at BGSU and increase staff interaction/contact with the diverse student populations. (e.g., establishing a mentor program, attend conferences as a team, conduct focus groups, intentional involvement by the Division’s senior administration with our diverse populations (student group meetings, late night events, etc.).

**Goal 3:** Integrate diversity into the Division of Student Affairs-sponsored curriculum and programs.

Action Items

- a. Design and implement a course that advances student understanding and respect for diversity to enhance student skills in the area of inter-group relations.
- b. Offer diversity training/workshops in classes (e.g., UNIV 100 and other academic courses).
- c. Develop and implement marketing and advertising plans to better communicate important diversity educational opportunities/ developments (through media, newsletters, electronic communication, etc.).

**Sample Metrics for These Goals**

- Assessment of learning outcomes related to diversity and social justice
- Number of training sessions for administrative and classified staff, student employees, and students
- Number of educational and cultural programs and participation levels
- Number of diversity workshops in the classroom
- Approval of proposed Inter-group dialogue course, number of courses offered, and enrollment in courses

**Assessment** - *Improve the use of assessment to provide information for improving effectiveness and efficiencies of Student Affairs’ programs and services.*

**Goal 1:** Enhance the assessment practices within Student Affairs to maximize efficiency and effectiveness.

Action Items

- a. Establish departmental assessment plans.
- b. Coordinate assessment initiatives and resources among departments.
- c. Create a reporting and communication structure to share assessment results with the campus community, including Division staff, Academic Affairs, BGSU Student Achievement Assessment Committee, and University administration.

**Goal 2:** Use assessment results (e.g., program reviews, accreditation visits, learning outcome measurement, and other data) as one tool to inform budget decisions.

Action Items

- a. Develop, and evaluate annually, a process that ties assessment results to budget decisions and Divisional priorities.
- b. Incorporate into the Division's Budget Evaluation Group operating procedures.

**Goal 3:** Utilize other available data sources to enhance departmental and divisional planning.

Action Items

- a. Collaborate with Institutional Research to identify relevant data sources and provide training and/or technical support.
- b. Continue to include assessment discussions as part of Student Affairs Council meetings.
- c. Examine other methods/models for collecting data and/or creating efficiencies (e.g., LEAN processes, CAS standards).

**Goal 4:** Work with the other divisions on the coordination of a University-wide assessment program.

Action Items

- a. Explore the possibility of funding a position responsible for coordinating Student Affairs assessment efforts.
- b. Work with other divisions to create a position responsible for the coordination of a University-wide assessment program and to serve as a resource for Division of Student Affairs departments.

**Technology** - *Enhance information technology utilization within the division to better serve internal and external constituents and to improve internal efficiency and effectiveness.*

**Goal 1:** Develop an information technology plan for the Division.

Action Items

- a. Review Division technology inventory on a yearly basis to determine technology improvement needs.
- b. Continue to meet with student groups to gain a better understanding of what technologies students expect from the Division and the university in general and implement recommendations if possible.
- c. Work with members of the Division to determine where and what technologies can be used to benefit Student Affairs departments.

**Goal 2:** Prepare for successful student system implementation of PeopleSoft.

Action Items

- a. Provide training to staff on new system and ensure that those who need the training attend.
- b. Develop a communications plan for the Division to inform staff about impact of new system on their work.
- c. Update JAQ's to reflect technology changes in staff job descriptions.

**Goal 3:** Increase connectivity with constituents and implement the use of emerging technologies where possible.

Action Items

- d. Revamp Divisional web sites to cater to information needs from current students, future students and parents.
- e. Train Student Affairs Web Committee members on new ways to maintain departmental web sites.
- f. Make internal processes electronic, when possible, to assist with timeliness, service provision, and data collection.
- g. Utilize online forms to streamline business processes.
- h. Educate students about how to keep personal information, hardware, and software secure.
- i. Scan student IDs at events to determine attendance and demographic trends.

**Goal 4:** Extend information technology use within the Division for serving staff, especially to enrich adoption of emerging technologies and to increase staff skills in using information technology.

Action Items

- a. Review staffing needs for technology and consider creating a technology coordinator position for the Division.
- b. Publish a monthly "Tech Talk" article in the Student Affairs e-newsletter that touches on emerging technologies of which staff need to be aware (e.g., Facebook, CELO, Information retention, Microsoft Exchange and the university migration to this service, Computer & Information security, BGSU MyFiles).
- c. Inform staff about technology-related educational opportunities related to technology to increase their ability to reach students using this technology.
- d. Develop resource list of staff who may be called to assist with technology assistance (e.g., SNAP surveys, CMS, Excel, SPSS).

**Sample Metrics of These Goals**

- Tracking web site usage
- Technology training session evaluations
- Student usage of technology
- Number of on-line forms created
- Number of student IDs scanned
- Number of student contacts in Residential Computing Connection related to virus concerns

**Facilities** - Enhance student affairs facilities through effective planning, programming and cost analysis, renovation and construction, and maintenance.

**Goal 1:** Create a Division of Student Affairs facility master plan to help prioritize projects for each funding cycle.

Action Items

- a. Develop a 10-year facilities master plan.

**Goal 2:** Ensure new construction/renovation projects meet current and future needs.

Action Items

- a. Use Lean design processes in renovation and new construction projects.
- b. Establish appropriate funding models and respective implementation plans for the construction of new buildings and major renovations to existing facilities.
- c. Use energy efficient (LEED) technology, as financially feasible, with the construction of new facilities.

**Goal 3:** Develop a structural and programmatic review process to evaluate existing facilities in meeting strategic and future needs of the University in partnership with Capital Planning.

Action Items

- Facility/Program staff should perform a functional/programmatic analysis on their facility on a five-year cycle.

**Goal 4:** Create an effective preventative maintenance plan for facilities.

Action Items

- Implement a preventative maintenance program, developed in partnership with Facilities Maintenance department, using dedicated Recreational Sports maintenance staff.

**Goal 5:** Give priority funding to AIP (Auxiliary Improvement Project) that emphasize energy efficiency, or environmentally-friendly “green” resources.

Action Items

- Consider energy efficiency and use of environmentally-friendly resources during the AIP process.

**Sample Metrics for These Goals**

- Preventative maintenance plans
- Strategic facility master plans

**Finances** - Increase external funding opportunities for Student Affairs; Examine efficiencies in all operations, implement strategies with the greatest return on investment, and eliminate activities where appropriate.

**Goal 1:** Continue to create financial efficiencies within the Division.

Action Items

- a. Expand shared services within the Division – centralized FMS, marketing, technology.

- b. Annually assess opportunities for departmental efficiencies (i.e., joint delivery of services, shared positions).
- c. Assess any open position to determine if it must be filled, reallocated, or eliminated
- d. Continue to use the Budget Evaluation Group (BEG) to:
  - i. Ensure Student Affairs' programs and services are efficient and effective as possible
  - ii. Ensure programs and services are aligned with strategic plan, including learning outcomes.
  - iii. Ensure decision making is participatory and collegial in its approach and based on clear outcomes.
  - iv. Develop long-term procedure to evaluate and allocate resources.

**Goal 2:** Create and implement fund raising plan in coordination with the larger university priorities as coordinated through the Office of Alumni and Development.

Action Item

- a. Continue to identify target fundraising goals, funding priorities, and donor prospects.
- b. Continue cultivation, solicitation, stewardship to achieve these fundraising goals.
- c. Continue ongoing development of Student Affairs Advocate Board to assist with fund raising.
- d. Continue ongoing development of Parent and Family Advisory Board to assist with fund raising.

**Goal 3:** Increase revenue in areas that generate revenue.

Action Items

- a. Continue to build community relations-regionally and locally.
- b. Direct investment into departments with greater opportunity for increasing external revenue.
- c. Work strategically with the Office of Finance and Administration to ensure annual general fee, room and board increases are balanced with tuition increases to allow for funded programs and services to be competitive in the higher education marketplace.

**Goal 4:** Increase general fee and auxiliary reserve lines.

Action Items

- a. Annually evaluate percentage designated to each reserve accounts.
- b. Add any expired debt to auxiliary reserve balances.

**Sample Metrics for These Goals**

- Amount of donated funds
- Revenue increase
- Efficiencies implemented
- Budget savings
- Year-end budget balances
- Cost/benefit analyses

**Student Affairs Financial Plan**

The Student Affairs Budget Evaluation Group annually will make recommendations to the Vice President regarding funding of programs and services based on:

1. *Alignment with Mission*: Ranking programs and services by alignment with institutional mission
2. *Duplication*: Identification of unnecessary duplication of programs and services
3. *Mandates*: Identification of federal, state, conference, accreditation, and other relevant mandates related to Division programs and services
4. *Retention*: Ranking programs and services by demonstrable ability to retain students
5. *Enrollment*: Ranking programs and services by demonstrable ability to draw students (especially graduate students) to the institution

In addition, programs and services funding will be based on:

1. Program reviews
2. Student satisfaction surveys
3. Regional benchmarking

Facility improvement priorities will be based on:

1. Linking the Division's strategic master plan with projected enrollment and demographic changes
2. Continuing the five-to-ten year auxiliary improvement dollar forecasting