SALD: *Purposeful* Student Engagement

Student Activities & Leadership Development is committed to provide the premier co-curricular leadership experience at the University of Cincinnati for our students. *What is leadership, anyways? Leadership is being the best version of yourself*—inside and outside of the classroom. Leadership is *growth, learning, integrity, community, diversity,* and *excellence.*

Our Mission

Student Activities & Leadership Development supports the mission of the University of Cincinnati by promoting and guiding purposeful student engagement, fostering a sense of community, providing opportunities of student growth and leadership development. We aspire to create an inclusive environment that celebrates diversity and enhances our students’ ability to become global citizens.

Our Values

Growth  
Learning  
Integrity  
Community  
Diversity  
Excellence  

*We embrace diversity and inclusion.* We promote full participation and access without regard to race, ethnicity, gender, age, disability status, socioeconomic status, gender identity, sexual orientation, religion and regional or national origin.

*Hazing is not tolerated in any student organization.* Hazing is a criminal offense in Ohio and is prohibited at the university. Joining a student organization is an opportunity to surround yourself with people whom you respect and admire, and who treat you with respect.

Student activities enhances personal growth and leadership development, but they do not supersede what is chiefly the mission of higher education: learning and academic excellence. *Members of student organizations must be full-time or part-time University of Cincinnati students at the Uptown, Blue Ash, or Clermont campuses, and maintain at least a 2.3 term and cumulative college/university GPA.*

Professional Competencies

The Student Activities & Leadership Development staff uses the [ACPA/NASPA Professional Competencies](https://www.acpa-net.org/Accreditation/ProfessionalCompetencies/ProfCompetencies.aspx) as a benchmark for professional development and growth. The competencies, most recently published in 2010, define the broad professional knowledge, skills, and attitudes expected of student affairs professionals, regardless of their area of specialization or positional role within the field.

The competency areas are: advising and helping; assessment, evaluation, and research; equity, diversity, and inclusion; ethical professional practice; history, philosophy, and values; human and organizational resources; law, policy, and governance; leadership; personal foundations; and student learning and development.

Under each goal below, professional competencies are listed that align with goal achievement.
Our Activities

Get Active!
Student Organizations
  Student Activities Board (SAB)
Leadership Development
  Leadership Certificate
  Annual Leadership Conference
  Camp Bearcats
  Emerging Ethnic Leaders
  Diversity Funding Grant
Student Government
  First-Year Leadership Program
  Senate
  Student Safety Board
  University Funding Board (UFB)
  Student Activities Board (SAB)
Fraternity and Sorority Life (F&S Life)
  Future Greek Leaders
  Greek Week
Club Sports
Programs and Activities Council (PAC)
Racial Awareness Program (RAPP)
  9-Month RAPP
  5-Day Accelerating Racial Justice
  RAPPORT & The Social Justice League
  Campus & Community Outreach
Red & Black Bash
Worldfest Week
Goal 1
Development and implement an office-wide assessment plan
Each area in the SALD office will develop a five-year assessment plan. The areas to be assessed are:
- Leadership
- Fraternity & Sorority Life
- Programming
- Club Sports
- RAPP/Racial Justice Intensive Workshop
- Student Activities Board
- Emerging Ethnic Leaders
- University Funding Board
- Student Safety Board
- Student Government

Each area will develop an assessment plan based on a 1-3-5 year mini-strategic plan. That plan will represent the “future” of the particular area, and all future goals will relate to reaching a 5-year plan. Assessment will come in many forms depending on the specific SALD area and items being evaluated.

Professional Competencies:
- Assessment, evaluation, and research
- History, philosophy, and values
- Student learning and development

3 Months: Introduce concept to staff; discuss individual plans and areas necessary to assess

6 Months: Finalize individual assessment plan; share with staff; put on website for accountability purposes

9 Months: Direct supervisors to follow-up on initial progress during 9-month evaluation (see new staff evaluation template); report updates at staff meeting and on website for accountability

1 Year: Report findings in SALD End of the Year report; begin making changes to programs based on assessment/evaluation feedback; begin next assessment cycle

2 Years: Continue repeating process, tweaking programs and assessment plans as necessary

Long Run: Compile data related to student learning outcomes; Offer further transparency related to SALD programs and services; continue to grow/tweak programs based on proposed learning outcomes and actual learning

Ongoing: Assessment, evaluation, change 😊

Guiding philosophy: UC2019 (learning, discovery); Academic Master Plan (Framework of Integrated Core Learning); SALD values of Learning, Community, Diversity, Integrity and Growth.
Goal 2
Development and implement a Leadership Certificate, known as Leadership UC
Using the Academic Master Plan framework of Integrated Core Learning (ICL), develop a Leadership Curriculum in conjunction with Organizational Leadership. This curriculum will include for-credit courses; one-on-one advising; co-curricular transcript; and a Leadership UC Capstone.

Learning outcomes:
By participating in the Leadership Curriculum, students will be able to:

- produce personal and educational goal statements
- articulate and make decisions that reflect personal values
- document knowledge, skills, and accomplishments resulting from curricular and co-curricular education by making a connection between classroom and out-of-the-classroom learning
- articulate leadership philosophy or style
- work collaboratively with others
- understand the impact of diversity on one’s own society
- obtain a Leadership UC Certificate

Professional Competencies:

- Equity, diversity, and inclusion
- Leadership
- Student learning and development
- Personal foundations

3 Months: Develop curriculum in conjunction with Organizational Leadership; Present to College of Arts & Sciences certificate board.

6 Months: Recruit pilot class of 25 students; train SALD staff to serve as leadership curriculum advisors; meet with office of the Provost to begin transcript development. Develop partnership with UC Forward.

9 Months: Meet individually with pilot class to begin developing their leadership curriculum including conducting post-test of leadership ability; confirm 5 classes available for Fall 2013

12 Months: Meet individually with pilot class to update their leadership curriculum, including registering for classes offered in 2013; conduct end-of-year one post-test with pilot class; begin recruiting for inaugural class of 50 students. Being planning pre-enrollment component of Leadership UC.

2 Year: Make adjustments to program based on year one feedback; fully development e-portfolio requirements and provide sample on website; document review of pilot class (demographics, attrition, sample curriculum)

3 Years: Continue marketing, promotion, recruitment, assessment; expand yearly cohort to at least 75 participants; potential to “graduate” pilot class at the end of year two if all requirements are met.
Long Run: 100 new students per year enroll in Fall cohort; expand from 5 classes to 7-10; hire full-time staff member to run curriculum and other leadership initiatives

Ongoing: Assessment, marketing efforts, recruitment

Guiding philosophy: UC2019 (learning, discovery); Academic Master Plan (Framework of Integrated Core Learning); SALD values of Learning, Community, Diversity, Integrity and Growth.
Goal 3

**Develop and implement a new online student organization registration system**

The current SALD student organization registration system is antiquated. A new system will be acquired, likely CollegiateLink, to enhance the functionality and immediacy of student organization information. The system requires authentication (central log-in credentials) where students can update rosters, communicate with other organization members, and learn about upcoming events. The SALD staff will be able to better track the number, demographics, and academic achievements of students involved in student organizations. Student Voice, the assessment system associated with CollegiateLink will be rolled out after the implementation of the student based system. Student Voice will serve as an assessment hub for staff associated with Student Activities & Leadership Development.

**Learning outcomes:**

By developing a new student organization registration system, students will be able to:
- Accurately track their student organization membership and roster
- Agree to university policy and procedure by providing a digital signature
- Assist in the collection of valuable demographic data for assessment purposes (number of students involved, gender, race/ethnicity, GPA, college/major, etc).

**Professional Competencies:**
- Assessment, evaluation, and research
- Human and organizational resources
- Law, policy, and governance

3 Months: Meet with CollegiateLink to learn about system functionality, costs, and technical requirements. Benchmark other institutions that use system. Host focus groups with students and CollegiateLink to get student feedback on system.

6 Months: Meet with Registrar, UCIT development team, and campus scheduling to acquire approval of system implementation. Being hosting staff focus groups for Student Voice implementation.

9 Months: Work with CollegiateLink to begin building system. Prepare for rollout, including student, staff, and advisor trainings.

1 Year: Incorporate training sessions into the Student Organization Training Workshop. Rollout Student Voice assessment system.

2 Years: Continue to compile demographic data, academic achievements, and progress toward student learning outcomes.

Ongoing: Assessment, marketing efforts, system upgrades.

**Guiding philosophy:** UC2019 (learning, discovery); SALD values of Learning and Growth.
Goal 4

**Implement more broadly the SALD Diversity Funding Grant so that all $10,000 is used between September 2012 and April 2013.**

The Diversity Funding Grant was established in 2012 as a way to assist in the achievement of the following 5-Year Diversity Plan Goal: **Goal IV, Objective A, Strategy 1: Provide incentives for student organizations to implement student-centered initiatives designed to raise awareness around issues of diversity and inclusion.**

The grant, which requires student organizations to fill out a funding request packet with their student organization adviser, is eligible for any registered student organization that intends or would like to host an event on campus related to diversity and inclusion and does not have access to funds otherwise. $10,000 is dedicated to this program.

**Learning outcomes:**

**By participating in the Diversity Funding Grant, students will be able to:**

- Express appreciation for diversity through campus programming
- Work collaboratively with others
- Seek involvement with people different from oneself
- Understand the impact of diversity on one’s own society

**Professional Competencies:**

- Equity, diversity, and inclusion
- Leadership
- Personal foundations
- Student learning and development

**3 Months:** Create a marketing campaign to effectively and broadly distribute the funding grant application (various offices/departments, Student Organization Training Workshop, Social Media, etc)

**6 Months:** Discuss the types of proposals submitted, by whom, and if the proposals are reaching goals identified.

**9 Months:** Showcase events on SALD website; coordinate with Diversity Council to show how funds are used and the types of programs that students are determining as important.

**1 Year:** Determine how and if the program should be expanded.

**Ongoing:** Assessment, evaluation of programs; discussion with Diversity Council on importance of student-led programming

**Guiding philosophy:** UC2019 (diversity, community); 5-Year Diversity Plan Goal IV, Objective A, Strategy 1; SALD values of Diversity and Community.
Goal 5

Make the 9-month RAPP a premier, best-practice model of experiential social justice education.

As RAPP’s flagship program for 26 years, the on-going success of the 9-month RAPP has been based in its continual responses to changes in social justice education, student needs, and social awareness. Utilizing best practices in experiential learning, social justice education, and inclusive leadership development, continue to refine the curriculum and its implementation.

Learning outcomes:
By participating in the 9-month RAPP, students will be able to:
- Develop relationships with new people
- Develop ability to communicate across difference for learning and understanding
- Recognize that oppression is systemic, pervasive, interlocking, and imbedded
- Appreciate cultural difference
- Recognize own agency

Professional Competencies:
- Assessment, Evaluation, and Research
- Equity, Diversity, and Inclusion
- Leadership
- Student Learning and Development

3 Months: Update the RAPP curriculum to make adjustments both for the XXVIII meeting/retreat schedule as well as to make improvements based on feedback and assessment from previous three years. Make adjustments to the pre-/post-test based on this.

6 Months: Conduct a detailed evaluation of the first semester experience of RAPP XXVIII through survey and/or focus group work with participants and with the student leaders guiding the experience. Make adjustments for the second semester based on feedback.

9 Months: Assess the impact of the RAPP XXVIII curriculum through evaluating pre-/post-test results and through qualitative measures.

1 Year: Implement suggested changes in assessment processes into 2013-14 practices.

2 Years: Promote successes in changes throughout UC and comparable institutions.

Long Run: Maintain RAPP’s position as a high-profile leadership development program within UC.

Ongoing: Practice improvement processes both for their own benefit and to model them as part of the process of leadership being responsive, dynamic, and an on-going process.

Guiding philosophy: UC2019 & Academic Master Plan (Learning, Discovery, Community, Diversity, Collaboration); 5-Year Diversity Plan (Goals I & IV); Student Affairs & Services Priorities (Place students first; Develop a diverse & inclusive university environment that enhances the lives of students, faculty, and staff)
Goal 6
**Improve Student & Alumni Involvement in RAPPORT & the Social Justice League.**

RAPPORT provides a clear opportunity for students to practice the skills they built in the 9-month RAPP as well as provides beneficial mid-collegiate and senior capstone experiences. Through the development of a clearly defined RAPPORT Internship, student engagement in RAPPORT will be increased by at least 20% over the next two years.

**Learning outcomes:**
By participating in the RAPPORT & the Social Justice League, students develop the enduring understanding: I exemplify social justice education when I commit to continual self-reflection & intentional development work as a social justice educator.

Through participating in the process based on that understanding, students will be able to:
- Define and apply knowledge around social justice education, group identities & dynamics, intergroup dialogue
- Demonstrate intercultural communication skills
- Develop and facilitate inclusive learning experiences

**Professional Competencies:**
- Assessment, Evaluation, and Research
- Equity, Diversity, and Inclusion
- History, Philosophy, and Values
- Leadership

**3 Months:** On-board paid RAPPORT Intern and bolster his skills & knowledge in event promotion to utilize promoting RAPPORT’s bi-weekly meetings/workshops. Recruit at least 18 students into the Social Justice League.

**6 Months:** Assess first semester practices in terms of attendance at meetings and survey or focus group with RAPPORT community on what has helped and would continue to help get them to meetings.

**9 Months:** Prepare and share report on RAPPORT 2012-13 that highlights successes as well as includes suggestions for continued improvement. Graduate at least 15 students through the Social Justice League.

**1 Year:** Recruit & on-board a 2013-14 RAPPORT Intern, involving the 2012-13 RAPPORT Intern in the process to ensure effective transition.

**2 Years:** Have a clearly defined role and support structure for the RAPPORT Intern as well as maintain the number of graduates 2012-13 in the Social Justice League.

**Long Run:** Identify and promote how developmental leadership opportunities for students through RAPPORT - including internships, mentoring roles, and social justice educator roles – fit within SALD’s leadership development structure and/or curriculum.
**Ongoing:** Engage students in social justice education as part of an on-going process in which they participate as well as facilitate for others.

**Guiding philosophy:** UC2019 & AMP (Learning, Discovery, Community, Diversity); 5-Year Diversity Plan (Goals I & IV); Student Affairs & Services Priorities (Place students first; Create a campus environment that promotes student engagement; Sustain and promote a sense of community)
Goal 7
**Maintain strength of RAPP Campus & Community Outreach.**
RAPP’s work in Campus & Community Outreach is where it has the broadest campus impact, reaching an average of over 1,300 people each year. This work utilizes and demonstrates the Student Affairs & Services goals 1, 2, and 4, providing a great opportunity to highlight how SA&S is a critical piece of our institution. Over the next two years, promotion of this work through multiple media will double.

**Learning outcomes:**
- Not applicable because this is about promoting the general work done in this area, not about the intended impact on participants in outreach activities.

**Professional Competencies:**
- (Assessment, Evaluation, and Research)
  
  **3 Months:** Blog about outreach events.

  **6 Months:** Redevelop the Outreach brochure.

  **9 months-1 year:** Complete approximately 50 workshops/trainings/retreats. Survey people who’ve utilized RAPP Outreach in the previous two years about how they connected with RAPP Outreach, the process for requesting outreach events, and what would improve their experience in the future.

  **1 year:** Launch a re-developed Outreach webpage with video components and testimonials from people/organizations who’ve participated in RAPP Outreach events.

  **2 years:** Refine promotion and visibility work based on feedback from above. Assess effectiveness of blogging about outreach.

  **Long Run:** Make RAPP’s outreach work nearly as well-known as its in-house programs (RAPP, RAPPORT, ARJ).

  **Ongoing:** Engage students in the process of promoting and implementing outreach work.

**Guiding philosophy:** UC2019 & AMP (Community); 5-Year Diversity Plan (Goal I); Student Affairs & Services Priorities (Place students first; Create a campus environment that promotes student engagement; Develop a diverse and inclusive university environment that enhances the lives of students, faculty, and staff)
Goal 8
**Develop & Implement the 5-day Accelerating Racial Justice.**
Demonstrating the AMP and UC 2019 value collaboration, continue to work with a group from throughout the university to develop and implement a new multi-day racial justice & inclusive leadership training for UC students. Like the 9-month RAPP, the program strives to be unique and premier in the institution if not region and country. In two years, the program will involve at least 25 student participants and five student leaders.

**Learning outcomes:**
By participating in the 5-day Accelerating Racial Justice, students develop the enduring understanding: I practice racial justice & inclusive leadership by understanding them as both goals and on-going processes that are rooted in continual learning and authentic connection.

Through participating in the process based on that understanding, students will be able to:
- Define and apply knowledge around authenticity, accountability, and self-awareness
- Demonstrate a basic understanding of the concepts of racial justice and inclusive leadership
- Engage rudimentary skills in intrapersonal development and interpersonal communication
- Plan for creating progress around inclusion on an individual and group level

**Professional Competencies:**
- Assessment, Evaluation, and Research
- Equity, Diversity, and Inclusion
- Leadership
- Student Learning and Development

**3 Months:** Develop and implement a pilot program with at least 15 student participants and five student leaders. Continue building steering committee to include at least two representatives from academic affairs as well as current students, alumni, and student affairs staff.

**6 Months:** Recruit and on-board a paid student intern for the summer program who will guide recruitment processes and logistics. Work with the steering committee to refine the curriculum and develop an assessment process for student learning. Apply for Diversity Council grant and manage the RAPP area’s budget to increase student participation.

**9 Months:** Continue supervising student intern and refining the curriculum and assessment processes. Recruit at least 18 participants and a waiting list of at least four students. Recruit at least 5 student leaders.

**1 Year:** Coordinate the implementation of the first full run of the program.

**2 Years:** Continue to refine intern role, curriculum and assessment processes, and marketing. Define long-term funding for program size of at least 25 student participants and 5 student leaders.

**Long Run:** Develop and implement a premier racial justice and inclusive leadership program that is a high-profile annual student program.


**Ongoing:** Demonstrate the skills of racial justice and inclusive leadership in all processes involved in the planning and implementation of the program. Build strong collaborative relationships across the university through this program.

**Guiding philosophy:** UC2019 & AMP (Learning, Discovery, Community, Diversity); 5-Year Diversity Plan (Goals I & IV); Student Affairs & Services Priorities (Place students first; Create a campus environment that promotes student engagement; Develop a diverse and inclusive environment that enhances the lives of students, faculty, and staff)
Goal 9
Serve as a model to students by highlighting current and improving inclusive leadership practices in supervision of leaders involved in implementation of programs.
RAPP is based on the value of each one teach one and its mission of fighting oppression highlights the importance of both individual awareness and collective action in doing so. All of these, plus the AMP & UC2019 principles of Discovery and Diversity, highlight the importance of dynamically engaging social justice and inclusive leadership practices. Student leaders in RAPP programs will have enhanced inclusive leadership development by highlighting the theoretical framework that undergirds RAPP’s practices as well as integrating at least two new practices each year.

Learning outcomes:
Through connecting with RAPP through our leadership model & practice, students will be able to:
- Describe how practices of inclusive leadership are implemented in real scenarios
- Describe the impact different leadership practices had on them
- Understand their own work within a theoretical framework that supports inclusive leadership (for example, StrengthsFinder, Motivating by Appreciation)

Professional Competencies:
- History, philosophy, and values
- Human and organizational resources
- Law, policy, and governance
- Leadership
- Student learning and development

3 Months: Integrate either (or both) StrengthsFinder and/or Motivating by Appreciation assessments and resources into the RAPP 2012-13 leader pre-service and on-going training.

6 Months: Integrate concrete conversation about inclusive leadership practices and RAPP/RAPPORT implementation into planning meetings and on-going leader training activities.

9 Months: Have RAPP 2012-13 leaders participate in evaluating the previous year and planning the coming year. Involve campus community in selection of 2013-14 leaders.

1 Year: Implement suggestions from current leaders. Establish on-going processes to ensure continual concrete and transparent use of inclusive leadership practices.

2 Years: Continue practicing and refining processes.

Long Run: All programs in the RAPP area demonstrate transparently that inclusion and justice depend on a dynamic of goals and process, demonstrating that inclusion is a practical skillset that all can learn.

Ongoing: Continual use of reflection, assessment, and refinement to model for students that inclusive leadership and social justice are practical skillsets that all can learn and do.

Guiding philosophy: UC2019 & AMP (Learning, Community, Diversity); 5-Year Diversity Plan (Goals I & IV); Student Affairs & Services Priorities (Place students first; Develop a diverse and inclusive university
environment that enhances the lives of students, faculty, and staff; Encourage the growth and development of staff)
Goal 10
Create a working partnership with the College of Education, Criminal Justice, and Human Services and the Department of Educational Studies.
By creating an intentional partnership with the higher education degree program will allow for our office to grow in theory and practice. This partnership will increase the pool of candidates for our graduate assistantships, future employees and provide professional development opportunities for staff members.

Learning Outcomes:
Fostering a partnership with the Educational Studies Degree—Higher Education Track, SALD will be able to:
- Cultivate graduate assistantships, by using students that are in the pipeline to become professionals in the field
- Support staff members taking courses in the program, even if they are not degree seeking
- Work collaboratively with an academic department
- Conduct research with faculty members
- Expand the role of Student Affairs at the University of Cincinnati

Professional Competencies:
- Assessment, Evaluation, and Research
- Ethical Professional Practice
- History, Philosophy, and Values
- Personal Foundations
- Student Learning and Development

3 Months: Set up several meetings with faculty members in Educational Studies: The department head, the Higher Education track coordinator, and SALD staff. The purpose of each meeting will be to start the conversation and evaluate how the partnership will work.

6 Months: Serve on invited committees for the degree program. Work on getting space in the Professional Seminar sequence to speak to the student cohort. Work on job description for a graduate assistant to SALD.

9 Months: Work with Student Affairs to create a rotating internship program--To give experience to future practitioners.

1 Year: Work to develop a course for the higher education track that could be “team” taught by members of SALD with terminal degrees.

Long Run: Work to create a joint administrative/faculty appointment for SALD. The position would be responsible for strategic planning and research.

Ongoing: Assessment, employee development, trainings
Guiding philosophy: UC2019 (learning, discovery, community, collaboration); Academic Master Plan (Break down internal barriers that inhibit cross-college conversations and internal collaborations); 5-Year Diversity Plan (Goal IV);
Goal 11
Make the SALD Student Leadership Conference a regional leadership conference for students at area institutions.

For 27 years the office of Student Activities & Leadership Development has successfully created a conference environment conducive to growth and learning for all UC attendees. Expanding the event to area campuses will help provide a critical learning consortium for students that will expand beyond our university culture. Making the conference regional will also allow for greater use of resources.

Learning Outcomes:
Making the annual student leadership conference a regional conference, student attendees will be able to:
- Enhance personal and professional networks
- Reflect on diverse opinions
- Learn collective principles of leadership
- Understand how their leadership identity correlates to working with others

Professional Competencies:
- Assessment, Evaluation, and Research
- Equity, Diversity, and Inclusion
- Ethical Professional Practice
- Personal Foundations
- Leadership
- Student Learning and Development

3 Months: Submit proposal to get the conference restructure approved by SALD Director and Dean of Students. Check with appropriate parties to see if our funding can be used for a larger conference.

6 Months: Identify key stakeholders at area institutions to serve on the Student Leadership Conference Committee. Evaluate how we can incorporate the expansion into our current conference structure.

9 Months: Delegate committee responsibilities and diligently work with each institution to make the partnership a realistic possibility. Set financial cost for the conference.

1 Year: Hold the first UC Southern Ohio Student Leadership Conference February 2014.

2 Year: Identify areas of improvement and assess can we support growing the conference more.

Long Run: Build longstanding relationships with professional staff at area institutions. Strive to make the conference premier in every way. Additionally, bring a high quality conference to the area that is affordable and educational for students.

Ongoing: Assessment, brainstorming, fundraising
Guiding philosophy: UC2019 (learning, discovery, community, collaboration, economy); Academic Master Plan; 5-Year Diversity Plan (Goal IV & Goal I)
Goal 12
Develop and implement a quality Careers in Student Affairs mentorship program

Working with established professionals at UC, create a mentoring program for undergraduate students interested in a career in Student Affairs. In addition to mentorship, program participants will meet monthly with SALD advisor to talk about graduate school, preparation exams and other issues centered on the profession.

Learning Outcomes:
Student participants in the program will be able to:
- Gain practical experience shadowing a professional
- Identify top graduate programs for Student Affairs
- Establish a timeline for graduate exams and application due dates
- Compose quality personal statements that articulate their student leadership experience at the University of Cincinnati

Professional Competencies:
- Assessment, Evaluation, and Research
- Equity, Diversity, and Inclusion
- Ethical Professional Practice
- Personal Foundations
- Leadership
- Student Learning and Development

3 Months: Work on outline for the program and evaluate the cost and time needed to sustain (x) amount of students.

6 Months: Solicit mentors for the students—providing them with detailed summaries and expectations for being a mentor

9 Months: Hold an open house session for students interested in program. Advertise to different colleges and organizations to spread the word about the event.

1 Year: Fall 2014--Officially start program for students and mentors.

2 Year: Provide conference opportunities for students interested (OCPA, ACPA, NASPA).

Long Run: Work with the office of exploratory studies to introduce the field of student affairs to University students.

Ongoing: Assessment, networking, recruitment
Guiding philosophy: UC2019 ((learning, discovery, community, collaboration); Academic Master Plan (example here—if applicable); 5-Year Diversity Plan (example here—if applicable); Student Affairs & Services Priorities (example here—if applicable)
Goal 13
Re-design and develop a learning curriculum for the Emerging Ethnic Leaders Program that will attract 20 students, 5 student peer leaders, and 10 staff or faculty members.
In effort to develop a program that will provide an inclusive curriculum the program will utilize the following resources:
  - University Diversity Plan
  - Integrated Core Learning
  - Handbook for Student Leadership Development

Learning outcomes
By participating in the Emerging Ethnic Leaders program students will be able to:
  - identify their personal strengths as leaders
  - gain knowledge of their cultural awareness and its influence on their leadership style
  - learn how to collaborate with others through teambuilding exercises
  - gain confidence in their leadership abilities
  - articulate their development through the implementation of a group project.

Professional Competencies:
  - Equity, diversity, and inclusion
  - Leadership
  - Student learning and development
  - Personal foundations

3 Months: A committee will convene that will assist with the re-design of the program, as well as create a marketing plan, and recruit of faculty, staff, and students.

6 Months: Active recruitment of staff and students will begin. The EEL participants will participate in a community service project prior to the leadership institute.

9 Months: Students will participate in the leadership institute (January 2013); after the retreat students will meet as a group (twice) to develop their leadership development capstone in preparation for presentation at the Ethnic Leaders Reception.

1 Year: Utilizing the feedback from student and staff assessment modifications will be made to program

Guiding philosophy: UC2019 & AMP (Learning, Community, Diversity); 5-Year Diversity Plan (Goals I & IV); Student Affairs & Services Priorities (Place students first; Develop a diverse and inclusive university environment that enhances the lives of students, faculty, and staff; Encourage the growth and development of staff)
Goal 14

**Introduce the new and improved ACTIVUS**

During the Fall Semester of the 2012, SALD will introduce a new and improved ACTIVUS. The document will not only encourage student involvement but it will also serve as a roadmap for students regarding activities, leadership development, and diversity. The booklet will use as its foundation UC 2019, Just Community, Diversity Plan, and the Academic Master Plan using Integrated Core Learning language.

**Learning outcomes**

By using the ACTIVUS will assist students will be able to:

- identify student organizations that will add to the co-curricular involvement
- identify JUST Community initiatives at the university

**Professional Competencies:**

- Equity, diversity, and inclusion
- Leadership
- Student learning and development

**3 Months:** June-July 2012 in collaboration with the Assistant Director of Fraternity and Sorority Life complete the re-branding and design of the ACTIVUS Leadership manual.

**6 Months:** Meet with the members of the Student Activities Board and UC Creative Services to assess the improvements and begin working on the 2013-2014 document

**9 Months:** Continue meeting with the ACTIVUS committee in making any modifications of the document and recruiting students for the Student Spotlight Section

**1 Year:** Submit the ACTIVUS for printing and distribute in August 2013

**2 Year:** Evaluate the current document and review with the Office of Student Activities and Leadership Development as well as Student Activities Board any changes or modifications that may be needed

**Guiding philosophy:** UC2019 & AMP (Learning, Community, Diversity); 5-Year Diversity Plan (Goals I & IV); Student Affairs & Services Priorities (Place students first; Develop a diverse and inclusive university environment that enhances the lives of students, faculty, and staff; Encourage the growth and development of staff)
Goal 15
In an effort to create student organizations that are sustainable and engaged, the Office of Student Activities and Leadership Development will offer an organizational series that will focus on financial management, student organization sustainability, advisor responsibilities, officer transitions, and program development.

Learning Outcomes
By participating in the Organizational Leadership Series, student leaders will be able to:

- Maintain the status and longevity of their organization through sound leadership and developmental practices
- Student Organization Advisors will become more aware of their responsibilities and understand how to assist students as leaders of organizations

Professional Competencies:
- Leadership
- Student learning and development

3 Months: Assess the needs of student leaders through focus groups, survey’s and informal conversation

6 Months: Implement a series of workshops and programs that will encourage student organization sustainability and leadership development

9 Months: Review assessment effort to evaluate the series and discuss any internal improvements for the Organizational Leadership Series

1 Year: Continue to evaluate the leadership progress of student organizations and review their leadership progress and sustainability.

Guiding philosophy: UC2019 & AMP (Learning, Community); Student Affairs & Services Priorities (Place students first; Encourage the growth and development of staff)
Goal 16
Place Students First
With additional resources put towards the Club Sports programs, the SALD office plans to provide more oversight and additional resources to the club sports member and officers. This goal focuses on student leadership opportunities within the Club Sports programs and developing resources and partnership on campus and close to campus for club sports organizations.

Learning outcomes:
By participating in Club Sports students will be able to:

- Develop leadership skills and competencies
- Develop a commitment to the University of Cincinnati through friendships, experiential learning as an organizational leader, and other engagement opportunities
- Gain experience in organizational leadership, event management, and business processes

Professional Competencies:
- Equity, diversity, and inclusion
- Leadership
- Student learning and development
- Personal foundations
- Advising and Helping

3 Months: Provide additional resources for club sports leaders when hosting events, fundraising, and recruiting. Utilize focus groups of club sports leaders to develop leadership and recruitment opportunities for 2012-2013. Plan for leadership workshops and officer training in the fall. Gather information regarding resources on campus and how peer institutions operate their club sports programs and utilize space on campus. Develop a program for Welcome Weekend to assist clubs in recruitment activities.

6 Months: Follow up with club sports organizations regarding recruitment events, leadership opportunities, and campus wide opportunities for Club Sports Leaders. Provide a leadership workshop in the spring and seek feedback. Continue to meet with partners on campus to improve resources available to club sports organizations.

9 Months: Develop and document new partnerships or agreements for resources on campus and offerings within a 5 mile radius of campus.

1 Year: Make adjustments to program based on year one feedback. Seek input and avenues for additional student leadership in the operations of the Club Sports program.

2 Years: Implement new leadership strategies within the Club Sports program.

Long Run: Creation of a sustainable board that assists with the operations of the Club Sports program and provides peer feedback regarding incidents, recruitment efforts, and fundraising initiatives.

Ongoing: Assessment, marketing efforts, recruitment, new partnerships for fundraising, recruitment efforts, and resources
Guiding philosophy: CAS Standards, Benchmarking of peer institutions
Goal 17
Create a Campus Environment that Promotes Student Engagement/Sustainability and a Sense of Community

With additional resources put towards the Club Sports programs, the SALD office plans to provide more oversight and additional resources to the club sports member and officers. **This goal focuses on collaboration among club sports organizations, cultivating a relationship with alumni services, and providing support for the sustainability of club sports organizations.**

**Learning outcomes:**
By participating in Club Sports students will be able to:
- Develop presentation and budgetary preparation skills
- Gain transferrable skills in organizational leadership and budget preparation
- Be able to provide feedback and be part of an intentional strategic process in the allocation process

**Professional Competencies:**
- Equity, diversity, and inclusion
- Leadership
- Student learning and development
- Ethical Professional Practice
- Advising and Helping

**3 Months:** Develop budgetary guidelines for the allocation process. Promote working together on recruitment and fundraising efforts and allow for opportunities for clubs to work together. Start to find ways to show club sports breadth (i.e. all club sports picture, e-media tools highlighting events). Provide resources to clubs regarding alumni services and foundation resources. Begin to provide new graduates to alumni services to help build an alumni base. Provide resources for new clubs wanting to form.

**6 Months:** Form Club Sports Allocation Committee comprised of at least 8 club sports student leaders. Provide resources to club sports leaders during each interaction and within meetings. Make meetings more interactive and improve the website allowing for resources to be easily recognizable and identified. Continue to develop and update marketing and fundraising resources for the program.

**9 Months:** Continue to work with student leaders and provide support and structure to each club’s activities. Begin to consider resources for new club sports leaders and how to assist with transition.

**1 Year:** Make adjustments to allocation process for next year. Develop new guidelines with student allocation committee. Evaluate committee and determine if any additional charges can be accepted by the student leaders on committee. Is the committee ready to serve as a board? Evaluate interactions with student leaders and provide an outline as to what next year’s meetings, operations, and guiding documents will look like and make adjustments. Continue to evaluate and seek input.

**2 Years:** Have plan in place for transition of new club sports leaders. Have additional fundraising opportunities available to clubs, as well as additional resources. Have an evaluation/assessment plan that allows for continued change and student input. Additional partnership are in place, as well as an emphasis is placed on the importance of community among club sports. Additional clubs have connections with past members and supporters.
**Long Run:** A solid assessment model for the program is in place, as well as officer resources and methods in place to ease the transition for new student leaders. Partnerships among clubs and community involvement is rewarded with the Club Sports program. Well established clubs have an alumni presence and support.

**Ongoing:** Assessment, marketing efforts, recruitment, fundraising partnerships

**Guiding philosophy:** CAS Standards, Benchmarking of peer institutions, Assessment feedback
Goal 18  
**Encourage the Growth and Development of the Club Sports Program**

With additional resources put towards the Club Sports programs, the SALD office plans to provide more oversight and additional resources to the club sports member and officers. **This goal addresses the risks related to club sports on and off campus.**

**Learning outcomes:**

By participating in Club Sports students will be able to:

- Assess risk and create a safe environment for their peers
- Place the safety of peers at the forefront of an activity

**Professional Competencies:**

- Law, Policy, and Governance
- Student learning and development
- Assessment and Evaluation
- Advising and Helping
- Risk Management

**3 Months:** Benchmark response to and risk management guidelines among peer and local institutions. Create plan in place to have first responders as a part of every club. Develop risk tiers among club sports organizations to place safety requirements such as coaches for high risk clubs in place. Develop Risk Management plan.

**6 Months:** Explain risk guidelines to club sport organizations, train student responders, and seek feedback and input on new standards. Work with the UC campus to address and develop a concussion protocol. Continue to implement Risk Management Plan year 1.

**9 Months:** Evaluate event guidelines and host information. Develop resources with each individual club that pertains to risk within their particular organization.

**1 Year:** Implement concussion protocol during 2013-2014. Evaluate safety guidelines and standards used in 2012-2013 and develop guidelines for 2013-2014. Develop safety officer positions within club sports organizations where the position’s purpose is to minimize risk during activity and on travel with the club.

**2 Years:** Implement Year 2 of Risk Management Plan. Possess general liability insurance for all of club sports.

**Long Run:** A solid risk management plan is in place for club sports organizations that are manageable for each club and the overall management of the program.

**Ongoing:** Assessment, Evaluation, Benchmarking

**Guiding philosophy:** Risk Management Guidelines and Standards, Risk Management Research