

**DAVIDSON COLLEGE**

**DIVISION OF  
STUDENT LIFE**

**STRATEGIC PLANNING**

**2005-2010**

# **CAMPUS POLICE**

## **Strategic Goals: Campus Police Department**

### **Department Goals 2005-2006**

#### **Action Plan**

1. Foster and maintain good working relationships based on mutual understanding and respect with campus media groups.
2. Produce multimedia products that increase public awareness of departmental programming, procedures, and other activities.
3. Involve all organizational personnel, student groups, and staff in program promotion efforts.

#### **Progress to date**

1. Dean's office collaboration during freshman orientation allowed for direct contact with over four hundred fifty (450) first year students.
2. Operation ID reduced opportunity for underage alcohol consumption; 21 year old stickers were issued to three hundred forty-three (343) students of legal drinking age.
3. At least 20% of the student body utilized services offered on the web page, specifically; engraver tools, bicycle registration, and escorts.

### **Department Goals 2006-2007**

#### **Action Plan**

1. Develop statements of educational objectives which tie the department's goals into division and institutional outcomes.
2. Establish the assessment criteria for each objective in partnership with specific campus entities.
3. Implement a feedback component.

#### **Progress to date**

1. Officer liaison program presented twenty-six (26) community meetings with an average of thirty (30) attendees, a total of seven hundred sixty-six (766) students have attended these meetings to date.
2. Forty (40) students attended R.A.D. classes thus far this academic year, evaluations of program effectiveness was very good overall with 100% in evaluation responses.
3. Residence Life staff requested six (6) community policing programs in which three hundred fifteen (315) students attended; fire safety, extinguisher training, and personal safety.

### **Department Goals 2007-2008**

#### **Action Plan**

1. Conduct at regular intervals, community opinion/service surveys concerning campus police service.

2. Departmental review of survey data, ADHOC group will attach recommendations.
3. Promote different forms of community involvement to the student body.

**Progress to date**

1. Not available at this time.

**Department Goals 2008-2009**

**Action Plan**

1. Conduct senior exit surveys.
2. Conduct alumni surveys two and four years after graduation.
3. Develop demographic material about our population to improve service/student curriculum to better serve a diverse population.

**Progress to date**

1. Not available at this time.

# **CAREER SERVICES**

**Strategic Goals: Career Services  
2005 – 2010**

**GOAL I**

Assist students in understanding the career development process as a lifelong pursuit of fulfilling careers and/or lifework.

- A. Engage underclass students early, introducing the career development process in a manner that informs without inducing undue anxiety
  - 1. Introduce the career development process during the Davidson 101 course (2005-2006)
  - 2. Explore reformatting the “Decisions: Majors and Beyond” Lilly Vocations retreat day (2006-2007)
  - 3. Maintain current level of underclass student utilization of services (annually)
  
- B. Infuse the career development process appropriately into all programming and services to ensure all students are able to engage whenever they are ready.
  - 1. Explore programming that is attentive to the entire career development process.
    - a. Programs involving alumni/ae sharing some “real” stories that evidence the evolutionary, crooked line developmental experiences (2009-2010)
    - b. Longer term experiences/programs (2009-2010)
    - c. Programs looking at internships more holistically (2008-2009)
    - d. Reevaluate the use of and/or revise the Defining Your Goals workshop (2006-2007)
  - 2. Review existing programs, services, and workshops to include the career development process as appropriate.
    - a. March Madness (2005-2007)
    - b. Sophomore Destinations (2005-2006)
    - c. Networking (2006-2007)
    - d. Resumes (2007-2008)
  - 3. Review printed materials and website to include the career development process as appropriate.
    - a. Networking (2006-2007)
    - b. Self assessment/career cycle booklet (2009-2010)

**GOAL II**

Empower and motivate students to pursue their goals of fulfilling careers and / or lifework with confidence.

- A. Provide opportunities for students to witness the **modeling** of successful career development skills.
  - 1. Review programs to build in modeling where appropriate
    - a. Workshops (Networking 2006 / Resumes 2007)
    - b. Davidson Edge (2005-2006)

- c. Speech classes and other classroom presentations (2005-2006)
    - d. Senior Success, March Madness, Sophomore Destinations and other programs (2005-2006)
  - 2. When hosting alumni panels, ask panelists to share their experiences of making good career decisions and implementation (2009-2010)
  - 3. Explore the possibility of involving new populations to model success
    - a. Alumni returning to campus for other events (2008-2009)
    - b. Students –
      - i. interns, work studies, advisory board members, students who have experienced success in their career search (2005-2006)
      - ii. admission tour guides (2008-2009)
- B. Provide opportunities for students to practice and **experience small successes** in the career development / job search processes.
  - 1. Redesign programs to engender active participation, through methods such as role playing, homework assignments, contests, task completion within a program, mock interviews, and/or experiential exercises.
    - a. Davidson Edge 2005-2006
    - b. March Madness, etc (2005 -2007)
    - c. Sophomore Destinations (2006-2007)
    - d. Speech Classes (2005-2006)
    - e. Student Advisory Group (2005-2006)
  - 2. Intentionally focus on an action-oriented process in individual counseling, including breaking processes into small steps for students, helping students draw connections between past successes and current career tasks, and helping students practice setting realistic goals in career related and other activities. (2008-2009)
- C. Actively pursue **reduction in students' anxiety** about the career development / job search processes.
  - 1. Identify time periods in which students' career-related anxiety is heightened (2005-2006)
  - 2. Explore means to address anxiety at peak times
    - a. Class-specific programming (2008-2009)
    - b. More formal mentoring process (2009-2010)
  - 3. Invite parents to write an article for the parents' newsletter about helping their student's anxiety (2009-2010)
- D. Intentionally provide **support and verbal persuasion** throughout the career development / job search processes
  - 1. Offer small group support environments such as The Davidson Edge (2005-2006)
  - 2. Explore packaging distinct processes into a more cohesive mentoring program (2009-2010)
  - 3. Educate populations regarding student issues so that they may better support them.

- a. Mentors (2009-2010)
- b. Parents (2009-2010)
- c. Academic advisors (2007-2008)
- d. Faculty and staff (annually)

### **GOAL III**

Teach students the skills to pursue and obtain satisfying and successful careers and / or lifework on their own.

- A. Foster students' career-related writing skills (e.g. resumes, letters, applications, essays, emails) (2007-2008)
  - 1. Review printed materials (handouts and website) for appropriate revisions
  - 2. Review and edit workshops
  - 3. Review utilization of critiques and revise offerings if necessary
    - a. Contest
    - b. Employer
    - c. Vail commons
    - d. Walk-in times
  
- B. Develop students' career-related oral communication skills (e.g. interviewing, small talk/conversation, telephone) (2006-2007)
  - 1. Review printed materials (handouts and website) for appropriate revisions
  - 2. Review and edit workshops
  
- C. Foster students' career-related research skills (e.g. employment outlook, occupations, majors, employers) (2009-2010)
  - 1. Review printed materials (handouts and website) for appropriate revisions
  
- D. Develop students' self-assessment skills (e.g. values, interests, skills, personality)
  - 1. Review website for appropriate revisions (2009-2010)
  - 2. Develop printed booklet on self assessment (2009-2010)
  - 3. Offer workshops and evaluate utilization (2009-2010)
    - a. MBTI
    - b. Reevaluate and field test "Self Puzzle" series concept
  - 4. Discuss the number of instruments and exercises utilized in one-on-one counseling and advising (2008-2009)
  
- E. Review other options for image management programming
  - 1. Develop a networking reception for seniors (2005-2006)
  - 2. Develop a workshop on appropriate interview attire (2005-2006)
  
- F. Foster students' decision-making skills (e.g. offers, goals, opportunities)
  - 1. Review, revise, or create printed materials (handouts and website) as appropriate
    - a. Handout on salary negotiation (2005-2006)

2. Offer and revise as needed programs such as Sophomore Destinations, March Madness, Don Asher (annually)
- G. Enhance students' networking skills (2006-2007)
1. Review printed materials (handouts and website) for appropriate revisions
  2. Review and edit workshops
  3. Offer programs such as Don Asher

#### **GOAL IV**

Create an informed and engaged global network of employers, internship supervisors, graduate and professional schools, consortia, faculty, staff, alumni, parents and friends that enables active connection of students with opportunities for living full, meaningful lives.

- A. Continue to establish, maintain, and build relationships with employer organizations and graduate / professional schools
1. Create non-recruiting activities for organizations to engage the campus.
    - a. Begin creation of a Recruiter Career Advisory Committee:
      - i. Invite twelve recruiter organizations to serve on the Advisory Committee during the 2006-2007 academic year
      - ii. Host the first Committee meeting in spring of 2007.
    - b. Host the first "College Recruiting 101" training program for corporate, service and non-profit organizations in spring 2008.
  2. Engage 1700 employer and educational organizations in recruiting relationships with Career Services
    - a. Engage 1300 employer and educational organizations in recruiting relationships during 2005-2006
    - b. Engage 1400 employer and educational organizations in recruiting relationships during 2006-2007
    - c. Engage 1500 employer and educational organizations in recruiting relationships during 2007-2008
    - d. Engage 1600 employer and educational organizations in recruiting relationships during 2008-2009
    - e. Engage 1700 employer and educational organizations in recruiting relationships during 2009-2010
  3. Actively participate in professional and civic associations that provide Davidson College exposure to employer and graduate / professional education recruiters
    - a. Actively participate in the Southeastern Association of Colleges and Employers
      - i. Serve as Co-Chair for the Program Committee of the SACE 2005 annual conference

- b. Attend annual conferences of:
  - i. Eastern Association of Colleges and Employers
  - ii. Southeastern Association of Colleges and Employers
  - iii. Mountain Pacific Association of Colleges and Employers
  - iv. Midwestern Association of Colleges and Employers
  - v. North Carolina Association of Colleges and Employers
- 4. Identify the leading employers and graduate/professional school organizations defined by hiring and admittance respectively on an annual basis.

B. Actively participate in consortia to bring opportunities to students

- 1. Engender employer participation in the Selective Liberal Arts Consortium (SLAC) career interview days:
  - a. Recruit one (1) employer for Washington, DC in 2006
  - b. Recruit one (1) employer for San Francisco in 2006
  - c. Recruit four (3) employers for New York City in 2007
  - d. Recruit four (4) employers for Chicago in 2007
  - e. Recruit four (4) employers for Boston in 2009
  - f. Recruit four (4) employers for Philadelphia in 2010
- 2. Serve in leadership for the Big Apple Recruiting Consortium (BARC)
  - a. Serve as coordinating college for student interface with interview scheduling process for 2005-2006 academic year
  - b. Serve as coordinating college for employer solicitation and relations for the 2006-2007 academic year
- 3. Serve in leadership role for the Metrolina Career Consortium Career Fair
  - a. Assume annual rotating committee chair role
  - b. Serve as Consortium chair during the 2008-2009 academic year

C. Enlist alumni and parents in providing connections for our students

- 1. Increase mentors in the online database to 1700
  - a. Register 340 mentors during 2005-2006.
  - b. Increase mentor registrants to 680 during 2006-2007.
  - c. Increase mentor registrants to 1020 during 2007-2008.
  - d. Increase mentor registrants to 1360 during 2008-2009.
  - e. Increase mentor registrants to 1700 during 2009-2010.
- 2. Regularly communicate with parents of current students
  - a. Publish quarterly newsletter for parents
  - b. Present orientation workshop for parents each fall
  - c. Present family weekend workshop for parents each fall

3. Work with Alumni Relations Office to organize events for alumni:
  - a. Develop workshop and/or road show addressing career management issues for delivery in two alumni chapter settings during 2005 - 2006.
  - b. Organize and host reception events to encourage participation in SLAC, BARC, Metro and other recruiting mechanisms in collaboration with alumni chapters:
    - i. Washington, DC in 2006
    - ii. New York City in 2006
    - iii. Chicago in 2006
    - iv. San Francisco in 2006
    - v. Boston in 2008
    - vi. Philadelphia in 2009
  - c. Work with Alumni Relations to develop and support ad hoc groups such as Wall Street Advisory Group.
  
- D. Develop opportunities for collaborative engagements with faculty and staff that both communicate what we do and solicit faculty and staff to participate in the students' holistic development.
  1. Meet with academic departments and staff offices to identify modes of communicating resource / service announcements and to share opportunities for faculty / staff involvement in student career development.
    - a. Visit coaching staff during (2009-2010)
    - b. Visit Student Life Offices during (2007-2008)
    - c. Visit academic departments during (2008-2009)
    - d. Visit Admission, Development and Communications (2006-2007)
  2. Present **about** Career Services to two (2) campus constituencies, such as Admissions, Development, or Student Life, (annually).
  3. Develop assertive relationship with Admission Office to ensure shared engagement of issues within the student recruiting process (2006-2007).
  
- E. Develop and implement a plan to regularly share information about our services with faculty, staff, alumni, and parents, and invite them to engage in service of the office's mission.
  1. Delineate communication plan during (2006-2007)
  2. Implement appropriate stages of plan during (2007-2008)

## **GOAL V**

Ensure that the Office of Career Services staff stays informed about cutting edge technology; current trends within higher education, student affairs, and the career world; and the needs of students and other populations with whom the Office works.

- A. Stay informed about cutting edge technology
  - 1) Identify three new technology types and explore how they might be used/more fully used by our Office. (annually)
  - 2) Read the professional literature to stay abreast of technology uses and development (annually).
  - 3) Attend conferences and educational events to learn about technology (annually).
  - 4) Take field trips to other offices on campus to see their use of technology (2006-2007).
  - 5) Make site visits to other campuses to see their use of technology (2006-2007).
  - 6) Identify and evaluate enterprise software (2005-2006).
  - 7) Identify and evaluate self-assessment software (2009-2010).
  
- B. Stay informed about current trends within higher education and student affairs.
  - 1) Read the professional literature to stay abreast of trends in higher education and student affairs (annually).
  - 2) Attend conferences and educational events to learn about trends in higher education and student affairs (annually).
  - 3) Take field trips to other offices on campus to see their use of emerging trends in higher education and student affairs (2006-2007).
  - 4) Make site visits to other campuses to see their use of emerging trends higher education and student affairs (2006-2007).
  
- C. Stay informed about the career world
  - 1) Read the professional literature to stay abreast of trends in the career world (annually).
  - 2) Assume leadership roles in professional organizations.
    - a. North Carolina National Career Development Association (2006-2008)
    - b. American College Personnel Association (2005-2009)
    - c. Regional ACE associations (2005-2006)
  - 3) Through surveys and regular communications, gather information from employers about job trends and employment needs (2007-2008).
  - 4) Have full staff meet with advisory boards such as the Wall Street Group to find out about employment trends and employer needs (2009-2010).
  
- D. Stay informed about the needs of students and other populations with whom the office works (annually).

## GOAL VI

Develop and implement outreach and marketing activities that increase the students' awareness and effective use of Career Services' programs, services and resources.

- A. Utilize the broader campus and enlist them to assist us in informing students about the Office's programs, services and resources
  - 1. Present *about* Career Services to two (2) campus constituencies, such as Admissions, Development, and Student Life (annually).
  - 2. Continue efforts to conduct offsite programs for students (annually).
  
- B. Promote and encourage increased student use of web/print resources
  - 1) Focus on the all-out promotion of one major resource and two minor resources per year, through the following means (annually):
    - a) Targeted emails
    - b) Demos—in office and offsite
    - c) Workshops
    - d) Contests
    - e) Individual counseling sessions
    - f) Research consultations
  - 2) As new resources become available, market and promote them in the same ways as mentioned in B-1.
  - 3) Track student use of resources and collect their feedback by
    - a) Tracking webpage hits and downloads (2007-2008)
    - b) Using surveys and evaluation forms (annually)
    - c) Keeping library statistics (annually)
    - d) Consulting with Student Advisory Group (annually)
    - e) Using focus groups (annually)
  
- C. Review the latest marketing strategies periodically
  - 1) Identify one new marketing strategy per year by
    - a) attending conferences (annually)
    - b) making field trips to other campuses (2006-2007)
    - c) reading the professional literature (annually)
    - d) keeping in contact with other offices on campus (annually)
  - 2) Implement one new marketing strategy (annually)
  - 3) Evaluate our current marketing techniques for effectiveness (and ineffectiveness/negative effects) by
    - a) Soliciting informal student feedback (annually)
    - b) Using surveys and evaluation forms (annually)
    - c) Meeting with the Student Advisory Group (annually)
    - d) Analyzing data on use of our services & resources (annually)
  
- D. Review and evaluate our modes of service delivery
  - 1. Develop regular process for review and editing of webpage content 2005-2006

2. Evaluate in-house resources such as office publications, the fellowships database, etc, and the best modes of delivering such information to students (annually)
  3. Analyze the calendar of events to identify peak times and locations for particular services 2005-2006
  4. Keep abreast of service delivery methods used by other offices on campus and Careers Offices in other schools (annually).
- E. Develop an office image/brand directed at students 2008-2009

## **GOAL VII**

Utilize accountability and assessment processes to measure the Office's success and better inform the development, planning and delivery of services.

- A. Select and assess learning outcomes (annually).
- B. Refine processes used to collect and manage detailed usage data (annually).
- C. Assess student needs on regular basis (annually).
- D. Utilize assessment data to appropriately allocate office resources (annually)
  1. Review major programming units annually
  2. Analyze one-on-one service utilization versus delivery capabilities

Final Draft  
December 2005  
jea

# **CHAPLAIN**

## Strategic Goals: Office of the Chaplain

### **1. Conduct an external review of the Office of the Chaplain within the next academic year.** *(Spring 2006)*

Plan: Recruit one Dean of Students and two college chaplains (PCUSA ordained) to serve on external review committee. Set up meetings of this committee with wide constituency: students, senior administrators, staff, faculty.

Objective: Gain a clearer perspective on what is being done effectively by the Office of the Chaplain, and what opportunities and needs remain to be addressed.

### **2. Evaluate the institutional expectations of the Office of the Chaplain within two academic years, with particular attention to the balance (and tensions) between pastoral, administrative, programming, and educational responsibilities, and in light of the pastoral and programming needs of a growingly diverse religious community.** *(Spring 2006)*

Plan: Interview staff colleagues and senior administrators to clarify institutional expectations of Office of the Chaplain. Review list of duties, programming, and other activities for the past three years by looking at Annual Reports. Review the written job description of the Chaplain and Adjunct Chaplains. Based on this data, write up an evaluation of how the expectations match the reality “on the ground” with regard to the work of the Office of the Chaplain.

Objective: Gain a clear perspective on how the institution’s expectations of the chaplaincy staff match: 1) the actual work done by that staff and 2) the expressed needs of the college in this area.

### **3. In light of Goal 2 above, and in collaboration with the Dean of Students and other appropriate individuals in the Division of Student Life, evaluate the staffing configuration of the Office of the Chaplain and revise the job descriptions of members of the Chaplaincy staff as necessary based on the external review and other relevant data.** *(Summer / Fall 2006)*

Objective: Have in hand updated, current job descriptions for members of the chaplaincy staff so that the expectations made of them match the actual duties they perform.

### **4. Evaluate the current efforts to educate the college community about the institution’s Reformed heritage, and discern if and how this effort should be implemented institution-wide.** *(Fall 2006)*

Plan: Consult with the College President and VP for Student Life about how to approach this goal. Perhaps chair or serve on a committee that will meet with various college constituencies (Vice Presidents, other senior administrators) to determine level of interest

in and need for education about the Reformed heritage in various departments of the college.

Objective: Clarify the role of the Chaplain in helping educate members of the college community about the college's Reformed heritage. Help to develop a strategy to make this educational process as effective, efficient and comprehensive as reasonably possible.

**5. Evaluate how the Office of the Chaplain is perceived by diverse constituencies of the college community (students, faculty, staff, trustees) with regard to its mission, role and services, and, if deemed necessary, develop strategies to ensure that the mission and role of the Chaplaincy staff are more broadly and accurately understood, and its services more appropriately utilized by the college community.**  
*(Spring 2007)*

Plan: Conduct focus group interviews with the diverse constituencies named, to gather data upon which an analysis of the perception of the Office of the Chaplain could be based. Perhaps distribute some type of questionnaire (either on line or written) to the constituencies as well.

Goal: To ensure that the mission and role of the Chaplaincy staff are more broadly and accurately understood, and its services more appropriately utilized by the college community.

**6. In collaboration with staff in other relevant divisions of the college, define a protocol for notifying the Office of the Chaplain of pastoral concerns (such as hospitalizations, illnesses, or deaths in the family) of students, faculty or staff.**  
*(Fall 2006)*

# **COLLEGE UNION**

## Strategic Goals: College Union

### Strategic Goals and Strategies

#### College Union – across all areas

1. Maintain the building, equipment, and furniture in such a way that the building is always new and fully functioning.

*Objective:*

- Create a capitol budget that allows for regular purchases of equipment and furniture so that we are always up to date and well maintained.

2. Enlarge and enhance the Union's efforts help students grow by providing them opportunities to be active in decision-making.

*Objective:*

- Take this on as a full staff project and develop new initiatives that are focused on student employees and volunteer leaders.

3. Create new staff positions and/or a new approach to staffing that makes this an efficient and effective operation and that uses the time of individual staff members appropriately.

*Objective:*

- Review the staffing needs for the Fitness Center, Ticket Office, Information Desk, Tech Services, the DFPH, and Davidson Outdoors.
- Consider approaches from new ways to utilize student employees and/ or the use of new part-time and fulltime staff.

4. Develop the Union staff such that they enjoy working together, know and are committed to the vision, are compensated appropriately, have excellent communication, and function as a great team.

*Objectives:*

- Use the Challenge Course as a group in January or February.
- Continue the Strategic Planning conversations.
- Work on the student employee/volunteer leader goal together.

5. Create a policy manual for the entire operation.

*Objectives:*

- Revise what exists and put it all together in such a way that changes in policy in individual areas can be made as needed and updated in the master document.
- Identify any areas for policy statements not currently provided.
- Put what is needed on the web for easy access.

#### Programming / Union Board

1. Develop initiatives in programming that broaden student's learning about use of their social life by enjoyment of the performing arts.

*Objectives:*

- Develop a new music series featuring a wide variety of music that is currently not presented. This is American music from the Bluegrass to the Blues and will be featured in the 900 Room.
- Sell out the Artists Series – in years 4 & 5 - 2008-09 and 2009-10. More than 250 students / show. This involves better pricing for students and

extensive efforts in selling season tickets. Create an endowment for the Artists Series that provides the major portion of the cost for marketing and for the student tickets. Student tickets to be \$5.

2. Reduce financial exposure with major concerts.

*Objective:*

- Develop an approach with major concerts that will control the extent of the cost in a reasonable way. Consider engaging a concert promoter, developing a relationship with someone who can help us sell our shows to the outside community, resolve to present one concert and commit a clear budgeted amount covering the potential risk

### **Davidson Outdoors**

1. Build a storage building to house the Davidson Outdoors canoes and to provide for long-term storage of other College Union stuff.

*Objective:*

- a. Develop a clear statement of need.
- b. Partner with Residence Life in outlining needs for a storage facility.
- c. Talk with David Holthouser about a possible campus location.
- d. Determine cost and consider other feasibility concerns.
- e. Develop a report for Tom Shandley.

### **Tech Services and the Duke Family Performance Hall**

1. Reduce costs for using the Performance Hall. We never want a presenter to choose not to use the Performance Hall only because they cannot afford the production costs.

*Objectives:*

- Review operations to find cost reduction opportunities.
  - Seek additional funding to supplement user costs.
2. Develop a written statement outlining a working agreement with the Theatre Department regarding their use of the Performance Hall for their mainstage productions.

*Objectives:* Develop a written working agreement with the Theatre Department.

- Write a draft for this agreement.
  - Meet with Ann Marie, Ronnie, and Ann to review the draft and determine areas for revision.
  - Rewrite the agreement and discuss it until all parties are satisfied.
3. Video center. Create a space, not in Jim's office, for editing video.

*Objective:*

- Explore the possibility of using the 900 Room Dressing Room for this purpose.
4. Redesign 900 Room sound and lighting.

*Objective:*

- Determine needs and develop a plan, including costs.
- Consider ways to incorporate as much of the current equipment as possible.

## **Union Services**

### **Information Desk**

1. Information center. Establish a real center for information and an approach that encourages student employees to challenge themselves to know or find quickly the answers to customer's questions.

*Objective:*

- Incorporate the College's Switchboard operation at the Information Desk to gain a more consistent service and to provide leadership in gathering campus information.

# **COMMUNITY SERVICE**

## **Strategic Goals: Community Service Office**

### **One-Year / Short Term Goals**

1. Expand understanding of office's role and purpose, including strategies to bring together office's distinct programs into a unified identity. Efforts will include the development of an office brochure, creation of a student advisory board and outreach efforts directed towards students, faculty, staff and community members
2. Complete external review process by sharing review findings with internal groups and obtaining feedback to finalize strategies. These strategies will impact our 5 year strategic plan
3. Facilitate successful transitions and roles for office's new professional staff (5 new staff members). This will involve evaluating organization chart and respective roles.
4. Develop the "community partnership" branch of the office through the development of a community partner workshop series, feedback strategies from partners, a consistent site visit schedule for professional staff
5. Facilitate, with the Director of Freedom Schools, the successful completion of the 2<sup>nd</sup> pilot year for Freedom School's and the development of a long term strategic plan for the program
6. Evaluate and refine Orientation Service Day
7. Expand Federal Community Service Workstudy program to include reflective / educational sessions for participants.
8. Facilitate a successful transition for the Love of Learning program that is in it's final year

### **Five Year Goals**

1. Develop programs / services for the "general" campus population. The office has received feedback, from students and via the external review, that participation with community service is, at times, limited to those who are involved with our selective programs (e.g., Bonner, Federal Community Service Workstudy, elected student leaders). Suggestions have been made to develop
  - a. Information sessions about what the Community Service Office does
  - b. Train the trainer workshops where student leaders are trained to educate others about service
  - c. Reflective and educational workshops that allow the general campus population to reflect on their service experiences and learn about issues facing society
2. Based on feedback from internal groups about the external review, work with office staff to develop a 5-year strategic plan
3. Create data management systems to catalogue community placement information and enhance website
4. Expand community-based learning "branch" of the office by developing relationships with faculty, a workshop / inservice series and publicity around service learning courses and community-based research
5. Continue to refine and implement office's assessment plan and make quality improvements based on data

6. Continue to expand understanding and visibility of office, including use of office beyond those students and community members involved with existing major programs.
7. Develop and implement a “reflection project” for all Bonner Classes
8. Work with United Community Action, the student umbrella / governing organization for 26 student-led groups, to refine their identity and purpose and publicize to the larger community

# **DEAN OF STUDENTS**

## **Strategic Goals: Dean of Students Office**

### **Academic Advising**

1. The evaluation method for pre-major academic advising will be revised and instituted on a four-year cycle. (Fall, 2002)
2. The Academic Advising Task Force will develop a recognition and rewards system for pre-major advising to present to the Vice President for Academic Affairs.(Spring, 2007)
3. Programs will be developed to strengthen the utilization of hall counselors for academic advising. (Fall, 2007)
4. A session on the role and expectations of academic advising will be included as an annual part of the First-Year Orientation Program for students and for parents. (Fall, 2005)

### **Leadership**

1. To find sustaining funds to support present and future leadership development programs within the Division of Student Life. (Fall, 2004)
2. To hire a professional staff person to coordinate the leadership development efforts within the Division and throughout the College. (Summer, 2006)
3. To provide a comprehensive leadership development program that will allow for opportunities for involvement and growth in all four years of a Davidson education. (Fall, 2006)
4. To continue to provide mentoring relationships wherever possible in leadership program. (on-going)
5. To strengthen the connections between our leadership development programs and the Community Service Office. (Fall, 2006)

### **Academic Support Services**

1. Develop and implement a plan that communicates to students where and how they can access the various types of academic support on campus.
2. Work with the Registrar's Office on clarifying the message in the letter sent to students in June that addresses their academic deficiencies and issues of ineligibility.
3. The Dean of Students Office needs to continue providing personal and on-going contact with students who are in academic trouble.

### **Orientation**

1. Assess the relevance and quality of each of the programs offered during New Student Orientation, particularly those on Thursday afternoon.
2. Develop an "Academic Life" session for students for Orientation.

### **Minority Student Programs**

1. Enhance the support given to all Ethnic Minority Students with the addition of a full- time Coordinator of Minority Student Affairs and by finding outside funding to have the Minority Student Programs budget endowed.
2. Stronger promotion of services for students of color through printed and web based publications to better educate the campus community and perspective students concerning what is offered at Davidson.
3. Foster more collaboration between the ethnic student organizations through the formation of a council of leaders and advisors from all ethnic student organizations that would meet monthly with the Assistant Dean of students.
4. Establish more support programs for Asian-American students.

### **Judicial Affairs**

1. Establish a task force to review the Code of Responsibility for revision.
2. Develop an education program for students concerning the Code of Responsibility and how it operates in the Davidson College Community.
3. To aid in fostering respect for the Code of Responsibility, place a link on the Red Book site where students can get the results of Code of Responsibility cases on an on going basis.
4. Develop a printed publication about the Davidson College Judicial System that can be given to perspective students, current students, faculty, and staff for educational purposes.

**LILLY THEOLOGICAL  
EXPLORATION OF  
VOCATION**

### **Strategic Goals: Lilly Programs for the Theological Exploration of Vocation**

- 1) Due to the ongoing difficulty of communicating who we are and what we do, the Lilly Programs will work to spread awareness of these programs and their purposes, in order to broaden participating in our programs.
- 2) In the light of the conclusion of the Lilly Endowment grant, which has supported the programs to date, we will achieve permanent financing for these programs.
- 3) We will broaden and deepen participation of faculty in our programs in both faculty discussion groups and seminars and course development grants.
- 4) In order to develop more collaborative relationships across the campus, we will work closely to integrate our goals, programs and purposes with Career Services, Chaplain, and Community Service offices, as well as take advantage of the current attention to the issue of church relatedness across the campus community.
- 5) We will create more opportunities for dialogue across the divisions within our campus, including religious, racial, gender, and other division, in order to develop a meaningful dialogue about faith, identity, purpose, and meaning in an increasingly diverse campus environment.
- 6) As the Lilly Endowment funding ends, create a new name and image that will help us more easily communicate who we are and what we do.

# **RESIDENCE LIFE**

## Strategic Goals: Residence Life Office

### Technology

Davidson College residence halls meet the current technology standard of “one data port per pillow”, individualized telephone and voicemail service, and cable television in all residence hall bedrooms and apartment living rooms. Goals for the next five years include:

1. Cable Television
  - a. Work in cooperation with ITS and constituent groups to develop policies and programming for the Davidson College cable channels.  
Associate Director of Residence Life Leslie Urban organized and chairs the Cat-TV committee of students and representatives from ITS. A similar group to develop academic policies and programming is chaired by ITS staff member Kristen Eshelman.
  - b. Cooperate with ITS to develop procedures to respond to technological advances and demand for these new services on campus including pay-per-view, DVR and other personalized viewing services.
2. Computing
  - a. Move many RLO services to Web-based operation in order to increase efficiency and provide services when RLO is closed. Targeted services include: housing lottery, party registration, work order submission, proxy form submission and student residential staff selection.  
Planning has begun with ITS staff member Kenitra Smith.
  - b. Understand and plan for wireless access in residence halls. Cooperate with ITS in developing plans to insure security for students, faculty and staff computers.
3. Security and Access
  - a. Replace and/or upgrade One-Card system solving performance problems with General Meters Corporation and their products.
  - b. Cooperate with the Banner Team and other college departments to migrate from an identity system based on Social Security numbers to a database of new numbers.
  - c. Convert the remaining three apartment buildings now using push button locks to card readers.  
Installation underway.
  - d. As part of our long-range plan to eliminate our key system, install card reader locks on bedroom doors as part of the renovation of Duke Hall. Duke will serve as a prototype and planning tool for the conversion of the entire campus residential system.  
Planning underway.

## **Facilities**

Many of Davidson College's residence halls have been in service for 30 years or more. Their design is considered obsolete by today's standards. RLO's long-range goals include renovating existing residence halls or building new residence halls to provide the space and amenities requested by students and provided by our peer institutions. Goals for the next five years include:

1. Plan for additional or improved residence hall space with the goal of providing the following for students:
  - a. Increased personal space through the provision of more single rooms and/or suite configurations.
  - b. Elimination of basement level bedrooms.
  - c. More amenities including bike storage, study rooms, elevators, kitchen facilities, fitness and recreation facilities, apartment dishwashers, safe and convenient parking.
2. Review and evaluate laundry facilities in the residence halls including use, funding and maintenance.
3. Continue renovation and refurbishment of residence halls according to the established schedule.
4. Renovate and expand Duke Residence Hall for joint use by RLO and Dean Rusk Program.

Architectural planning underway. Fundraising underway.

5. Conduct a feasibility study of Akers, Knox and Irwin Halls to determine the options for renovating or replacing these buildings, built as temporary structures in 1981.

## **Staff**

1. Student Staff
  - a. Continue to review and improve recruitment efforts with special attention to recruitment of male students.  
New recruitment methods involve both faculty and President Vagt.
  - b. Conduct a study of the feasibility and desirability of converting all student staff accommodations to single rooms.
  - c. Implement an Emerging Leaders program for first-year students to foster the development of leadership skills among students who will later assume campus leadership positions, including residential staff positions.  
To be implemented spring 2006
2. Professional Staff
  - a. Improve continuity of job knowledge and service, especially in high turnover positions.

1. Update the “Whose Job Is It?” notebook of position descriptions in monthly format.  
Notebooks distributed to all staff members.
  2. Develop a “Before You Leave Checklist” of policies and procedures for file management, key control, and financial records.
- b. Expand staff to include professional technology expertise through a shared, part-time, or contracted position.

### **External Relations**

1. Improve external relations to enhance understanding of the RLO mission and our part in the mission of Davidson College.
  - a. Develop a brochure series for parents, incoming and prospective students and websites for current students on the following topics.
    - i. “This is RLO” describing mission and core processes
    - ii. Opening and closing policies and procedures
    - iii. Housing lottery
    - iv. Off-campus housing
    - v. One-card
  - b. Initiate “Roomers”, a regularly scheduled Davidsonian advertisement column covering upcoming events and special items of interest.
  - c. Cooperate with Dean of Students Office to include RLO news in summer mailing to parents.
  - d. Cooperate with the Wildcat Handbook editor and advisor to include Area Coordinator pictures and update information on RLO and Patterson Court. Accomplished Summer 2005
2. Initiate regular meetings with constituent groups including SGA and other student groups, Campus Police, Davidson Fire Department, and faculty.

**STUDENT HEALTH  
And  
STUDENT COUNSELING**

## Strategic Goals: Student Counseling Center

### Critical/Strategic Issues

1. Staff size vis-à-vis service demand
2. Lack of diversity of staff
3. Building restrictions, size/structure
4. Staff Support—Need for time for case staffing, psychiatric consultation, continuing education, and creative processing/programming development
5. Increased incidence of alcohol and other drug (AOD) problems, especially emerging of hard drug abuse
6. Limitations of current staff knowledge and time regarding IT/ web page

### Goals

1. Add a Full Time Counselor position (Seek age, ethnic diversity; IT skills)  
*--New Counselor for Minorities Outreach hired, September, 2005 ("Minorities" refers to ethnic minorities, international students, and first-in-family-to-attend-college.)*
2. Obtain a building/architectural study (including toilet facilities), especially concerning incorporation of "basement area" into SCC and SH use *--Basement area ceded to Employee Nurse Practitioner, August, 2005 --Old SHF inpatient room (recently used as storage area) converted to office for Part-time counselor, September, 2005*
3. Clinical Staff support: a) professional journals; b) time/process for regular brainstorming/planning and follow-through on such plans; c) formal case staffing time and psychiatric consultation--*Adding to biweekly 1.5-hour administrative SCC Staff Meetings, are a new biweekly 1-hour Clinical Case Staffing Meetings, beginning January 25, 2006.*
4. Add Health Education Fellow position
5. Address the staff areas of professional interest/focus (AOD, ADA, Eating Disorders, IT, etc.), especially in the wake of DeWitt Crosby's retirement in June 2005--*Dr. Samson, Crosby's successor, was hired with interest in Eating Disorders, August, 2005*
6. Overhaul/expand SCC Web Page, including developing several online brochures
7. Obtain campus availability of "Complementary" mental health services (massage, light therapy, biofeedback, etc.)
8. Add groups—support and/or therapy to SCC offerings---*Support group for students with Eating Disorders advertised in December, 2005, to begin in January, 2006*

--WDS, 12/04

Rev. 12/05