DIMENSION: SUPPORT STUDENTS TO BUILD RESILIENCY

OBJECTIVES

Objective 2.1: Enhance knowledge of scholarship on resiliency, develop a common framework and language, and extend skills for engaging in educational dialogues by establishing communities of learning for division staff and paraprofessionals.

Objective 2.2: Fortify campus support systems by examining existing programs and services using a common framework of resiliency to determine strengths and gaps in direct support, peer to peer systems and partnership opportunities.

Objective 2.3: Expand community support for students through enhanced communication and collaboration with parents and families, faculty and staff outside of Student Affairs, and other regional professionals and service providers.

COMMITTEE MEMBERSHIP

Laurie Ackles, SSP (co-chair)
Wendy Gelbard, AVP for Student Health, Counseling, and Wellness (co-chair)
Rob Eckhardt, College Restoration Program
Megan Jaros, Student Health, Counseling and Wellness
Alyson Jones, Disability Services Office
Susan Joseph, International Student Services
Sharon Kompalla-Porter, Center for Residence Life
Chelsea Petree, Parent and Family Programs
David Reetz, Counseling and Psychological Services
Donna Rubin, Student Wellness
Cha Ron Sattler, Academic Support Center
Josh Snyder, English Language Center
Shelley Zoeke, Disability Services Office
SUMMARY OF MEETINGS
Monthly Committee Meetings: 10 committee meetings during late summer and fall term (8/5/16, 8/30/16, 9/8/16, 10/11/16, 11/10/16, 12/8/16, 12/19/16, 1/5/17, 1/10/17, 1/19/17). Committee chairs met additionally.

- Metrics review and Year 2 action plan created
- Introduction, review, and discussion of Failing Forward by John Maxwell.
- Development of functional common language and framework
- Planning for January Divisional Meeting to introduce common language and framework
- Preliminary planning meeting with speaker, Dr. Eells.
- Committee working lunch with Dr. Eells, Cornell University
- Debrief of divisional meeting
- Divisional training plans solidified

SUMMARY OF WORK ACCOMPLISHED
- Used Failing Forward by John Maxwell to assist the committee in furthering their understanding of and fostering their ability to discuss resiliency in a concrete manner. Used this material to aid the group to expand their thinking about resiliency, create an accessible common resiliency language, and develop a usable framework for resiliency work with RIT students.

- Established common language and framework for guiding students toward a more resilient mindset.

- Planned and delivered division-wide training to 143 SA staff that introduced the concept of resiliency and RIT common language and framework (4 Rs) related to resiliency and grit.

- Created marketing tools (pens) to reinforce the established framework.

- Updated SA Strategic Plan Website with training PowerPoints and 4R framework handout in order to make training materials accessible division-wide.

- Established and administered survey to measure the extent to which division members buy into the concept of common language and framework for guiding students toward a resilient mindset and to what extent the training attendees understood and were likely to use the concepts presented.
WORK IN PROGRESS/PLANNING FOR SPRING

- Reach out to SA departments for individualized training and follow-up regarding practical application of the framework
- Further development of common language that fits within the resiliency framework
- Work to embed common language (visual environmental evidence) across SA student service areas
- Initial ideas regarding the establishment of a GRIT website

RESOURCES NEEDED
- Human: Marketing assistance
- Fiscal: Marketing items

METRICS PLAN
1. Continue work on Metric 1: Substantial adoption by student affairs departments of a consistent framework and language of student resiliency. (Objective 2.1)
   a. Participants in the divisional training were asked to complete a questionnaire at the end of the session. The questionnaire measured the extent to which division members buy into the concept of common language and framework for guiding students toward a resilient mindset and to what extent the training attendees understood and were likely to use the concepts presented.
      i. After the training, 63% of respondents understood the concept of resiliency extremely well and another 35% understood the concept moderately well.
      ii. Only 35% of respondents understood the concept of resiliency extremely well before the training, compared with 63% after the training.
      iii. After the training, 90% of respondents felt it was extremely (45%) or moderately (45%) important to have a common language of resiliency in the Division, as compared with 69% before the training (23% extremely; 46% moderately).
      iv. 78% of respondents who attended the training indicated they were extremely (29%) or moderately (49%) familiar with the 4Rs framework.
      v. 90% of respondents who attended the training indicated that they are extremely (51%) or moderately (39%) likely to use the 4R’s to guide others toward a resilient mindset, as compared with 65% before the training (29% extremely, 36% moderately).
b. A second survey will be administered three to six months after the session and will measure the extent to which participants know the resiliency language/framework and are using that language/framework in their student interactions.

c. An initial scan of the electronic and physical environment of 15 Student Affairs departments showed a weak representation of relevant resiliency related language. There was no common language demonstrating a commitment to the idea of student resiliency. This scan will be repeated annually.

2. Adjust and begin preliminary planning and work on Metric 2: Enhance and expand campus support systems (direct service, peer to peer and partnerships) that develop resiliency in students. (Objective 2.2). Evaluate programs, services and policies in the Division that develop student resiliency on a rubric which assesses their adoption of the resiliency framework. (e.g. none, partial, full). Evaluate services and policies with a goal of increasing the adoption of the framework by Divisional efforts already focused on resiliency. In addition, increase the number of Divisional efforts which identify building resiliency as a focus of their work and thus the number of programs included in this analysis.