THE TEAM

Team Co-Chairs
Laurie Ackles, Spectrum Support Program (co-chair)
Wendy Gelbard, Student Health, Counseling and Wellness (co-chair)

Membership
Rob Eckhardt, College Restoration Program
Megan Jaros, Student Health, Counseling and Wellness
Alyson Jones, Disability Services Office
Sue Joseph, International Student Services
Sharon Kompalla-Porter, Center for Residence Life
Chelsea Petree, Parent and Family Programs
David Reetz, Counseling & Psychological Services
Donna Rubin, Student Wellness
Cha Ron Sattler-Leblanc, Academic Support Center
Josh Snyder, English Language Center (added Year 2)
Shelley Zoeke, Disability Services Office

THE PLAN

Dimension
SUPPORT

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.

5-year vision statement

Students with the ability to recognize, face, and manage challenges are more resilient and better equipped to navigate today’s changing world. RIT believes that the capacity to enhance student resilience begins with an aware campus community, a common resiliency framework, and a shared language.

With RIT’s innovative spirit and shared values, students, parents, faculty and staff will embrace a growth mindset and identify failure as an opportunity to develop resiliency and create success. The RIT community will have an innovative way of looking at failure. Failure at RIT will be normalized as part of success.
The Division of Student Affairs will provide programs, services, and support that foster the development of self-awareness and a resilient mindset, thus positioning students to successfully navigate transitions into, through and beyond college.

**Metrics and outcomes statements**
Adoption by student affairs departments of a consistent framework and language of student resiliency. (Objective 2.1).

Enhance Division student support systems that develop resiliency in students. (Objective 2.2)

Parents/families and campus partners will actively support students in building resiliency. (Objective 2.3)

**ACTIVITY AND RESULTS**
**Year 2 summary of activities and the related impact**

**Objective 2.1**: Activities
- 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.
- Polled student affairs staff using survey to measure outcomes related to understanding of resiliency language and framework
- Created marketing tools to reinforce the established framework
- Delivered resiliency implementation workshop to Res Life and ASC staff
- Specific outreach to College Restoration Program students regarding “building a resilient mindset”

**Objective 2.1**: Impact
- As a result of Division wide training related to resiliency, Student Affairs staff became familiar with the concept of resiliency and the RIT common framework and language that will be put forward in future years as the basis for supporting and developing student resiliency.
- According to the data collected in the survey that followed the divisional training, Student Affairs staff understands the importance of having and using a common framework and language to build student resiliency.
Metrics plan and results from year 2

METRIC PLAN (Objective 1) Participants from the outreach efforts complete a short survey at the end of the division wide training session in January 2017. The survey measures the extent to which participants know the resiliency language/framework and are using that language/framework in their student interactions.

OUTCOMES:
- 143 staff members attended the training and 99 completed the survey
- 63% of respondents understood the concept of resiliency extremely well after the training, compared with only 35% before the training
- 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).
- 78% of respondents who attended the training indicated they were extremely (29%) or moderately (49%) familiar with the 4Rs framework.
- 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).
- Adoption of framework and language will be measured in Fall 2017 using a self-study rubric to understand the level of adoption.

METRIC PLAN (Objective 2): Support team members will work with student affairs departments to assist them in examining existing programs and methods that support the development of student resiliency. Support team members will guide departments toward the use of the resilience framework and common language. Team members will finalize development of a protocol for interviews including a rubric for department level self-study assessment. Self-study assessment will measure the intentional use of the framework and evidence of common language in Student Affairs services and programs.

OUTCOMES: To be measured in year 3. Support team members will assist all student affairs units in understanding their current strengths and gaps in use of the framework in practice, messaging and programming as well as assist them in developing a department level plan for enhancing existing programs and services in order to fortify campus support systems that build resiliency.

FUTURE DIRECTION

Year 3 plan
- Solidify plan for outreach efforts and professional development programs that target Student Affairs staff as well as campus partners.
- Assess the individual level knowledge, understanding and intentional use of the common language in practice, messaging and programming (rubric scored)
- Assess the unit level adoption of the framework (rubric scored) and assist units in articulating a plan for improvement.
- Assess the intentional use of the resiliency framework in the services and programs (individual interview and survey)
Year 4-5 plan

- 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.