THE TEAM

Team Co-Chairs
Heath Boice-Pardee, Associate Vice President
Kerry Foxx, Director of the Center for Leadership and Civic Engagement

Membership
Bethany Dragert, Spectrum Support Program (T-shape)
Dan Hickey, Academic Support Center (OTG)
Tim Keady, Student Health (OTG)
Inge Meffert, Academic Support Center (T-shape)
Amanda Metzger, Center or Leadership and Civic Engagement (T-shape)
Tarra Ognissanti, Center for Residence Life (T-shape)
Sarah Pavia, Center for Campus Life (T-shape)
Hannah Ramsey, New Student Orientation (OTG)
Colette Shaw, Center for Student Conduct (OTG)
Alyshia Zurlick, Center for Campus Life (T-shape)

THE PLAN

Dimension
Students who engage in learning opportunities to develop as T-shaped professionals are more likely to be successful contributors in their future careers and communities. The Division of Student Affairs is at the forefront of the strategic efforts to create an educational environment leading to on-time graduation of students who have developed skills and expertise in a specific field as well as the ability to collaborate and apply knowledge across disciplines with experts in other areas.

Objectives

3.1 Establish and market recognized pathways for the development of professional competencies through experimental and learning opportunities.

3.2 Collaborate with University partners to provide students with methods for the demonstration, evaluation, and articulation of professional competencies.

3.3 Collaborate with University partners to provide students with clear policies, practices, and programs that support on-time graduation.
PROGRESS SUMMARY

Objective 1
Establish and market recognized pathways for the development of professional competencies through experimental and learning opportunities.

- On hold pending direction from University “T-team”.

Objective 2
Collaborate with University partners to provide students with methods for the demonstration, evaluation, and articulation of professional competencies.

- 100% student employees receive a performance appraisal process that includes reflection on competencies and primary job responsibilities.
  - Presented at June 1 division-wide meeting about the work generally and opportunities for units to interface with the work specifically. Discussed, with the division, (a) a preliminary definition of student employment, (b) the 3C’s competency framework, and (c) the importance of integrating self-reflection into the student evaluation process. Provide units an opportunity to discuss opportunities and barriers related to the evaluation of their student employees.
  - Throughout the Fall semester, we engaged in 1:1 conversation with unit directors to (1) discuss the importance of evaluating student employees, (2) solicit a commitment to beginning to evaluate their students in the Spring semester, and (3) to invite them to a panel discussion related to student employee evaluation.
    - From this work, 13 units agreed to (1) begin evaluating their student employees, (2) to include 2 of the 3C’s as part of that evaluative process, and (3) to include a self-reflection as part of the evaluation as well. 15 units agreed to send a representative to the panel discussion.
    - We scheduled a panel discussion featuring representatives from units across the division who had doing student employee evaluations. The original panel had to be rescheduled due to “RIT’s Historic Announcement”.
    - The rescheduled panel took place on Tuesday, January 23. 11 units were represented at the panel discussion.
  - Developed a series of evaluative templates that units could use when evaluating their student employees. The templates were emailed out to everyone who attended the January 23 panel discussion. They will also be featured on the Student Affairs website.
Objective 3
Collaborate with University partners to provide students with clear policies, practices, and programs that support on-time graduation.

- Interface with all departments in the division to facilitate discussion about departmental policies, practices, and programs that facilitate, are neutral to, or detract from on-time graduation.
  - Conducted 2 division-wide sessions for department managers on November 15 and 16 sharing research on “best practices” in student retention.
    - From this work, we developed an “Activity Sheet” for departments to use as a tool to assess their own “best practices” for student retention.
    - Once the Activity Sheets are collected, we will meet with select departments to discuss in greater detail.
    - The outcome will be to highlight 3-5 best practices around the division as well as to work with departments to enhance daily practice in facilitating on-time graduation.