GRINNELL COLLEGE

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To: **Russell K. Osgood, President of Grinnell College**
From: **W. Houston Dougharty, Vice-President for Student Affairs**
Re: **Annual Report from Division of Student Affairs, 2008-09**
Date: **July 2009**

The 2008-2009 academic year included great accomplishment and challenge for the Division of Student Affairs (DSA). The accomplishments, as detailed below, included some adjustments in: **mission, values, and vision**; **organizational structure**; **staff recruiting strategies, hiring, evaluation, and training and development**; **relationships with student leadership**; and **program/department assessment and review**. After the review of those divisional initiatives and a list of DSA goals for the past year, each department/program accomplishments for 2008-09 year are detailed, followed by a comprehensive list of DSA goals for 2009-10.

Our new **mission, values, and vision** was developed in the fall semester by a collaborative and diverse working group, comprised of staff from throughout the DSA.

DSA Mission:
The Division of Student Affairs advances the College mission and strategic plan by intentionally fostering and proactively promoting student learning and development within our residential liberal arts college community, where self governance and personal responsibility are hallmarks. We achieve our mission by embracing our core values.

DSA Core Values:
We value:
• Student-centeredness
• Diversity, social justice, and global citizenship
• Being curious, learning, thinking critically, reflecting, and pursuing passions
• Relationships, collaboration, and partnerships
• Providing challenge, support, empowerment, and accountability to students and colleagues
• Integrity, honesty, authenticity, well-being, and personal responsibility
• Hard work, dedication, and positivity

DSA Vision:
The Division of Student Affairs aspires to be a nationally recognized model, comprising exemplary, collaborative, and student-centered educators, who challenge students as they discover their potential, achieve excellence, and serve the common good.

This year each DSA department and program will revisit its own mission, values, and vision to assure that all are aligned with the College's mission and strategic plan, as well as the DSA's new mission, values, and vision.

We continued to refine the **organizational structure** of the DSA – under the leadership of a vice-president and team of 11 deans and directors – so that autonomy is respected yet collaboration and integration are maximized. See the updated DSA Organizational Chart as attached.

In a year when we needed to fill critical **staff** positions in Residence Life & Orientation, the CRSSJ, Health Services, and the CDO, we strategically implemented a more targeted, aggressive and intentional approach to writing job descriptions, listing and posting the openings, and in pursuing candidates whose profiles closely matched our desired position characteristics. Consequently, we were able to very successfully hire the following new staff in these areas:

- Andrea Conner, Assistant Dean and Director of Residence Life and Orientation (formerly of Bard, Knox, and Macalester Colleges, BA Coe, MEd Iowa State); Residence Life Coordinators Dan Hirsch (BA Carleton, MEd U of Southern California), Rachel Wike (BA Colgate, MA Michigan), and Eric Vos (BA Middlebury, MS Northwestern);
- Rabbi and Community Service Coordinator Howie Stein (BS Cornell U., MA Hebrew Union); Religious Life Intern and RLC Michael Hunt (BA UMBC, MDiv Emory); Alumna Emily Guenther '08 also found success in her first year in the CRSSJ as Prison Program Coordinator.
- We also attracted and hired two outstanding staff nurses in Health Services, Deb Shill and Lesa Smith, who have provided excellent care to students and added to the positive energy in the DSA.
- Last fall we also had three excellent new colleagues join the Career Development staff – Assistant Director for internships Mike Caldwell, Career Counselor Trent Dernbach, and Recruiting Coordinator Katie Thorson.
- In addition, Denise Bennett, formerly of ITS, was hired to assume the Administrative Assistant position working with the VPSA and Dean for Academic Support and Advising – in addition to taking responsibility for the DSA's web presence.

For the first time in many years, ***every*** DSA staff member worked with a supervisor to complete an annual **performance evaluation** – and many were able to benefit from a 360° approach that allowed them to hear feedback from a variety of colleagues and students. This has proven to be particularly helpful within an environment where staff have been reluctant to provide direct feedback to each other. Each staff member now also

establishes individual goals at the beginning of the academic year that serve as a basis for the annual performance review.

One new **training and development** strategy that we have implemented is a monthly All-DSA staff meeting in which we have a content focus (i.e. institutional research, community relations, athletics, etc.) and also share intentionally with each other the updates and issues from our own positions and departments/programs. We also have instituted all-DSA staff retreats at the beginning of each term to enhance our knowledge of each other, our work, and our goals. As a Division, we planned, prepared, and served the Community Meal at Davis Elementary School on three separate Tuesday nights – feeding more than 100 residents of the city each evening. The DSA deans and directors also read and discussed a relevant book together – Generation Me by Jean Twenge, Ph.D. – and will continue to do so regularly, as are several department/program staffs. Staff members throughout the DSA are carefully and intentionally using their professional development funds to attend workshops, as well as regional and national conferences – at which several are presenting (NACADA, ACPA, NACE), a number are officers (NACE, NASPA, ISPA), and at which we successfully recruited outstanding new staff (NASPA, ACPA, Placement Exchange).

We intentionally enhanced the regularity and quality of our contact with **student leaders** – including SGA, SAAC, and various student organizations. This was done by having weekly 1:1 meetings with various SGA officers, bi-weekly lunch meetings with the SGA cabinet and DSA deans and directors, and by strategically attending a wide variety of student events. Students-at-large and student leaders were actively involved in every staff search that was conducted this year – including reviewing applications and interviewing candidates at every stage. Former and current SGA vice-presidents for student affairs are continuing to work closely with the Dean of Students and other staff to improve and update documents related to student conduct and the Student Handbook. The SGA president co-chaired the Task Force on Alcohol and Substance Abuse Prevention, marking the first time that a student leader was involved in the Drug Free Schools and Communities Act Biennial Review process. The Dean of Students also created an advisory group of Student Advisors to consult with regularly on Residence Life and student staff issues – the Assistant Dean will continue this group next year.

The formal **department/program assessment and review** process commenced this year with Health Services successfully conducting a thorough self-study in the fall and hosting a visit team (comprised of students, staff, faculty, and health colleagues from Cornell College and Wooster). Much was learned from this process and a number of the suggestions from the assessment report have already been implemented. The staff and programs of the Center for Religion Spirituality and Social Justice will participate in this review process in 2009-10.

The DSA joined the Student Voice consortium, sponsored by NASPA, and this year – assisted by the Institutional Research staff – participated in the Profile of the American College Student and content area surveys in the areas safety and judicial, diversity, and student activities. This is a three year agreement that will allow us to participate in the

Profile annually, in addition to three different content areas annually (2010-residence life, recreation/wellness, civic engagement/leadership; 2011-career planning, orientation/parent programs/senior year experience, mental health/counseling). In addition to providing Grinnell data, the advantage of this consortium is that we also have benchmark data from a group of other small, residential, liberal arts colleges (including Denison, DePauw, Kalamazoo, Macalester, Occidental, Otterbein, Simpson, and Puget Sound) – comparative data which is rarely available through other assessment tools. The departments and programs of the DSA have been introduced to the CAS Professional Standards for Higher Education and are beginning to implement them in planning, programming, staffing, and assessment.

Challenges for the DSA have included managing a great deal of change in direction, focus, organization, and staffing. And if addressing these various challenges wasn't enough, there were criticisms and allegations from various campus constituencies that questioned the validity of these changes and the veracity of those implementing them. While many of these observations were ill-founded and mean-spirited, the staff of the DSA admirably weathered the storm of critique and still managed to meet nearly all of its goals for the year (see below) – and now finds itself fully staffed and diligently, strategically assessing the year past, while planning for 2009-2010.

Division of Student Affairs (DSA) Goals 2008-09:

- Develop new DSA Mission, Vision, Values – short-term and medium-term ☑
- Implement new DSA organizational structure – short-term and medium-term ☑
- Train and integrate new Dean of Students position, while subsuming housing into Residence Life – short-term ☑
- Focus on DSA programs that are highlighted for new/improved initiatives in the Strategic plan – short-term and medium-term ☑
- Implement DSA assessment plan (each department/program will conduct a self-assessment in the 10 year period between reaccreditations) – short-term, medium-term and long-term ☑
- Begin by evaluating and reformulating Health Services – short-term ☑
- Complete Mental Health Review – short-term ☑
- *Make recommendations for future mental health/counseling services at Grinnell, post-2009 – short-term and medium-term ☑
- *Search for and implement new Disability Resources Director and CDO Associate/Assistant Director (graduate/professional school) positions – short-term – ON HOLD
- Raise profile and reputation of the DSA and its departments/programs (web presence, brochure, lunch program with other campus areas, etc.) – short-term, medium-term and long-term – in progress
- Focus on relationship with SGA and its leaders – developing a leadership development program with them – short-term, medium-term and long-term ☑
- Assist SGA in revisiting its budgeting model – medium term
- *Increase professional development involvement of DSA staff and connection to professional organizations and other opportunities – short- term, medium-term and long-term – ☑
- Increase relationships with the four primary higher education graduate programs in Iowa (UI, ISU, UNI, Drake) – (Houston Dougharty has been asked to serve on the

ISU graduate program advisory board and is teaching a summer graduate seminar at Drake) – short-term, medium-term and long-term ☑

- *Design and begin a graduate summer intern program (general student affairs and orientation) – short-term and medium-term – ON HOLD
- Move the Student Handbook on-line – short-term ☑
- Revise the Family Resource Guide (formerly Parent Handbook) – short-term and medium-term ☑
- Conduct a policy audit, developing rationales and connecting policies with college values – medium-term and long-term – in progress
- Assess effectiveness and organization of judicial affairs (conduct) processes – short- and medium-term ☑
- Engage the campus in dialogue about and clearer definition of self-governance – short-and medium-term ☑
- Evaluate and improve DSA staff recruitment and hiring process – short-term and medium-term ☑
- Focus on improving the culture of trust and collaboration within the DSA – short-term, medium-term and long-term ☑
- Develop DSA emergency response protocol – short-term ☑
- Update death of a student protocol – short-term – in progress
- Establish, with students, a social justice peer educators program and staff – short-and medium-term ☑
- Review all seven active Grinnell Corps programs – short- and medium-term (postponed to 2009-10, as part of the CRSSJ review and assessment)
- Create a Campus Safety & Security Student Learning Outcomes Assessment Handbook for the student security program and the overall department using the AAHE's nine principals of good practice for assessing student learning – medium-term and long-term
- Re-configure Academic Support/Triage Team – short-term ☑
- Continue to enhance working relationship with our faculty partners in Nollen House – short-term, medium-term and long-term ☑
- Institute a welcome letter to each class and parents from the CDO describing what activities could take place, with regard to career development – short-term, medium-term and long-term ☑
- Intentionally mentor the Alternative Break Coordinators in order to revitalize this program, as well as potentially expanding offerings – short-term, medium-term and long-term
- *Plan for a leadership retreat for the multicultural groups to be hosted in a metropolitan area in the fall – short term
- *Fully evaluate NSO and prepare a plan and budget for revised program that better integrates the pre-orientation opportunities – short-term, medium-term and long-term ☑

(*Progress impacted by staffing challenges or budgetary concerns)
(☑ Goals that are achieved or where significant headway has been made)

2008-09 Accomplishments by DSA Department/Program

In June 2009, for the second consecutive year, leaders from each of the departments and programs in the DSA completed a comprehensive and uniform end-of-year report and profile that describes their missions, goals, staffs, challenges, accomplishments, and plans. Below, in no particular order, is a compilation of their reported achievements for the year.

Academic Advising:

- **Service to students** – our staff interacted with at least 460 students (based on the number of electronic student records that were edited this academic year). Not all were having academic difficulty – some may have come in to request a personal leave, medical leave, to clarify an academic policy, etc.
- **Workshops and Outreach** – we planned and facilitated 11 workshops in the fall and spring semesters for students to build academic skills in time management, choosing a major, and speaking up in class. Four of the workshops were specifically during Tutorial class time or for football team, so attendance and participation was excellent. We added additional outreach in the form of "tabling" – once at lunch and another time during the Wellness Fair.
- **Student Tutoring Program** – Hanna continues to coordinate peer tutoring for all subjects in the humanities and social studies divisions. Denise manages the payroll for this very involved program; it employs dozens of students. In fact, this year, although the same tracking wasn't used to determine how many students sought tutoring, over 1280 hours of tutoring was received, based on payroll. At a historic average of 4.5 sessions per student, this works out to about 143 students per semester.
- **First-Year Tutorial Program and the Tutorial & Advising Committee** – The Committee this year was very focused on the training and orientation of the new Tutorial faculty, which was very helpful as we implemented those orientation sessions this Spring.
- **Grinnell Science Project** – This past year Joyce worked with Elaine Marzluff (chemistry), Rafael Cabeza (biology) and Karen Shuman (mathematics) as the leadership for GSP. We had the largest group ever at pre-orientation (45), which made for some interesting challenges with housing and program implementation. Our excellent student leaders and quick footwork allowed it to be a great week. The group continued to meet through the fall and early spring to continue the new students' transition. This Spring we lost both Karen Shuman and Rafael Cabeza, but recruited back Mark Schneider (a program founder) and Elizabeth Trimmer (chemistry) to assist with the new group for 2009. We have focused our recruiting efforts this year to bring the right group of students into the program.
- **Students with Disabilities** – The office served as a first point of contact for students with disabilities. We assisted 56 students with regularized accommodations; several more sought information about getting tested; others consulted with me about academic matters but didn't request accommodations. Denise helped various students 75 times during the academic year with using our testing room or providing them a computer in another location to take an exam.

- **Transfer Student Orientation & Program** – Hanna organized and coordinated an excellent orientation to campus for our new transfer students in both fall and spring semesters. In the Spring semester the transfer orientation is the *entire* new student orientation, so the program is quite involved. Hanna also served as a point of contact for them throughout the academic year.
- **Second-Year Initiatives** – For the third year Joyce participated in the planning for and presented at the Second-Year Retreat in the fall.
- **ADA/Accessibility** – Joyce joined a Committee that Jennifer Krohn started, called the Accessibility Committee, a group focused on issues of access for students, staff and faculty with disabilities. This group moved forward with the recommendations from the June 2007 ADA Audit. Late this Spring Jennifer and Joyce planned Part 2 of that audit, inviting the auditor, Scott Lissner, back to campus – this time to focus on policies, programs and services, as opposed to the physical plant, which is largely improved since the previous visit. Joyce is working on revisions to our campus policy on accommodation for students with disabilities, which hasn't been examined in over a decade. Admission has recruited another wheelchair-using student, who will be our second wheelchair user in recent years.
- **Mental Health Review** – Our Committee wrapped up the self-study and external review of student mental health services in October. We have had extensive negotiations with PCMHC (and President Osgood) related to College's desire to create our own counseling center and available service contract from PCMHC. We finalized a plan for 2009-2010 which will continue a similar contract to the current one. It was determined that an on-campus counseling center needs to be launched initially with at least *two* full-time staff, not just one. President Osgood has agreed to strongly entertain such a proposal for 2010-2011, with hiring to take place in 2009-2010. Through this process very important conversations were had, and systems were actually enhanced, in particular as we worked with the new College Liaison from PCMHC, Dr. Alecia Sundsmo.
- **Faculty Advising** – Joyce collaborated with Dan Reynolds in creating and facilitating the Advising and Mentoring Summer Workshop for Faculty during the week after Commencement. We had active participation from 11 other faculty with wide-ranging backgrounds and experiences also – from brand new faculty to professors with many years of advising experience. Our theme was based on relatively new work emerging from the advising professional association, NACADA (National Academic Advising Association), which emphasizes advising as a form of teaching. When examining that paradigm, faculty can embrace advising not as a form of "counseling," but rather as engaged teaching, and the notion of a "syllabus" sets the stage and guides the interactions between adviser and advisee. By the end of the week faculty were asked to create a syllabus or other tool that they would find useful in their advising of students. Some chose to write set of expectations to guide the advising relationship between

faculty and student. Others wrote departmentally-based information that can be communicated in the form of emails, blogs or other web-pages for majors or potential majors in their department. These will serve as templates on a web-page that I will create from the Academic Advising office later this summer, to enhance the web "Toolbox" that already exists for faculty advising (http://www.grinnell.edu/offices/studentaffairs/acadadvising/facultyresources/).

- **Iowa Small College Counseling Conference** – The group of small college counselors from around the state of Iowa holds a meeting each semester on one of the campuses. Grinnell hosted the Spring meeting, largely due to the efforts of RLC, Katie Lau. We attempted to provide focus for the meeting, hosting a panel to talk about the relationship between student affairs and mental health services, and by asking each participant to bring a "best practice" from their campus. Discussion was rich, and this provided a good service to the state.
- **Eating Disorders Taskforce** – Joyce joined Jen Jacobsen and others who formed Eating Disorders education and policy group with the goal of bringing appropriate parties together to discuss disordered eating. We had representation from student affairs, health services, mental health, athletics, and dining services. All members of the group learned quite a bit from each other, in particular from the expertise of Alecia Sundsmo. We organized the first Eating Disorders Awareness Week with a focus on films and discussion about body image, exercise and eating. Our year of meetings culminated in a draft protocol for working with students with eating disorders, and an initiative to hire a part-time nutritionist who could assist with an eating disorders treatment team on a very part-time basis.
- **Online Academic Difficulty Reporting system** – Denise and Joyce worked with Wayne Twitchell, ITS, on upgrades to our reporting system, which has largely been converted to an online format. This system allows faculty to report students of academic concern so that Academic Advising and the student's faculty adviser can reach out to assist the student as possible. The remaining step is to allow faculty to submit reports online. Everything else at this point is automated, but reports are still submitted by email or in hard copy. The College explored other contractual options – purchasing software from vendors off-site – but because of the budget situation we have been using in-house resources to the best of our ability.
- **New Student Mailing** – Joyce worked with Nancy Maly in Admission to coordinate discussions about the mailings and email communication with new students. New students receive at least 11 significant mailings from the College in the summer before arrival, including student health card, payment (online), student health insurance, computing at Grinnell, new student orientation, choosing a Tutorial, disclosing a disability, financial aid, housing, dining, etc. Due to the disparate means that offices use to send mailings, the "look" of the mailings, and the cost, offices are encouraged to streamline mailings and use online technology (Pioneerweb) communicate with entering students. In addition to cost savings, this has actually enhanced content, since more (and more timely) information can be displayed or linked to.

Campus Safety & Security:

- The department was able to complete all its goals for 2008-2009.
- The Adopt-a-Residence Hall/Building Program was initiated and is growing.
- We implemented of a Student Learn Program, in which all new student employees of the office will take an assessment test when they start working for the department and when they leave.

Career Development:

- Hired three new staff members; career counselor, assistant director and recruiting coordinator.
- Took on an RLC for 10 hours per week in the fall and a different RLC for 5 hours in the spring.
- Totally revamped and improved the CDO website.
- Developed the Career Development Guide, Employer Brochure, Guide to Internships, Post-Graduate Opportunities Handout, Dress to Impress, Investment Banking handout and Office Brochure as PDF's on the CDO website. Developed new handouts to include lab skills for Biology, Chemistry and BioChemistry, 3 separate handouts, Liberal Arts Skills sheet and a Winter Break To Do List.
- Revamped both the CDO Newsletter and InternConnection Newsletter.
- Participated in faculty meeting with the sciences.
- Hosted a luncheon for all faculty Grant Chairs/Co-Chairs.
- Hosted the first ever Graduate and Professional School Fair.
- Developed the first ever Post-Graduation Status Report.
- Provided the first ever Kaplan review courses for the LSAT and MCAT.
- Instituted the career management system, NACELink by Simplicity, branded as PioneerLink.
- Updated and revamped the fall and spring workshop schedule.
- Created new programming to include CDOke, CDO Café and *The Office* Mini-Marathon.
- Increased Grinnellink internship opportunities for students through alumni outreach.
- Instituted the Resume Drop, Quick Stop and Drop by programs for students.
- Implemented the use of Focus2; an interactive career development software package that assesses career readiness.
- Increased participation by our students in the Iowa College Recruiting Network
- Hosted our first ever International Parent Dessert during orientation.
- Participated in Student Move-In Day, Community Meal and Second Year Retreat
- Hosted "Wine, Dine, How to Act Fine" for SA staff.
- Developed "The Market is Down, You Don't Have to Be" program to address the economic and job market hardships.
- Worked with the Alumni Relations Office to host two Arizona events sharing CDO programs and service.
- Hosted a panel discussion for Careers in Student Affairs Month.
- Staff serve on the search committee for Residence Life hire and on the Health Review Committee.

- Sent out congratulations postcards to December graduates.
- Developed a Green Jobs and Internships page for the CDO website.
- Participated in several community outreach opportunities: GRMC, GMRC, Grinnell Lions Club, Poweshiek Iowa Development, Imagine Grinnell, Iowa workforce Development, Iowa Career Expo, Diversity Focus in Cedar Rapids, Grinnell Chamber of Commerce, Grinnell Community Council.

Center for Religion, Spirituality and Social Justice (CRSSJ), including Social Commitment:

- Offered Religious Millenials- a discussion group
- Mid-week worship (though woefully under-attended)
- *Red Flag Campaign*
- Diwali (Hindu) celebration
- Local Foods Thanksgiving Dinner (assistance with coordination) (Local Foods-- the monthly program-- is also housed here at the CRSSJ)
- *Chai Light Learner's Shabbat Service* (30 Methodist confirmation students and their sponsors(stay for Shabbat Table, too)
- *Transcending Conflict: Israeli and Palestinian Symposium*
- Eid al-Adha (Muslim) – a larger campus celebration (the first in many years)
- Winterfest – a celebration of winter festivals
- Galveston Relief Trip (spring break)
- Collaborative programming with Stonewall Resource Center: Bible study & Film series
- *Men and Violence Symposium*
- *Klezmer Unfettered* Concert
- *Sacred Kitchen* – food justice conversations and cooking.
- *Is That Kosher? The Jewish Response to the Crisis in Postville*, Lecture and Dialogue, Ari Hart '04
- Skylark Project – work with incarcerated women and domestic violence
- *Second Life:* Yom HaShoah lecture and events with Celine Biniak '52
- Survival of (in fact, thriving) Community Meal
- Eight Alternative (Alt) break trips
- Successful search for new Rabbi and Community Service coordinator

Social Commitment:

- The Prison Education Program sent dozens of student volunteers to the prison each week; had two faculty teach semester-long courses there; and obtained faculty approval for a credit-bearing certificate program.
- Interviews with community service group leaders at the end of the year showed that they received appropriate support and had successful years.
- We set a record with 35 seniors applying to Teach for America (almost 10% of the graduates), 10 of whom received offers.
- 31 seniors applied for a Fulbright; our old single-year record was 18. Nine of these applicants received offers.

- We received several honors this year, including being named as a top-producing school by Peace Corps and Fulbright; being invited to read for two national scholarship competitions (Udall and Dell); having a panel proposal accepted for the 2009 NAFA conference in Seattle; and being named a 2009 Honorary Class Member.
- Collaboration with Karen Edwards to develop a database of scholarships and fellowships that extend offers to international students.
- A record 116 students applied for national scholarships and fellowships, beating the old record by 11%. Additionally, 205 students applied for on-campus scholarships and fellowships; the combined 321 applications also sets a one-year record for us.
- Nine Fulbright offers (and three alternates); a Mitchell Scholar; a Boren Scholar (our first Posse Scholar to win a national scholarship); two Goldwater honorable mentions; a Udall scholar and honorable mention.
- Expanded the OSSC website in order to educate students about the range of options for post-graduation service.

International Student Affairs:

- We initiated the use of a "**Shared Space**" for office documents, policies, etc… We have med a lot of progress in this regard – and used the space between Brenda, Hanna, MQ and Karen. This was a positive effort, but we have a ways to go in terms of using it most efficiently.
- We hope that this year was an outlier in terms of the number of **international student arrests**. They ranged in seriousness, including: a) withholding information in a police investigation; b) possession of Marijuana; c) Public Intoxication; d) 3rd degree Theft; and e) 2 violations of Drinking Underage. We worked to support these students; as well as to respond appropriately to friends and family; engage appropriate legal support; and managing SEVIS and other regulatory consequences. **We are grateful for the support of Brenda Strong; the Student Affairs Deans (Joyce; Travis; Deana; and Houston); Steve Briscoe; and our legal counsel at Davis Brown Law Firm in DesMoines.*
- We also had an active year of supporting international students with **mental health challenges**, resulting in academic and social difficulties. Scenarios varied widely, but all offered unique challenges and significant time, energy, and collaboration. **We are particularly grateful for the support of Brenda Strong; Hanna Armstrong; Alecia Sundsmo; the Student Affairs Deans (Joyce; Travis; Deana; and Houston); Karen Cochran; Steve Brisco; and Katie Lau.*
- Our **Spring Celebration Dinner** was a departmental success, as we collaborated with Intercultural Affairs to 'transition' an annual Bar·B·Q to a more formal recognition of international and intercultural student leadership on campus. Dotty Slick, Hanna Armstrong and I worked together to organize a successful event, and we hope to continue it in a similar fashion in future years.
- We made progress on our **Host Family Friendship Program**. 1) We named three community volunteer coordinators in the fall, and have met twice and appreciated feedback from them on a number of occasions. Their feedback will continue to help volunteer's feel more invested in the program – and will also

help us to adapt in valuable ways. 2) We began an annual evaluation plan – initiated this spring, and have re-configured our promotional materials for the program. 3) We have eliminated the home-stay option during Pre-Orientation, and have added child care for special events. 4) We created a web page and an online application process (PDF form) for family participants.

- One concern that arose last summer involved inconsistencies and lack of clarity in our role with **Language Assistants**. We spent a lot of time pooling information and people involved in that experience, and feel pleased with the progress made. Hanna initiated a specialized program (as part of the OISA Pre-Orientation) to focus on language assistants needs during their initial arrival. We collaborated to develop language and protocol for a common contract, salary adjustments (to make them more even), and procedures related to language assistant selection and support. This has required substantial collaboration among the OISA, H.R., the Academic Deans' Office and the language departments.
- Another concern that surfaced early on was a troublesome relationship with the local **Social Security Office**. We worked hard to build that relationship, and were also blessed by turnover in the directorship there. We collaborated on our services for incoming international students and scholars, and found the process to be extraordinarily positive for our office, for the Payroll Office, for SSA, and for our students. We presented a poster on this collaboration at the NAFSA National Conference in LA.
- We made significant changes and improvements to our **Non Resident Tax Program**.
- We collaborated with the **Center for International Studies** on a number of projects this year. We met on a regular basis in support of the CIS Interns; collaborated on the International News featured in the Grill; purchased Commencement Flag Stoles for international seniors; and supported a number of visiting faculty and scholars. I was also asked to serve on the CIS Advisory Board - a positive opportunity for collaboration with faculty in support of internationalization.
- We place a great deal of value on collaboration with colleagues in my position at other small, residential, liberal arts colleges across the country so continue to support efforts in this regard. I chaired a Poster Group for **LAISR** (our Institutional Interest Group, co-founded with Janet Alexander a number of years ago) at the national NAFSA meeting in LA (30 institutions participated), as well as co-chairing a presentation with Virginia Wickline's research on international students attending Wooster, Grinnell, Beloit, Kenyon, Denison, Richmond, and Lawrence. I also submitted an article about Liberal Arts Institutions, which was published in the **International Student Guide to the USA**: http://www.internationalstudentguidetotheusa.com/articles/liberal-arts-college.php

Campus Center Operations & Activities:

- The successes and highlights associated with the Joe Rosenfield '25 Center this year are related more towards service than physical as compared to last year. The student staff members were more confident in their roles. We increased outreach

to faculty and staff to better assure needs are being met in regards to AV needs in the facility. We have increased use of the second floor lobby/atrium area by hosting various educational and student project displays. We also collaborated with various departments & organizations to assist them in providing and enhancing their services to students and the campus community as a whole (i.e., Health & Wellness Fair, Graduate School Fair, etc.).

- There were some physical highlights as well. The main two improvements both related to the Spencer Grill area. First, and probably the most exciting, was the reupholstering of all of the soft cushion furniture in the Spencer Grill area. The colors are much brighter and much easier to keep clean and looking presentable. The second addition in this area was a drinking fountain. This may seem minor; however, there was no drinking fountain on this end of the facility and students come in off of Mac Field (intramurals, socializing, etc.) regularly to get water. One additional improvement was bringing the ping-pong table that was in the Harris Lounge to the Rosenfield Center game room. Table tennis players are very happy to have another table in this space.
- At the end of the 07-08 academic year, we have finally come to an agreement on one plan to address the need to have artwork and color throughout the Joe Rosenfield '25 Center. We now have eight works (comprising of 15 actual pieces) by alumni and students hung throughout the facility.
- The Harris Center has had a complete maintenance of the Cinema sound system, which brought the standard system and surround sound quality back to sounding new. The floor in the Concert Hall was completely refinished over the summer and looks great. In collaboration with SGA, we purchased a new set of portable platforms to be used for dance platforms during parties and for use with other programming events. Overall, we decreased the number of malfunctions by projectionists during the 35mm film showings. We had an inspection by the fire marshal in which there were some items needing to be addressed. These were quickly addressed and some things we were not aware of and were learned and the facility made safer as a result.
- KDIC upgraded to being able to broadcast 24 hours a day at the end of last year. This was accomplished by purchasing software that allows for pre-programmed programming for the times the deejays are not broadcasting live. The station is broadcasting pre-recorded music over the summer—a first. The station's purchase of rights to syndicated programming to expand its program offerings in an attempt to draw more regular listeners to the station has also proven to be showing some success.
- The Student Activity Fund (SAFund) was a very smooth and successful program this year with the revamping of the process and addition of allowing students to apply for funds to present academic papers and attend academic conferences. As the academic year continued, fund supported a wide range of social, cultural, religious, social conscious and educational events. These events provided support to bring speakers, poets, musicians, dancers and to provide ethnically specific foods. A good number of students were able to present independently and/or with a faculty member the individual or joint works at a variety of conferences. A

good number of other students were simply able to attend professional conferences to bring back ideas to assist their organizations here on campus.

- Working with the SGA ACE, Concerts and Films chairs is always a highlight. This year was especially great to see the films program extend itself to do additional programming beyond and around the many films it brought to campus this year. The non-alcoholic (alternative programming) of starting up a Casino Night with prizes, serving mock-tails from a portable bar, dressing the parts and showing a movie with a casino theme in the background was nice to see. This was very successful, a great deal of work, but successful for the time commitment.
- The Student Craft Studio was completely reorganized and cleaned. This was done to better utilize the space, equipment and supplies by the student coordinators, monitors and users. The area is more functional and clean (considering the amount of dust this program produces). The reorganization and new system has even gotten compliments from the custodian who services that area.
- The Young, Gifted & Black Gospel Choir had another very successful year. The choir continues to provide two (fall and spring) full concerts for the community each year and provide music ministry for the Black Church in Grinnell Services held in Herrick Chapel once a month. The choir was invited and performed at one of our community churches. In the spring, the choir had a very successful tour that took the ministry to a teen group home and two different churches in the three Columbus, Ohio area. The tour also took the ministry to a historical church built by the hands of slaves and two schools in the Maysville, Kentucky area. While on the tour, the students took part in a full day educational experience centered on various historical sites along the Underground Railroad in the southern Ohio/Northern Kentucky area.

<u>Intercultural Affairs:</u>

- Celebration Dinner- which is a recognition dinner that honored the multicultural student leaders on this campus; this had been a goal of mine for the last two years and it finally came to fruition this year. This event was made possible due to the additional funding DSA received for leadership development and programs. With the assistance of International Student Affairs staff, Dining Services and a host of other individuals this event was a huge success.
- Senior Dinner- co-sponsored with International Student Affairs for all graduating international and multicultural students and their families during Commencement weekend.
- Hired - three student workers in OIA to assist with further program development of FMP, PCP and multicultural student organizations.
- Mentored- two Latinas who are interested in pursuing student affairs as a profession
- Member- invited to be a member of the Diversity Steering Committee
- Associated Colleges of the Midwest-Committee for Minority Concerns- first time able to attend spring meeting as representative of the College

Residence Life & New Student Orientation:

- Successfully merged Residence Life and Housing Operations into one centralized office.
- Met increased housing demand from largest incoming class by creating 26 additional beds/spaces in residence halls.
- Maintained 98% occupancy rate for residence halls throughout the academic year.
- Collaborated with a variety of constituencies (e.g., athletic teams, SGA, DSA staff, FM staff) to provide one of the smoothest move-in processes in recent history.
- Decreased the number of monetary/restitution fines as a result of fewer damages to the residence halls.
- Increased gender-neutral housing to 10% of all student residences. Prior to this year, gender-neutral housing accounted for less than 1% of all available housing.
- Added one additional residence hall on South Campus to include substance-free housing. The addition of James Hall will significantly help meet the need/demand for substance-free residence halls.
- Assisted students who experienced travel delays during winter break by extending the closing dates of the residence halls (allowing them to stay after initial closing until weather improved).
- In an effort to better support students for whom leaving campus for two weeks during spring break was not feasible (either for monetary or logistical reasons), the residence halls remained open over spring break.
- Successfully completed national search for the Assistant Dean of Students & Director of Residence Life and Orientation position.
- Recruited a very high caliber of Residence Life Coordinator (RLC) candidates who interviewed on-campus in April 2009. All candidates either graduated from, or had experience at, highly-selective, residential, liberal-arts colleges or Ivy League universities. We hired three of our top RLC choices.
- Restructured department to create a one-year term appointment live-out Associate Director position for Kim Hinds-Brush (no new monies were used). This restructuring will provide greater support to our students while simultaneously ensuring institutional memory, as there was only one RLC returning to a live-in position.
- Extremely successful wellness programming (including pancake study breaks).
- Utilized significant student involvement in the professional staff searches, including bringing students to various placement exchanges/conferences to assist with the selection from the front-end.
- Successfully created a student leadership position (i.e., Sr. SA) for the 2009-2010 academic year.
- Assembled one core planning group (consisting of students, faculty and staff) – as opposed to three separate groups (i.e., one for students, staff, etc.) to plan orientation for the upcoming year.
- Utilized CAS (Council for the Advancement of Standards) Standards to infuse “best practices” with NSO curriculum.

- Provided feedback to – and received support from – the Dean's Group with recommended changes (to better align with "best practices").
- Hired Hugh Redford '10 and Alex Peitz '10 to serve as NSO Interns and assist in the revamping and implementation of NSO during summer 2009.

Dean of Students & Student Conduct:

- Expanded College Hearing Board composition to include student representation.
- Created hearing board script to provide more structure during the hearing.
- Revised student conduct/file maintenance system to increase productivity.
- Sped-up case resolution time by providing sanction/outcome letters within 48 hours after hearing board was convened.
- The College Hearing Board was convened on five separate occasions; none of the outcome decisions were appealed.
- The average resolution time from date of incident to the resolution/outcome letter was 16.8 days*.
- Worked with SGA Vice-President for Student Affairs (and the Committee on Student Life) for revising student handbook and policies for next academic year.
- Collaborated with SGA and the Committee on Student Life to engage in a campus-wide discussion on self-governance and used that to reframe the student handbook for the next academic year (i.e., moving more towards a values-based model).
- Created greater transparency by publishing student conduct/judicial statistics in the *Scarlet & Black*, in an effort to better inform the student community as to the types of incidents occurring on-campus - as well as the outcomes for such violations.
- Processed over 150 dean's certification/social clearance forms.

** There was one case that was anomalous as the incident occurred at the end of the fall term and the hearing was not convened until the beginning of the spring term. Otherwise, the average case resolution time (from start to finish) would have been 10.75 days.*

Health Services:

- Conducted Study Breaks in six residence halls (sex information sessions).
- Met with Professor Lopatto's Behavioral Medicine class on September 19, 2008, and helped coordinate a survey which was offered to 90 students while flu shots were given at the JRC on October 16. The final data revealed that the students preferred the flu shots be given at the JRC. Because of that information, the Health Center returned to the JRC about two weeks after the survey and gave an additional 40 flu shots to students.
- Participated on Intimate Partner Violence Awareness Panel Oct 29, 2008.
- Gave "First Aid" training for concert workers 1/25/08, 9am-10:00am.
- Met with Jessica Reidies to check out possibility of Bone Marrow drive. Gave her information and direction for her idea to be student driven. The drive was

held on April 8th with 130 students signing up. Karen C. worked at the Bone Marrow drive from 9-3:30.

- Met with Anna Harrington's group (students) about Plan B (from Professor Seawall's class) and discussed how they would present information at the Wellness Fair on February 17, 2009. Gave information for them to present plus a sample of Plan B. Also spoke with professor Seawell about a survey which was supposed to take place the second semester. This survey would provide information about the general sexual health knowledge on Grinnell campus. The survey was supposed to be conjunction with a class project.
- Sent out 20 student surveys on Health Center services 2/2/09 and 4/14/09. The survey was updated per recommendations of the Grinnell Health Center assessment committee. Fifteen percent of the surveys were returned with no negative and many positive responses.
- Contributed a letter for the NCAA alcohol prevention grant proposal to Jennifer Jacobsen, Wellness Coordinator 2/13/09.
- Participated in Health Services assessment on February 8-10, 2009.
- Wellness Fair Feb 17, 2009. All Health Center staff attended and helped. We provided an interactive check your stress level display, alcohol display (pulled in Grinnell PD who provided the alcohol glasses and interacted well with the students), and had a tobacco display. All displays were well received.
- Was a member of the Small College Counseling Panel April 3, 2009. Worked with a student group on campus called Grinnell ESL. They work with Lutheran Services of Iowa teaching English as a second language to refugees. The Health Center provided free TB skin testing and documentation of results so that they could travel to Des Moines and provide this needed service.
- Worked with Kristen Lovig, Director of Human Resources, and Jen Jacobsen, Wellness Coordinator, to provide 300 free flu shots for faculty and staff.
- In total, the Health Center gave 1200 flu shots and 30 doses of FluMist. Even though the Flu Mist is more effective, we likely will not order more for the 2009-10 season because of the cost. Flu Mist runs about $25.00 a dose. The flu shot is about $18.00 per dose.
- Met with Athletic director, Greg Wallace and Assistant Director, Heather Benning in March to format a health questionnaire which will be used for students in current and new athletic classes to identify health risks.
- Updated Standing Order and Policy and Procedure manual.
- Hired and oriented two new nurses.

<u>2009-010 Division of Student Affairs (DSA) Goals</u>

During the 2009-10 academic year, the DSA will work on many fronts to improve organizational effectiveness, communication, collaboration, accountability, and intentionality – while working closely with other staff and faculty colleagues to enhance student learning, engagement, self-governance, and achievement. Below are goals that have been collectively identified for the coming year.

For the Division as a whole

- Strategically and intentionally implement the DSA Mission, Values and Vision – in part by having each DSA department and program revisit its own mission, assuring that they reflect each other (beginning with work at the summer/fall DSA retreat on August 11).
- Again achieve 100% participation in the spring/summer staff performance evaluation process, implementing feedback from multiple sources and based on annual individual goals established each fall.
- Continue and expand the DSA staff reading program – including the Deans & Directors and beyond.
- Continue to develop and strengthen a culture of trust among all students and Division staff members.
- Successfully complete year two of the DSA assessment & review plan, this year with CRSSJ.
- Continue efforts to raise profile and reputation of the DSA and its departments/programs (web presence, brochure, lunch program with other campus areas, etc.)
- Effectively use the data collected from tools such as NSSE and Student Voice (Profile of the American College Student and content area assessments).
- Focus on continuing to build strong and positive relationships within the DSA and across campus, especially places where there has been erosion.
- Begin to implement the CAS Professional Standards for Higher Education within each area of the DSA.
- Increased professional involvement in state, regional, and national organizations.
- Be viewed by others on campus as experts on students' development.
- Provide an emphasis on social justice ally work and education.
- Work within the college's system to collaboratively create budgets that responsibly help the college meet its fiscal challenges while also maintaining programmatic excellence.
- Collaboratively work to build an on-campus counseling staff and program that works closely with Health Services and PCMH.
- Continue to emphasize the importance and impact of Fall Arrival Day – with wide participation from the DSA and others on campus.
- Be more visible (and accessible) to the Grinnell student population as a DSA by attending as many activities, athletic events, concerts, performances, etc. as possible.
- Better use technology (e.g., chats, Twitter, Facebook) to educate students and to share important updates regarding the DSA.
- Engage in and help lead campus-wide dialogue of what it means to be a part of a residential, self-governing community.
- Collaborate intentionally with faculty, staff, and students around diversity programming on campus.

For Departments, Programs, & Individuals within the DSA

- Assist SGA in revisiting its budgeting model.
- Work more closely with SPARC (student media), especially creating an "on line content" policy.
- Create greater transparency and student involvement in the conduct process by creating a "Community Standards" portal on P-Web that provides regular student conduct statistics/updates.
- Create an on-line Student Handbook that is user-friendly and links policies and procedures to shared community values (while also including the rationale for each policy).
- Complete a Policy Audit of existing Student Handbook policies and protocols.
- Compile and revise Division-wide emergency response procedures and protocols; create a "Duty Handbook" for deans-on-call and RLCs.
- Provide an extensive JudCo and College Hearing Board training curriculum (including the creation of a handbook/manual).
- Work with SGA to create a more open, fair, and transparent JudCo selection process.
- Serve as a "one-stop shop" for students for any residence life issue (e.g., mainstream policies, strengthen communication between various offices, merging "housing" and "residence life" practices).
- Create a community-based programming model in the residence halls.
- Provide an increased focus on RLCs and other staff being viewed as student affairs educators – with the ultimate goal of providing a seamless learning experience for our students.
- Become a leader among peer and aspirational institutions in regards to providing gender-neutral housing.
- Conduct a physical space/environmental audit – identifying improvement needs for furniture, paint, and any other facilities-related matter.
- Advocate for *all* students in every aspect of their residential experience.
- Review the current residential student fine system and move towards a more educational (values-based) philosophy that encourages students to live-out their socially-just principles.
- Re-examine the move-in/move-out experience (and provide a more sustainable/green move-in/move-out process).
- Create an Advisory Committee for the Transition of Student Mental Health Services.
- Complete the transition to a fully online academic difficulty report.
- Re-enliven the Tutoring program.
- Collaborate with the other academic resource centers on campus.
- Continue to assess and develop a long range plan for better usage of the suite previously used by the Stonewall Resource Center (SRC) within the multicultural suite area of the JRC.
- Continue working with FM to appropriately fix the operational and safety issues with the Laurel Leaf Lounge fireplace.
- Continue collaborating/working with the art department faculty, at a possible

more permanent program to provide rotating art projects by classes to provide more student exposure and overall nice visual aesthetics within the JRC.

- Develop a permanent flag display in the Spencer Grill that represents the citizenships of our campus community.
- Continuing to market the CRSSJ as the hub for "service" opportunities.
- Develop greater outreach to moderate to liberal Christians who wish to be religiously active at Grinnell.
- Have the Community Service programs more grounded by the end of next academic year.
- Help give more structure to and mandate comparable guidelines for Alt Break Programs and ReNew. These should also be well-served by a dedicated non-student coordinator/permanent staff member.
- Continue to work with others on campus to establish a travel policy for students and promote regional, national, and international service.
- Establish protocol for employer verification requirements for alumni using the 17 month OPT extension.
- Further develop written office policy and protocol, with special attention to planning for J Recertification and SEVIS II.
- Build our knowledge of and compliance with the J Exchange Visitor program, with a focus on documentation for J Faculty and Short Term Scholars.
- Continue to build our sense of collaboration around Language Assistant support.
- Expand our vocabulary to include and educate about the unique transitions experienced by US Global Nomad Students.
- Create written guidance for a handbook and streamline our communications with international student host family program participants.
- Streamline communication with newly admitted international students (i.e. reduction of mailing costs; expansion of electronic communications; clarification of Verification of Financial Recourses and SEVIS Fee payment procedures).
- Continue to increase awareness of the benefits of good health practices.
- Stay informed of CDC information about the expected fall resurgence of Novel influenza A (H1N1) Flu and how it might impact our campus community.
- Prepare Health Services staff for director's retirement in 2010.

In summary, much has been accomplished during the 2008-09 year within the DSA and there are many ongoing and new projects, ideas, and initiatives that will inspire our work with students and colleagues in 2009-10. We will continue to strive to become a nationally recognized divisional model, comprised of student affairs educators who are creative, student-centered, collegial, accountable, intentional, honest, and trustworthy.