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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 the Division of Student Affairs (DSA) for 2009-10
Date: July 2010

Last summer I wrote that the DSA would “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.” It is encouraging and rewarding to report that the 2009-10 year was full of successful efforts to achieve that lofty aspiration. In stride with a mid-year reorganization that relocated several former DSA programs and departments within Diversity & Achievement, the DSA staff worked increasingly well together as educators of and advocates for Grinnell students.

Below are the results of the goals we established as a staff a year ago, as well as numerous additional accomplishments. **Highlights include:**

- Each DSA department and program staff developed missions, values, and visions, in part by implementing the CAS Professional Standards for Higher Education within the DSA.
- Created an on-campus, combined Student Health & Counseling Services.
- Retained a Residence Life staff through the year which worked extremely effectively, establishing themselves as well-trained and credible student affairs educators.
- Created the Student Development Assessment Group to focus assessment and learning.
- Again achieved 100% annual employment evaluations, most using a 360° approach.
- Increased professional involvement in state, regional, and national organizations and development opportunities.
- Continued strengthening of a culture of trust among DSA staff.
- Working with Student Government Association (SGA) to evaluate the Student Handbook by conducting a thorough policy audit using tenets of Self Governance.
- Assisted Student Publications Advisory Council (SPARC) in creating and implementing an “on line content” policy using Pioneer Web.
- Expanded gender-neutral housing and presented it at a national conference (NASPA).
- Developed a permanent flag display in the Spencer Grill that represents the citizenships of our campus community.
- Created and hosted the first annual spring Leadership Fair, centralizing leadership and employment opportunities for students, programs, and departments.

2009-10 Accomplishments by DSA Department/Program

In June 2010, for the third 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 is a compilation of their reported achievements for the year.

Academic Advising

Led by Joyce Stern, Dean for Student Academic Support & Advising

- Create an Advisory Committee for the Transition of Student Mental Health Services. This included students, faculty and staff to advise on the transition of mental health services to a campus-based system. Several committee members were from the 2008 Mental Health Review Committee. *DONE. We began by educating the committee on the role of a director of counseling by talking with college counseling center directors and training coordinators, and learning about other campuses that operate with combined health/counseling services. This terrific, thoughtful, and hardworking group became the backbone of the Search Committee for the Lead Psychologist and Director of Student Health and Counseling Services.*
- Hire a Health Center Director. Karen Cochran is retiring and we need to fill her position. *DONE. I am very pleased to have promoted Deb Shill into the position of Lead Nurse and Coordinator of Student Health Services. Deb has both the knowledge and passion for this kind of work, and our ability to have her shadow Karen for several months and to begin to groom her for her new role has been excellent. She's a great fit with Grinnell, cares about this place and about her work and she is very responsive to feedback and seems very eager to help with the transitions ahead of us.*
- Hire two full-time Psychologists to staff counseling services. *DONE. We found two terrific people to fill the positions of Lead Psych/Director and Staff Psychologist/Training Coordinator. The dedicated search committees and the process itself taught me a tremendous amount. It is among the experiences I have had in my career that offered the most professional growth for me.*
- Complete the transition to a fully online academic difficulty report. Continue for a second year to work with Wayne Twitchell so that faculty (and eventually others) can submit academic difficulty (and eventually personal difficulty) alerts to our office for easier responding. *ABOUT HALF DONE. I am still hoping we can start off 2010-11 academic year with a completely online system, which means getting it finished over this summer.*
- Assessment of Academic Advising Staff. Administer a revised version of the Student Evaluation of Academic Advising instrument using SurveyMonkey or other online survey tool. *DONE. The Academic Advising staff reviewed the questions to ask, and we streamlined the survey and also included more learning-outcomes questions. We had a terrific process as a staff continuing the discussions about mission and learning goals to re-craft the survey. The survey provides positive feedback and illuminates challenges/gives us things to work on.*
- Assess and re-enliven the Tutoring program. Hanna plans to re-evaluate the entire program, and make adjustments, in particular to the manner in which tutors and tutees connect with each other, paying particular attention to current student use of technology

and involving faculty so that they have a central role in the *learning* that is happening in this peer consultation. *HALF DONE. There is still much more left here to do, but Hanna has certainly paid more attention to this program this year. Hanna did a first-step assessment of Tutoring with a focus group format. This allowed for some enhancements, but we need to do more in that area.*

- Collaborate with the other academic resource centers on campus. Under the leadership of Kathleen Skerrett and Richard Fyffe, bring together various offices that have a common purpose of supporting formal teaching and learning at the college: Academic Advising, Reading Lab, Writing Lab, Libraries, CTSs, ITS, Gallery/Collections, Math Lab, Science Learning Center. Together we seek to create a “presence” and sense of collective usefulness to students and faculty. I will be helping to create a website for this group. *DONE. The website is terrific. The ARC group continues to meet periodically.*
- Create a mission statement for Academic Advising. *DONE. The process was another learning opportunity and it helped bring our staff together to discuss the focus of our work. It forced us to examine and articulate the strategic areas of our office.*
- Propose and present at NASPA with Mark Schneider, Physics, on the Grinnell Science Project partnership between Student Affairs and Academic Affairs. *DONE. Our proposal was accepted and we presented. This was a terrific experience. It’s terrific for both Student Affairs and Academic Affairs to have a faculty member collaborate on this.*
- Service to students – our staff interacted with about 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 10 workshops in the fall and spring semesters for students to build academic skills in time management, choosing a major, speaking up in class and preparing for finals. Three of the workshops were specifically during Tutorial class time or for football team, so attendance and participation was excellent. We also did outreach in the form of “tabling” during the Wellness Fair again this year.
- 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. Most tutoring is done one on one, but four languages, Arabic, Chinese, Japanese and Spanish, held lab hours for drop in help. Hanna expanded peer tutoring this Spring with a pilot program for ‘mentoring’ in two sections of Introduction to Economics. This went well and was well-received by the two instructors, the student mentors, and the students in the courses. The program employed a total of 48 students for work as individual tutors, tutors in the labs, and as Econ ‘mentors’ in two courses.
- Grinnell Science Project – This past year I worked with Elaine Marzluff, Mark Schneider (physics) and Elizabeth Trimmer (chemistry) as the leadership for GSP. We completed our 18th annual pre-orientation. We had 35 participants and 5 excellent student leaders. The group continued to meet through the fall and early spring to continue the new students’ transition. We collaborated with Housing this spring to try a different arrangement for the 2010 participants – they will be housed in their permanent rooms on East campus and will likely be assigned a roommate who is also a participant in GSP.

- Students with Disabilities – The office served as a first point of contact for students with disabilities. We assisted 55 students with regularized accommodations, which is a typical number for us; several more sought information about getting tested; others consulted with me about academic matters but didn't request accommodations.
- 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 recruited faculty to serve as faculty advisors to new students, collaborated with office of the Registrar on registration procedures, and recruited and trained new transfer student mentors.
- Provided several orientations and trainings – I presented to a number of groups: new students with disabilities during NSO, new international students, new faculty orientation, first-year tutorial instructors, student staff, faculty advisers, and second-year students (at the Second-year Retreat).
- ADA/Accessibility – For the second year I participated in a Committee chaired by Jennifer Krohn: the Accessibility Committee, a group focused on issues of access for students, staff and faculty with disabilities. We worked with Scott Lissner on a second part of the campus ADA Audit to focus on policies, programs and services, as opposed to the physical plant, which is largely improved since the previous visit. Programmatic enhancements have occurred across the college this year.
- Faculty Advising – For the second year I collaborated with Dan Reynolds in the Advising and Mentoring Summer Workshop for Faculty. This year Dan facilitated the group and I was a participant for part of the week. The theme was again based on NACADA's (National Academic Advising Association) model of 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. Within this framework 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.

Campus Safety & Security

Led by Steve Briscoe, Director of Campus Safety and Security

- Worked with the Emergency Response Committee on the H1N1 plan.
- Worked with an outside bus company to provide student shuttle transportation to Wal-Mart.
- Released two large truck loads of bicycles to the Fort Madison Prison. The bicycles will be restored and donated to the "Toys for Tots" program.
- Continues to work on obtaining national accreditation from the International Association of Campus Law Enforcement Administrators (IACLEA).
- Continues to work to enhance the current "Adopt a Campus Building Program". The intent is to do more programming for students, faculty and staff.
- The department director attended conferences to obtain information that would further the mission of the department: NASPA Region IV-E Conference in Chicago, IL - November 2009; Student Development Conference at Knox College in Galesburg, IL - February 2010; National NASPA Conference in Chicago, IL - April 2010.

- The department director presented at Western Iowa Tech Community College Security in Sioux City, Iowa.
- Three members of the department attended an Iowa Campus Law Enforcement and Security Conference at Drake University in January.
- The department worked with the Grinnell Police Department on a personal injury accident involving a train on campus in the spring of 2010.
- New Campus Safety & Security legislation effective October 1, 2010 will require the office to have the below in place:
 - Hate Crime legislative changes will require additional crimes to be reported
 - A statement regarding Emergency Response and Evacuations procedures in the Annual report
 - A new Missing Student Notification Policy
 - Fire Safety Procedures
 - Published annual fire report with statistics

International Student Affairs

Led by Karen Edwards, Assistant Dean & Director of International Student affairs

- Installation of the Grinnell Flag Gallery in the JRC: We are very excited that this idea turned into reality! The OISA took the lead, but we were successful because of the enthusiastic participation of others across campus. We presented a poster on this project at NAFSA's national meeting.
- Drafted a new OISA Mission Statement and put it into print and into practice.
- Collaboration with CIS has been invigorating and impactful. Serving on the CIS Advisory Board has given me a voice in a new venue and has exposed faculty to the work we do here. Working with David H. (and others) on DSA Internationalization efforts; research around assessing global awareness of Grinnell's students; our web-site initiative (still in the works); and conducting a staff training session run through H.R. – all have been worthwhile projects.
- We have a new acronym: IPOP (International Pre Orientation Program) and we are enthusiastic about our transition to shorten that program and link it visually and programmatically with NSO. The student leaders on the IPOC (Committee) are excellent and invested.
- This was the 2nd year that we transitioned away from a more 'hands on' support for non-resident taxes. We feel increasingly positive about this change and are thrilled to share that all but 5 of our eligible filers completed their returns through CINTAX.
- Changes that we initiated last year (around Language Assistant contracts, salaries, etc) have been positive. I feel very good about the role the OISA has taken on that topic, and we continue to invest time and energy around this relationship.
- Collaboration with Theatre & Dance for the visit of Nehha Bhatnagar was successful. This endeavor linked us with colleagues across campus and in town (the Arts Center) in very positive ways.
- Perhaps the most valuable work we do is behind closed doors – with individual students. The OISA staff shared the burden (and the joy) of engaging in the first year interview process last fall. We struggle to balance the amount of time and energy spent on individual student appointments – but we also view it as incredibly valuable to our work

and to the student experience with Grinnell College! As we build relationships with our students, we also work to refer and help connect them with other resources to support their situation.

- Brenda Strong's service on the Staff Handbook Committee has been time consuming, but it is extremely valuable for this office to be engaged. Karen's service on the Bias Motivated / Hate Crime protocol revision committee was also valuable, as was Hanna Armstrong's support of the Fischlowitz Selection Committee.
- The 1st Annual Host Family Potluck was a success! We have worked well with our Volunteer Advisory Board to make several positive changes / updates to the Host Family Program – perhaps most specific would be our new Host Family Hosting Handbook. There are currently at 100 families involved in the program.
- MQ Park '10, OISA Student Liaison, was able to facilitate the development our MOSAIC – from a photo-copies newsletter to a full color print magazine. He secured funding support through SPARC to turn his idea into a reality.
- The ISO and the ISB both had successful years. A new program through ISO included collaborating with the Rosenfield Program's Poverty Symposium, including a student panel on perspectives on poverty from around the world. New initiatives on the part of ISB included programming at Drake Library at the Arts Center, as well as an initiative to send 'student shoppers' home to purchase artifacts for the OISA.
- We made an active decision to pass the responsibility for SEVIS FEE payments to the majority of our incoming students (we are still processing the fees for high need students and students from countries where the Western Union or on-line payment option are not available). This change is a specific example of activating our goal to educate and train students to be responsible for their own understanding and compliance with their status as non-immigrant visitors.
- We have transitioned our communication with students from an irregular email messages to a weekly 'FYI from the OISA' email blast. We believe it has increased our readership to keep this as a regular, concise, and non-repetitive source of valuable information from this office.

Cultural Excursions & Immersion Program

Led by W. Houston Dougharty, Vice-President for Student Affairs

- Organized and underwrote excursions to Des Moines and Fairfield to see productions of *Rent*, *August: Osage County*, *Wicked*, and *Hair* – involving over 100 students
- Co-organized (with student leadership) the 2nd annual spring break Cultural immersion trip to NYC for eight students.

Dean of Students

Led by Travis Greene, Dean of Students

- Created and implemented comprehensive Division-wide *Emergency and Crisis Response Protocols* document.
- Produced *DSA Resource Guide for Staff On Call* binders to assist professional staff who serve in on call duty rotation.
- Chaired the Students of Concern (SOC) consultation group and expanded membership to include Director of Intercultural Affairs and the Director of Admission (already seeing positive outcomes and increased information sharing with these two additions).

- Met with students who went to hospital for alcohol and/or drug misuse and made parental contact as necessary.
- Regularly met with SGA cabinet members to build rapport and discuss student concerns – while identifying possible strategies to remedy/address concerns.
- Actively collaborated with the former SGA President, Vice-President for Student Affairs, and Vice-President for Diversity and Achievement to finalize the *Hate Crimes/Bias-Incident Response Protocol*.
- Assisted students who wished to withdraw from the College.
- Increased visibility of the DSA by co-hosting graduate students from Iowa State University and the University of Iowa.
- Asked to serve on the decennial UMR-ACUHO Self-Study Review Committee (our regional housing association).
- Met weekly with the SGA Vice-President for Student Affairs to discuss student concerns and collaboratively develop strategies to address concerns.
- Traveled with Elena Bernal '94, Vice-President for Diversity and Achievement, to represent Grinnell College and visit with the incoming LA Posse scholars and their families to welcome them to Grinnell and answer any questions they might have regarding student life at Grinnell.
- Completed 161 Dean's Certification forms for students applying for graduate/professional schools or working for the federal government since the beginning of the academic year.
- Joined the Grinnell College Enrollment Planning work group whose goal is to provide a more coordinated approach to enrollment forecasting across campus (chaired by Seth Allen, Dean for Admission and Financial Aid).
- Andrea Conner, Assistant Dean of Students & Director of Residence Life and Orientation, and I met with members of the Committee to Foster Foreign Language Study (CFFLS) to discuss ways in which Residence Life and Orientation can better support foreign language houses – while also strategizing with them to find ways to ensure full capacity in each house.
- Continue to serve as President of the Iowa Student Personnel Association (our state-wide student affairs association). As the ISPA President, convened a state-wide Dean's Meeting for senior-level student affairs educators and higher education graduate faculty.
- Helped coordinate effective responses to campus emergencies, including the train incident with students, an accidental student death, and unauthorized spring party that caused much unrest and created opportunities for growth and learning.

Student Conduct

- Members of JudCo and CHB received advanced training and have rendered more successful decisions. None of the JudCo or CHB decisions have been overturned in appeal to the President in the past year, in stark contrast to previous years when procedural missteps or the reasoning of decisions were successfully appealed more often than not. In addition, it is clear that the student learning – upon which conduct processes should be founded – is now occurring during the pre-hearing and hearing conversations and activities, rather than having to be introduced or emphasized during the response to an appeal.

- Worked with the SGA Vice-President for Student Affairs and conducted a policy review/audit of every single Campus Life policy in the *Student Handbook* – creating policy rationales and aligning each policy with self-governance tenet(s).
- Created a manual for hearing boards and partnered with the SGA Vice-President for Academic Affairs to implement a more comprehensive training program for members.
- Revised hearing board process to provide greater clarity of roles and efficiency.
- Maintained practice of providing timely case resolution by providing case opinions to the Vice-President for Student Affairs within 48 hours of the hearing (on average) so that he can then immediately provide a final outcome/resolution letter.
- Attempted to increase visibility of Grinnell College by placing a bid to host the *Donald D. Gehring Academy for Student Conduct Administration* hosted by the Association of Student Conduct Administrators (our national association for student conduct/judicial). Although we were unsuccessful in securing the Academy, our bid was favorably received by the selection member and, as a result, increased our profile within our profession.
- All facets of the student conduct process are intentionally designed to foster and sustain a culture of respect and responsibility. A mission statement for the student conduct program was created – and is aligned with institutional and divisional missions as well as recommendations made from the CAS Standards.
- Compiled student conduct statistics and posted them on the DSA web site (<http://www.grinnell.edu/offices/studentaffairs/conduct>) in an effort to create greater transparency in the student conduct process.
- A total of 18 separate hearings (with 25 individual respondents) were convened during the 2009-2010 academic year (marking a 157% increase from the 7 separate hearings convened during the 2008-2009 academic year).
- The average case resolution time from when the actual date of the incident occurred to when the case resolution/outcome letter was provided to the student was 17.5 business days for the fall 2009 term and 21.12 days* for the spring 2010 term.

** There was one case that was anomalous as the incident occurred in the fall term and, upon recommendation from the College Services Director for the Poweshiek County Mental Health Center, the case was deferred until a mental health assessment was completed in the spring 2010 term. Otherwise, the average case resolution time (from start to finish) for the spring 2010 term would have been 17.4 days.*

Assessment

- Grinnell is a founding member of the National Association of Student Personnel Association (NASPA) Assessment & Knowledge Consortium and participated in a series of on-line *Student Voice* evaluations in spring 2010 term (including: Joe Rosenfield '25 Center and Programming, Mental Health and Counseling, and Campus Recreation student surveys).
- The Joe Rosenfield '25 Center and Programming survey had 347 respondents with 311 respondents completing the survey for a highly significant 89.63% completion rate.
- The Mental Health and Counseling survey had 332 respondents with 324 respondents completing the survey for an astonishing 97.59% completion rate.
- The Campus Recreation survey had 331 respondents with 272 respondents completing the survey for a highly significant 82.18% completion rate.

- Once other institutions complete these surveys, the benchmarking data will be analyzed and distributed to a variety of campus constituencies (e.g., Trustees, President's Staff, Dean's Group, Athletics, entire DSA).
- Results from these surveys continue to be disseminated to a variety of different groups on campus (Trustees, President's Staff, Dean's Group, Athletics, College & Alumni Relations, entire DSA).
- An inter-divisional assessment working group (Student Development Assessment Group) was created with representation from exempt and non-exempt staff from the following departments/programs: Academic Advising, Campus Safety & Security, Health Services, International Student Affairs, Student Conduct, Residence Life & Orientation, Student Activities, Career Development, Social Commitment, and Institutional Research.
- W. Houston Dougharty represented Grinnell College at our regional NASPA IV-E Conference in a session that highlighted the results and benefits of joining the NASPA Assessment & Knowledge Consortium (specifically – for using *Student Voice*, the on-line survey/assessment tool). Due to the success of this program, Houston and others were invited to give the same presentation at our national conference this past March in Chicago to a standing-room only audience of senior-level student affairs administrators.
- The inter-divisional assessment working group, Student Development Assessment Group (SDAG), continues to meet regularly and has initiated a series of self-assessments starting with the mission for each program/department.
- Members of the SDAG will next work on identifying measurable learning outcomes for each of their respective program(s) and department(s).
- Results from the Student Voice survey were shared with representatives from KooperCatz in an effort to increase the profile of Grinnell College – and possibly resulting in a marketing campaign that highlights Grinnell as one of the most idealistic college in the United States.
- A strong culture of assessment and evaluation continues to be hallmark of our Division and we remain one of the leaders throughout the College in spearheading a movement towards evidence-based decision making.

Campus Center Operations & Activities

Led by Michael Sims, Director of Campus Center Operations & Student Activities

Joe Rosenfield Center

- Continued development of and completion of a new mission statement for the Campus Center Operations and Student Activities department (please see in mission and departmental functions section of this report).
- Improved the overall quality of service and response by the JRC student staff.
- Advised and provided financial support for the initial setup and start up of the Student Sexual Health Center in one of the multicultural suites.
- Collaborated in the development, planning, financial support and implementation of the permanent International Flag Display (and associated programming) hanging in the Spencer Grill.
- Assessment. Participation in the implementation of the Student Voice Survey for the Joe Rosenfield Center, Harris Center, Student Activities, etc. Raw data has been received.

- Continued awards program to select and award prizes to acquire student artwork from the annual Student Salon Art Show held in Faulconer Gallery to become part of a permanent collection of the JRC and be hung throughout the facility.
- Implemented a pilot program to provide specific JRC Desk staff to also serve as AV specialists during higher profile events held in JRC 101.
- Developed a checkout procedure and form for use by the Intercultural Affairs Office when checking out keys to groups reserving the multiuse kitchen.
- Continued collaboration with various departments & organizations to assist them in providing and enhancing their services to students and the campus community as a whole.
- Collaborated with Eric Sanning in conjunction with the Art and Dance Departments to bring a variety of visual and interactive arts programming in and around the Rosenfield Center during the spring semester.
- We have been collaborating with Leslie Wright of the Faulconer Gallery on an upcoming visual art display for several of the skylights in the Rosenfield Center.
- Continued collaboration with various departments & organizations to assist them in providing and enhancing their services to students and the campus community as a whole.

Harris Center

- Purchased uniform T-Shirts for the Harris Staff to wear during their shifts to assist with their image and to make them more easily identifiable.
- Revised part of the training process and increased the amount of training/practice time student projectionists must participate in before they can actually be considered a projectionist.
- Currently working on a project that will allow the cinema to project in high definition (HD). This is to be completed by the end of the fiscal year 2010.

Student Activity Fund (SAFund)

- Organized and implemented a committee for reviewing all SAFund requests over \$500. The committee is also charged with the review of guidelines for future administration and allocation of funds.

Student Craft Workshop (Ceramic & Photography)

- The Photography Workshop program doubled the number of users over the Spring 2009 usage of the program.

KDIC

- We implemented broadcasting of KDIC programming in the Spencer Grill 2-4 hours per day. This was a positive thing because it was something that also passed via student initiatives; however, once actually put into practice, this quickly became something that students clearly did not want. Students found this to be disruptive to the daily interactions of the Spencer Grill area and this program was discontinued rather quickly without resistance.

Student Activities

- Continued/continue to provide leadership, advising and resources to a wide range of individual students and student groups and faculty in program development and implementation to bring a variety of quality programming to campus.
- Continued regular meetings and advising of SGA All Campus Events (ACE) Chair, SGA Concerts Chair, SGA Films Chair, SGA All Campus Events (ACE) Security, KDIC Student Station Manager, and the Craft Workshop Coordinators.
- Collaborated with SGA and purchased three inflatable activity apparatuses for indoor/outdoor use. This is intended to support wellness and sub-free programming. Since our purchase of this equipment, we have successfully used them for three different student lead events, during the Selah event, two-nights of wellness programming during exam week, and during Reunion Weekend 2010. We have already gotten our money's worth of our purchase price (\$4,900) of these three pieces compared to rent them the number of times we have already used them.

Young, Gifted & Black (YGB) Gospel Choir

- In addition to the annual fall and spring concerts, YGB had a very successful 5-day, 6-engagement spring tour to St. Paul, MN, Watertown, WI and Milwaukee, WI. The choir ministered to school age children, the elderly, retired nuns and priests at a convent and the general public. While in St. Paul, MN, the choir collaborated and sang with a Cameroonian choir. The tour also included a visit to the Wisconsin Black Historical Museum.
- The choir also collaborated with the Faulconer Gallery and a faculty curated show to do a mini-concert in conjunction with the art show during Black History Month.
- The spring concert included the choir collaborating with a Des Moines based community choir, Restoration & Prayze, which was founded by and is also directed by the YGB Director, Barry Jones.

Residence Life and New Student Orientation

Led by Andrea Conner, Assistant Dean & Director of Residence Life & NSO

- Hired and trained one of the most successful Residence Life Coordinator cohorts in recent history. Retained all RLCs for the full academic year.
- Created and implemented a six-week training program for our new staff. In this comprehensive training, RLCs were better acquainted to the culture of Grinnell College, and were provided supplemental training for responsibilities of the position.
- Established a temporary Senior S.A. position to provide additional leadership and coverage in a residential cluster that was without an RLC (Clark-Langan-Rawson-Gates).
- Enhanced Student Staff Training and significantly revised the Student Staff Handbook.
- Worked with campus partners to enhance the New Student Orientation program. Increased the role of student leadership in the planning and implementation process, including two paid NSO Interns and a volunteer staff of NSO Assistants/Facilitators.
- Increased success, satisfaction, and participation in NSO by revamping the critical core programs, adding alcohol education that focused on harm reduction, and increasing peer-to-peer contact.

- Created a Student Staff Council, whereby representatives from the leadership of each residential cluster would have access to the Assistant Dean, to share ideas, and review new initiatives in the Department.
- Appropriately managed the Departmental responsibilities related to crisis management (via the on-call RLC staff) while still being proactive in the day-to-day operations of the residence halls.
- Thoughtfully revised the mission statement for the department.
- Assigned five RLCs to Collaborative Enrichment Programs (CEPs). Created new programs (Real Men, Grinnell Athletes with Perspective [GAP]), assisted departments that were severely understaffed (CDO) and continued great success in well-established projects (Academic Advising, OISA).
- Established a winter training program for our Student Staff, which occurred in the last three days of January before move-in weekend. The workshops and networking opportunities and tours of downtown Grinnell locations (Drake Library and Chamber of Commerce) were beneficial additions to staff development.
- Assisted in the transfer student orientation for our sole transfer student.
- Coordinated our first-ever Leadership Fair, where interested student leaders could learn about positions for 2010-2011 at one location; additionally, created a “Common Application” in partnership with Residence Life, New Student Orientation, Wellness, and Office of International Student Affairs, so that students and their references could fill out one set of paperwork for each leadership position they were interested in.
- Successfully chose 67 Student Advisors, six Hall Social Coordinators, six Hall Wellness Coordinators, one NSO intern, and 12 NSO Assistants as Student Staff for 2010-2011.
- Commenced a summer internship program via ACUHO-I for a graduate student in a Higher Education/Student Affairs program; selected Chavel Aron from Iowa State University as our first-ever summer graduate student intern.
- Accepted the resignation of Katie Lau and Eric Vos, RLCs, and ended the one-year term for Kim Hinds-Brush as Associate Director, all effective May 31. These salary dollars allow us to return to a model of six RLCs (filling each residential cluster) for the 2010-2011 academic year.
- Searched for, selected, and hired three new RLCs. Conducted screening interviews with dozens of candidates at two national conferences (NASPA and ACPA); offered on-campus interviews to the most diverse and qualified group of candidates ever.
- Coordinated the annual Room Draw process, including the regular draw for doubles and singles, but also Special Housing Draws, Project House applications and presentations, relationship-building with the language departments regarding Language Houses, and off-campus approvals.
- Continued preparations for New Student Orientation 2011.
- Created a new programming model for the Residence Life Coordinators, including the “RLC Programming Series” – a monthly large-scale campus-wide event on a thoughtful, educational, or intellectual topic.
- Contributed to the campus conversation on gender neutrality, and refined the gender neutral housing options in Room Draw.
- Served on the Hate Crime/Bias-Motivated Incident Response Protocol review team.

Student Health Services

Led by Karen Cochran, Director of Student Health Services

- Began preparing for H1N1 in early summer by going to several teleconferences and meeting with Grinnell Regional Medical Center Public Health. Also provided information to the Emergency Response Committee for Grinnell College, as well as deans and directors for Student Affairs, and to the communication department at Grinnell College.
- Provided a great deal of information to Andrea Conner for New Student Orientation. Much of this information was given to the student organizers and used in their power point discussion.
- Presented for RLC, International, and Multicultural student orientation in the fall.
- Presented three sexual health study breaks in the residence halls.
- Met with Jennifer Krohn and Dr. Paul Morgan regarding the "Program of Occupational Health and Safety for Animal Use Personnel" and revised and facilitated the medical form to meet the required standards. Having this in place will allow Grinnell College to obtain research grants.
- Spoke with DVA SAC on October 27th during their campus training.
- Participated on a panel November 17th, 2009 which was in conjunction with "Molecules that Matter" displayed at the Falconer Gallery in the Bucksbaum Center. I spoke about how Prozac and other psychotropics have affected our student population. The molecule Prozac was introduced in 1988 which is the year I started working at Grinnell College.
- Received 1200 flu shots on September 8th and gave all 1200 in 6 days – a new record! Breakdown of shots given: Students-841, Faculty/Staff-339, Spouses 20. For this service the Health Center staff received a Grinnell College Excellence Award. Health and wellness as well as the Human Resource Department sponsored and paid for 300 of the shots.
- Worked with David Lopatto's class to develop a flu survey draft which compared concerns about H1N1 and seasonal flu and the vaccination.
- From the beginning of the fall semester Health Services staff saw an increased number of students with upper respiratory infections which may have been a lesser form of the H1N1. The peak came the week before fall break when we saw 406 ill students. At that time we had 2 confirmed cases of H1N1, but many more students definitely had the symptoms and we isolated approximately 40 students. We kept an excel flow sheet of ill students which was posted in the Med Share folder for the RLCs and deans and updated an excel flow sheet for dining on a daily basis so that isolated students could receive meals in their rooms. Each isolated student was provided a "sick kit" which contained instructions about their isolation and care. The CDC advises that we may have a second round of the H1N1 in January. This will occur when the seasonal flu is also prevalent.
- The number of ill students seen for spring 2009 has increased by 600 students compared to fall 2008.
- With the help of Grinnell Regional Medical Center Public Health, we were able to provide 2 H1N1 vaccination clinics on campus. The first clinic was held on November 17th for students with chronic illness and the second on November 24th for all college students. About 600 of our students took advantage of the vaccination clinics.
- Wellness Fair Feb 9th, 2010 – all Health Services staff attended and helped. We provided an interactive "check your stress level" display; alcohol display (invited

Grinnell PD who provided the alcohol glasses and interacted well with the students) and had a tobacco display. All displays were well received.

- March 10, 2010-Spoke at Heather Benning's class about important screenings for women in their twenties.
- March 13, 2010-Provided student advisor in-service on emergency situations. Focused on alcohol overdose and how much responsibility and ownership the SA should take and when to notify the RLC or call the ambulance. Partnered with Alecia Sundsmo who spoke about mental health situations.
- Prepared for the renovation of counseling offices over spring break.

Division of Student Affairs Goals for 2010-11

For the collective DSA

- Create and measure learning outcomes for the DSA and all programs & departments (while further incorporating use of the CAS Standards in the DSA).
- Successfully complete self-study and external review process for: Office of International Student Affairs; Student Activities & Campus Center; and Student Conduct programs/departments.
- Support the success of the first combined year of Student Health and Counseling Services (SHaCS).
- Continue to develop and strengthen a culture of trust among students, faculty, and staff – especially in relation to the programs and services of the DSA.
- Solidify changes in the student deposit process that are streamlined and provide accurate dating regarding continuing students (one part of larger retention/enrollment management issues).
- Continue to address campus “party culture” – and our College philosophy, policies, practices and interventions regarding alcohol and other drugs. This is an issue of wellness, attrition, and liability – the Harm Reduction Committee is beginning to address this and will need institutional guidance and support as we positively shift the culture.
- Addressing the considerable gap in the understanding of and appreciation for both the profession and field of student affairs and Division of Student Affairs on our campus – among faculty, other administrators, trustees, and students.
- Continue intentionally shifting the campus culture toward positivity – away from the prevailing cynicism to a more healthy skepticism; from simply being critical to a clarified focus on critical thinking; from default competition and fault-finding (administrative ‘whack-a-mole’) to collaboration, mutual support, and assuming the best of each other; from silos and boundaries to cooperation and seamlessness. We believe this major issue is one of our largest impediments to excellence.
- Exploring the possibility of integrating faculty more into the after-hours lives of students in intentional and educational ways, with particular focus on residence hall programming.
- Develop and distribute a resource guide to faculty and staff on how to best serve distressed and distressing students.
- Hold “open forums” in the residence halls throughout the year to better understand the student experience and address some of the more pressing concerns in a timely manner.

- Create strategies for a more sustainable student move-in and move-out of the residence halls – working with colleagues in FM and student leaders and activist groups.
- Be more visible (and accessible) to the Grinnell student population by attending as many activities, athletic events, concerts, performances, etc. as possible.
- Intentionally increase the knowledge, proficiency, and learning of all student staff and employees.
- Encourage all DSA staff to be professionally active (locally, regionally, nationally and internationally) to promote professional development and to assist in the Division's vision of becoming a premier student affairs unit among small private liberal arts colleges.
- Effectively and intentionally coordinate advisement for student led organizations: SGA, SPARC, Bob's underground, Lyle's Pub, Craft Workshop, Voicebox, Model U.N., Debate & Forensics, and Mock Trial.

For DSA Departments, Programs, & Staff Members

- Complete the transition to a fully online academic difficulty report (and hopefully expand to a comprehensive tracking system for all students of concern). Continue for a third year to work with Wayne Twitchell so that faculty (and eventually others) can submit academic difficulty (and eventually personal difficulty) alerts.
- Reexamine and revise the policies for students with disabilities who need accommodation; examine program effectiveness through student survey or focus groups particularly in anticipation of our interest in hiring a disability director/coordinator.
- Administer a revised version of the Student Evaluation of Academic Advising instrument using SurveyMonkey or other online survey tool. Include learning outcomes. Consider surveying students who participated in the tutoring program, and students who were provided accommodations.
- Re-enliven the Tutoring program, including: revising some parts of the tutoring program including design manual for Chinese lab operation and management; updating tutoring web site and tutor/tutees online resources; creating tutoring brochure and poster and other methods of advertisement; reviewing evaluations of mentorship program and plan fall mentorship program; and re-evaluating the entire program, and make adjustments, in particular to the manner in which tutors and tutees connect with each other, paying particular attention to current student use of technology and involving faculty so that they have a central role in the *learning* that is happening in this peer consultation.
- Collaborate with the other academic resource centers on campus (ARC). Under the leadership of Kathleen Skerrett and Richard Fyffe, continue to find common initiatives within areas of the ARC (Academic Advising, Reading Lab, Writing Lab, Libraries, CTSs, ITS, Gallery/Collections, Math Lab, Science Learning Center). Initiatives are likely to include 'interdisciplinary' workshops. The group also needs a "look" for publications.
- Participate in the ACM FaCE "First-Year Learning Outcomes and their Assessment" grant project. Kathleen Skerrett is spearheading this, but will involve representatives from the Tutorial and Advising Committee. This initiative is led by Colorado College and Lake Forest College. There will be an initial meeting of representatives from all collaborating partners on November 4-5th in Chicago at the ACM office.

- Develop written institutional policy and protocol around non student international visitors to Grinnell.
- Complete Biennial Review of campus alcohol and other drug policies and programs.
- Review and update Grinnell's I-17 in preparation for SEVIS II.
- Develop a plan to respond to student concerns around airport transportation.
- Consider a working group to discuss issues around non-F/J non-immigrant students and undocumented students.
- Continue to build our International Speakers Bureau, with an eye toward institutional commitment to this effort (starting with 'OISA Summer Shoppers').
- Maintain and build our visibility among partners, with special attention to Campus Internationalization efforts and to our institutional leadership at NAFSA.
- Better utilize technology in the tracking and case management of student issues.
- Create and implement a *Domestic Violence Response Protocol*, in collaboration with other appropriate campus and local resources.
- Revise the DSA emergency response protocols and procedures document, as needed.
- Better use technology (e.g., chats, blogs, Twitter, Facebook) to educate students on the role of the Dean of Students and to share important updates regarding the DSA.
- Establish a Student Affairs interest/resource group for interested undergraduate students who might be interested in pursuing a career in student affairs.
- Create an online webinar for parents or family members on various issues (e.g., harm reduction, engaged parents, student privacy rights, student conduct issues, mental health, rumor control).
- Create a generalist, student affairs summer internship program – both to give back to our profession, attract top notch higher education/student affairs graduate students to Grinnell College, and receive high-quality work at a relatively inexpensive cost.
- 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 and 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).
- Use existing database management systems (i.e., Datatel) to better manage and track student conduct records.
- Create and implement an ethical decision-making program in collaboration and consultation with other campus constituencies.
- Investigate the feasibility of implementing other modes of resolving campus conflict (e.g., alternative dispute resolution, restorative justice boards).
- Develop and measure learning outcomes for each program/department.
- Revise *DSA Assessment and Review* guide/template and timeline.
- Create a PowerPoint presentation that provides empirical data on the Grinnell College student experience and share that information with key stakeholders.
- Continue to provide a high quality of service to all users of DSA facilities.
- Continue to provide leadership development to students and organizations in the process of program/activities development, planning and implementation.

- Continue to assess and develop a plan for better usage of the 3rd Floor Student Organization Storage Locker Room.
- 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.
- Maintain and refocus the stage spotlights in the Harris Cinema.
- Create and train a small staff/crew (4-6) that would work and be responsible the setup and operation of the newly acquired inflatable recreation equipment.
- Collaborate with ITS and the AV Center to upgrade the JRC meeting/class rooms so they more closely resemble what faculty members see in the academic building classrooms.
- Collaborate with SGA Films to purchase and install a HD projector and player in the Harris Cinema to provide a venue on campus capable of projecting high definition images.
- Collaborate with International Student Affairs and the Center for International Studies to have a satellite dish installed on the Rosenfield Center to allow the capability to broadcast more international news in the facility and to the campus community as a whole. This is an effort to increase the internationalization of our campus and the JRC.
- Collaborate with International Student Affairs and the Center for International Studies to have electronic clocks installed in the Spencer Grill that would display several international time zones. This is an effort to increase the internationalization of our campus and the JRC.
- Introduce faculty presence in the residence halls via RLC programming.
- Continue to enhance the New Student Orientation to better align with the Grinnell experience and values.
- Increase accountability for Student Advisors regarding the position responsibilities, introduce a departmental community service event, and further the advancement of the student staff program.
- Partner with Jen Jacobsen, Wellness Coordinator, to launch Hall Wellness Coordinator position; assess the sustainability and necessity of the Hall Social Coordinator.
- Conduct a physical space/environmental audit – identifying improvement needs for furniture, paint, and any other facilities-related matters in the residence halls.

In sum, there was much excellent work done in the DSA this year – anticipating the needs of students, educating them, serving as their advocates and providing challenge, support and services to them. We are an increasingly collaborative and intentional staff of student affairs professionals – both within the DSA and throughout campus as we work more deliberately and positively with our colleagues. We are committed to fulfilling the goals for the year ahead as stated above, in addition to providing the daily developmental guidance, support and challenge to Grinnell students.