

**Division of Student Affairs  
Mid-Year Strategic Plan Progress Report**

GOAL & OUTCOME	REPORTING DEPARTMENT	GOAL / OUTCOME DESCRIPTION & PROGRESS
<b>I</b>		<b>Develop new and innovative programs and services which will effectively form collaborations to enhance the academic experience for students and our retention efforts.</b>
<b>I</b>	Student Activities & Leadership	<ol style="list-style-type: none"> <li>1. Collaborated with UGS in training the peer mentors in OMA on involvement and academic balance.</li> <li>2. Presented to SAGES advisors on Org Sync and student involvement.</li> <li>3. Provided to 4 SAGES classes on the importance of student engagement and getting involved.</li> </ol>
<b>I</b>	Residence Life & Services	<ol style="list-style-type: none"> <li>1. Continued to work closely with Undergraduate Studies for communication, co-supervision, student emergency and urgent response, and co-planning.</li> <li>2. In September the Dean and Assistant Dean of Undergraduate Studies joined the RL&amp;S staff for a discussion about big picture planning for increased communication and planning for SYE and UCE. The focus of the conversation was that SYE and UCE coordinator roles should not duplicate the FYE model, but enhance. Discussed SYC interventions that would come at a time complementary to the assistant dean midterm notices, focusing on the early weeks of the second year. Enrollment management staff regularly attend the First Year Experience staff meetings led by RL&amp;S and UGS.</li> </ol>
<b>I</b>	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>1. CCEL Director served as faculty advisor for UCAP 395, Community-based Capstone this fall for a capstone titled "The Effects of Resettlement on Child Refugees," which combined a weekly experiential service learning project with literature review, critical thinking, regular meetings, a poster presentation at Intersections, and the writing of a significant paper.</li> </ol>
<b>I</b>	Greek Life	<ol style="list-style-type: none"> <li>1. We have developed partnerships with ESS, UGS and the Career Center to help enhance the academic support our chapters are providing their members</li> </ol>
<b>I</b>	Educational Services for Students	<ol style="list-style-type: none"> <li>1. Created SELP Mentoring team to work with undergraduate international students as they adjust and find their way within the campus community</li> <li>2. Created fee-based spoken English program for graduate and professional international students who are not teaching assistants and therefore not eligible for UNIV 402 course sequence</li> <li>3. Working on creating a chronic illness support student group in collaboration with University Health Services</li> <li>4. Created ISS Student Success Services for international students in collaboration with International Student Affairs</li> <li>5. Created and facilitated a series of program offerings on inclusion topics related to international students for the SAGES Fourth Hour Programs</li> </ol>
<b>I</b>	University Counseling Services	<p>Current and past efforts include: All Achieved / Continuing throughout academic year:</p> <ol style="list-style-type: none"> <li>1. UCS representation on SOC - UG and Grad committees to identify students at risk</li> <li>2. UCS participation w/ ISS - Student Success Luncheons</li> <li>3. UCS Check-In group for students w/ MH needs</li> <li>4. New programs to help students reduce /manage stress - Biofeedback; affiliation groups, e.g., African American /Sankofa ; Veterans Day Celebration activities</li> </ol>
<b>I. A.</b>		<b>Enhance services and programs in residential units to focus on academic support, experiential learning, etc, and to be more deliberate in bringing these services and programs to students.</b>
<b>I. A.</b>	Residence Life & Services	<ol style="list-style-type: none"> <li>1. The FYE continues in the model of First-Year Coordinators reporting to Undergraduate Studies, and those staff members attend UGS meetings, retreats, trainings, and social events.</li> <li>2. The Asst. Director of Residence Life has also attended some of those meetings.</li> <li>3. This year so far, the Dean of Undergraduate Studies has added liaisons by assigning assistant deans to the SYE and UCE experiences to enhance communication.</li> <li>4. The Director of Residence Life continues to serve on the Students of Concern meeting (Mondays) and the Academic Standing Committee (each semester.)</li> <li>5. FYCs meet with students who experience multiple midterm deficiencies. This year so far, we have increased urgent interventions ("wellness checks") for residential students when a dean or faculty member is concerned.</li> </ol>

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I. A.	Multicultural Affairs	Participated in a Raymond Multicultural Program where presented OMA initiatives and programs to participants. Advised an RA on a program on diversity & body image.
I. B.		<b>Career Services and International Affairs to increase focus on the second year experience and the complexities that students face during that year.</b>
I. B.	Student Activities & Leadership	1. The Second Year Institute (2YI) planning team improved the curriculum to enhance personal goal planning and focused on Strengthsquest training to build self-awareness and confidence. In an effort to remain vigilant to the needs of the 2nd year student, the team facilitated a process for participants to create an action plan which would directly assist them in the remainder of their tenure at CWRU.
I. B.	Multicultural Affairs	1. Presented OMA at "Taste of the World" program organized by the Residence Life second year coordinator. 2. Participants played "Keeping it Real" game and learned about OMA initiatives and programs. 3. Collaborated in planning and attended the Second Year Institute/retreat with ResLife & StudActs&Lead staff. 4. Plans are underway to partner with UGS to create a model similar to a program entitled A.S.P.I.R.E (Academic Success through Personal Investment and Responsibility) a semester long, group program to help students that are not in good academic standing develop the motivation, academic skills and personal behaviors to be successful.
I. B.	Center for Civic Engagement & Learning	1. A CCEL staff member serves on the SYE committee to collaborate with other departments to support second year students.
I. C.		<b>Explore with the Academic Deans a faculty mentoring program to be implemented in the residential units. Such mentoring should complement the work of academic advisors, graduate, and professional staff.</b>
I. C.	Physical Education & Athletics	1. Each Varsity team has a designated Faculty Advisor working with the student athletes on the team.
I. C.	Residence Life & Services	1. The primary new item for the SYE with regard to Undergraduate Studies as been the assignment of an Assistant Dean liasion to the Second-Year Experience. 2. Dean Wolcowitz set expectations that that person meet regularly with the SYE staff in RL&S and do co-planning for programs and themes in the SYE. 3. This semester has also seen increased direct communication between Second-Year Coordinators and respective Assistant Deans about individual student issues.
II		<b>Continue to develop new and innovative programs that both develop a greater sense of community and enhanced CWRU pride. Market these programs and areas effectively.</b>
II	Student Activities & Leadership	1. Please refer to SAL strategic plan update under School Spirit/pride for a full update. This strategic goal is aligned with one of the three goals under development in the SAL.
II	Physical Education & Athletics	1. Please see the partnerships on App. 1 of the Dept of Physical Education and Athletics Varsity Teams engagement with campus constituents.
II	Residence Life & Services	1. Residence Life and Services staff continue to program around existing events for athletics and other university-wide initiatives such as Homecoming. 2. The Councils and RHA participated in the Homecoming parade, and staff participated in the development of and distributed posters of athletic schedules. 3. RHA and staff trainings, and RA Council, included discussions of the concept of "spirit" and "pride."

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II	Thwing Center	<ol style="list-style-type: none"> <li>1. Thwing Center is deceptively complex however; we continue to develop innovative programming spaces.</li> <li>2. At its best, Thwing Center connects us with the past and represents the greatest legacy for the future spirit of Case Western Reserve University.</li> <li>3. Thwing Center provides shelter, encourages productivity, embody school spirit, culture, and certainly play an important part in the lives of CWRU student engagement. In fact, the role of Thwing Center is constantly changing. Thwing Center today supports CWRU campus through classroom learning, communication of meeting, events, educational meeting, community, and so much more. Thwing Center can function effectively as an area where students can feel engaged and empowered.</li> <li>4. Working with Planning, Design &amp; Construction they have committed to up funds to add \$500K (from CPFM/Facilities) to Thwing project is in process.</li> </ol>
II	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>1. CCEL programs foster a "sense of place" and a greater connection to the larger community, which enhances student pride that CWRU is part of Cleveland.</li> <li>2. CCEL Exec Council organized the first "CCEL Week" that promoted greater sense of community on campus by having daily activities that included a vote to provide a philanthropic gift to a student organization that supports a meaningful social cause, a t-shirt campaign to highlight student participation in campus organizations, and a note writing/distribution event as part of World Kindness Day to enhance the feeling of CWRU as a caring community.</li> <li>3. CCEL coordinated a Grad Service Day during grad student orientation to build more community among grad students.</li> <li>4. CCEL distributed civic engagement mini-grants to support a variety of student organization events that promote a sense of community (e.g. the Ebony Ball).</li> </ol>
II	Greek Life	<p>Just about everything we do goes to creating a greater sense of community and enhanced CWRU pride. Greek Life is a key part of what our Greek students love about CWRU and the better we make their experience the stronger their ties to and pride in CWRU will be.</p>
II	Educational Services for Students	<ol style="list-style-type: none"> <li>1. Designed and purchased ESS/CWRU spirit shirts for staff as well as ESS paraprofessional teams to wear on Spirit Friday</li> <li>2. Re-branded ESS one-pagers</li> <li>3. Advise Accessibility Student Group</li> <li>4. SELPer Mentor Team marched with a banner in the 2014 Homecoming Parade</li> </ol>
II. A.		<p><b>Work with the different student governments, clubs, and organizations to focus on collaborative programming efforts. Pool resources to develop some new programs which focus on community development, tradition and school spirit.</b></p>
II. A.	Student Activities & Leadership	<ol style="list-style-type: none"> <li>1. Overall, Homecoming 2014 was filled with collaborative events that celebrated community and the pride students have in CWRU. The selection/interview process for the Homecoming Court significantly emphasized how the candidates feel about CWRU, how they themselves demonstrate their school spirit. Some of the signature programs where collaborations and the celebration of school pride was strongly emphasized included the Case Student Showcase (12 performance student organizations) and the Trivia Night at the Jolly sponsored by the SLJC. Both included the participation of so many student groups.</li> </ol>
II. A.	Student Conduct & Community Standards	<ol style="list-style-type: none"> <li>1. Reached out to Student Government and hope to involve them further on anything being implemented out of Student Conduct.</li> </ol>

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II. A.	Residence Life & Services	1. RHA and Councils continue to support other student organizations through co-sponsorship, which is developed through formal process of presentation at the General Body meeting on Monday nights. FYE continued traditions such as the opening ceremonies and orientation events; 2. SYE continued traditions of the tailgate and Taste of the World; UCE continued traditions of Octoberfest and a new initiative specifically focused on community development in response to some grafitti in the Village. 3. The UCCC will implement in the spring semester, with a theme about words mattering.
II. A.	Thwing Center	1. Every organization that has a large event in Thwing Center meets with the staff to help the student to rethink who is their audience and in doing this we help to support the collaboration of student groups working together. This is also the time where we educate students on CWRU policies and procedures as they relate to the event and campus i.e. fire codes, safety resources and these are skills (community development) they will take with them long after graduation.
II. A.	Multicultural Affairs	1. Multicultural Leaders Roundtable has continued to work to facilitate collaborative programming between cultural groups, avoid duplicate or competitive programming, and enhance communication toward mutual goals.
II. A.	Center for Civic Engagement & Learning	1. CCEL formed a "Collaboration Committee" within its student Executive Council to pursue collaborations between student organizations, departments, and CCEL. 2. CCEL coordinated a fall meeting of our Student Service Alliance, which is a group of student leaders from student organizations engaged in civic engagement activities, with the goal of increasing collaboration among these groups. 3. CCEL met with Mistletoe over the summer to formulate areas of collaboration within service and leadership. As a result, CCEL participated in a student leaders roundtable with Mistletoe and Mistletoe formed a Relay For Life team. 4. CCEL staff members participate in committee meetings to discuss leadership award ceremonies and to begin looking at overlap in leadership and service trainings on campus. 5. CCEL Executive Council serves as review board for the CCEL mini-grants, which enables CCEL to sponsor civic engagement activities hosted by a variety of student organizations.
II. A.	University Counseling Services	1. Greek Life and Res Life Training in MH issues and assisting in the collective mourning process for the deaths of 4 students - Fall 2014
II. A.	Greek Life	1. We have collaborated with Student Activities on Homecoming, CCEL on Saturday for Service, Athletics on Greek night at a basketball game and ESS on helping to recruit international students.
II. B.		<p><b>Develop innovative programs that support CWRU athletics and enhance student pride on campus. Coordinate efforts between Residence Life, Student Activities and Leadership and Athletics to have student and alumni events around athletic contests.</b></p>
II. B.	Student Activities & Leadership	1. UPB hosted a tailgate at a football game prior to Homecoming in hopes of celebrating school pride. 2. UPB also cosponsored a Homecoming kick off at the Soccer game the Saturday before. 3. UPB co-sponsored this with CASA and COC.
II. B.	Residence Life & Services	1. SYE sponsored a football tailgate. 2. Councils and RHA supported and programmed around Homecoming week, with special focus on the parade. 3. RHA sponsored an alumni reception in the Tink for homecoming.
II. B.	Multicultural Affairs	1. Participated in inaugural 1st Year Students on Sports Teams Welcome event.
II. B.	Greek Life	1. Sponsored a Greek night at the men's and women's basketball games on February 6th and have Greek students participating on the Throwback Weekend committee.

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II. C.		<b>Collaborate with appropriate offices to develop a common calendar for students with university events. Better utilize My Experience.</b>
II. C.	Student Activities & Leadership	1. The SAL is working in collaboration with USG to significantly promote the calendar on Org Sync. The VP of Finance from USG (Chippy Kennedy) mandated the posting of all events as a requirement for receiving funds. SAL will be significantly marketing the calendar to the student population beginning January 2015. UPB actively used the Org Sync calendar all fall, posting their events and advertising this link.
II. C.	Physical Education & Athletics	1. Will meet with SA IT to integrate athletic events into OrgSync. Spring term 2015
II. C.	Residence Life & Services	1. RHA and Councils have established and uploaded much information onto the OrgSync pages, with RHA serving as a model for use of the platform. The staff portal has enjoyed many voluntary subscriptions by RAs and other staff members. There is an umbrella for "Residence Life" and we are still learning and experimenting with using it to push events to all sub-portals.
II. C.	Multicultural Affairs	1. At present, working with Multicultural Leaders Roundtable to coordinate planning of events for dates/times/locations
II. C.	Center for Civic Engagement & Learning	1. CCEL created a portal within OrgSync. CCEL manages the Serve at CWRU umbrella within OrgSync. CCEL developed an OrgSync survey for community partners in order to develop a partner database within Org Sync during early spring semester, which will be searchable for students to find opportunities.
II. C.	Greek Life	1. We are creating a Greek umbrella in OrgSync which should allow Greek events to filter up to a larger university calendar.
III		<b>Enhance and enrich programs and services which support the university goals of supporting diversity and inclusion. Create programs for all students which foster civility, respect, and understanding.</b>
III	Student Activities & Leadership	1. The Student Leadership Journey Council offered a 'Theatre for Social Change' workshop at the annual Fall Leadership Conference. 2. SAL sponsored the annual Stephanie Tubbs-Jones 5K race for education during Homecoming '14. 3. The Class Officer Collective offered "Almost Home for the Holidays" a cultural celebration of many different holiday season celebrations. 4. The SAL engaged in an in-service professional development day on diversity and how to be both self-aware and professionally proactive and supportive.
III	Physical Education & Athletics	1. The department of physical Education and Athletics will launch a new student support group called Athletes and Allies to provide a resource for LGBTQ student athletes and their straight allies. Jan. 2015.
III	Residence Life & Services	1. RL&S has worked in support of multiple initiatives regarding diversity and inclusion. 2. Staff members serve on committees for sexual misconduct prevention and response, network for African American staff, LGBT issues, and Sustained Dialogue. 3. The director attended the Sustained Dialogue retreat for the Student Affairs leadership team, and the department participated in an hour-long dialogue activity as part of the fall summit.
III	Thwing Center	1. Support by making sure that information is shared among the Thwing staff, students (i.e. Media Board and Thwing student workers) as it relates to the Student Affairs division. An example #webelong. At a University Media Board meeting, Asked the student to come out and support in solidarity that not everyone is having the same experience at Case. The students not only came out and supported but the next newspaper main story was dedicated to #webelong.

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III	Center for Civic Engagement & Learning	1. CCEL is working with the Social Justice Institute to implement a social justice training session through the Civic Engagement Conference. 2. CCEL Executive Council is collaborating with leaders of cultural organizations on campus to offer a session on diversity at the Civic Engagement Conference.
III	Educational Services for Students	1. ESS Director trained as facilitator for Sustained Dialogue 2. ESS Director and Associate Director for Spoken English Programs are participating in Sustained Dialogue groups. 3. SELP Mentors facilitated a program for faculty and staff on how to pronounce Chinese names. 4. SELP Mentors created a video tape on how to pronounce Chinese names for faculty and staff. 5. Assistant Director for Academic Resources added an inclusion seminar for Peer Tutor Training. 6. Spoken English Program Associate and Assistant Directors created inclusion programming for Orientation. 7. ESS Director, Associate Director for Spoken English Programs, Associate Director for Disability Resources, and Assistant Director for Office of Multicultural Affairs collaborated to create an interactive inclusion seminar for Undergraduate Teaching Assistant Conference.
III	University Counseling Services	1. All UCS groups - designed to bring people together and to work on civil exchanges between and among others
III. A.		<b>Work and support the new leadership in Multicultural Affairs to redesign programs and services to support the increasing diverse student population at CWRU. Work to develop programs which are engaging and interactive. Develop additional funding streams.</b>
III. A.	Student Activities & Leadership	1. Assistant Director currently participates in assisting the Multicultural Roundtable as the SAL student organization liaison. 2. Assistant Director currently partners with OMA in the infusion of diversity training in the Emerging Leaders Program. 3. SA&L is also currently partnering with OMA on the development of a new program for April, the Multicultural/Global Leadership Retreat (title/name still in development).
III. A.	University Health Service	1. Multicultural Affairs requested staff to participate in the Diversity 360 training that will involve students on campus (orientation fall 2015). The candidates for this training had to be already advanced in their understanding of issues of diversity and how to facilitate discussion amongst students. We appointed Vicki Holzhauer-Moore for this role because of her additional education pursued at CWRU, first as a political science major/undergraduate and subsequently as a Master's Degree graduate of the Mandel School of Social Work. This is a significant commitment of staff time to join the campuswide diversity initiative.
III. A.	Residence Life & Services	1. In August, staff training included a two half-days of student staff workshops led by staff from the Office of Multicultural Affairs (one held at the Hillel center), as well as an additional session at camp. We also included pre-training online workshops for all residential staff that included reviewing the "We Belong" video and reading the book "35 Dumb Things Well-Intentioned People Say" by Maura Cullen, with both items discussed in online forums through Blackboard before arrival for August training.

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III. A.	Multicultural Affairs	1. Working with members of the UG student body to develop and implement an initiative designed for students to build a network to support students and their retention. 2. Facilitated training for USG Diversity & Inclusion Ad Hoc Committee. Collaborated with Development & Alumni for opportunity to give directly to OMA programming and scholarships. 3. Created a program entitled the Amazing CASE, a journey of discovery of self, others, culture, and community, for incoming first year students accepted to the Emerging Scholars Program (ESP) 6 weeks summer bridge program. The program connected students to community members (i.e., FYEFP, CCEL, SA&L, ESS and OMA); increased students awareness around the services provided by those members, and enhanced school pride.
III. A.	Center for Civic Engagement & Learning	1. CCEL staff served on the selection committee for the Assistant Director of OMA. 2. CCEL staff attended the PULSE conference in July and began regular conversations with students in the fall semester on how to bring PULSE to campus. 3. CCEL staff worked with students and OMA and Residence Life staff to coordinate the first PULSE conference which engaged approximately 30 CWRU students. 4. CCEL staff serve on the planning committee of the "What you Do Matters" MLK Symposium. 5. CCEL staff will assist with on-site leadership and present at the "What you Do Matters" MLK Symposium. 6. CCEL staff serve on the MLK Celebration Week Advisory Committee.
III. A.	University Counseling Services	1. Participating in Diversity 360 and Sustained Dialogue
III. B.		<b>Through collaboration with First Year Programs, increase and expand our First Year Mentoring Program to include all new students of color. Develop a funding stream to support these efforts.</b>
III. B.	Multicultural Affairs	1. Collegiate Connections mentoring program (60 mentors & 60 mentees) this school year.
III. B.	University Counseling Services	1. Collaboration w/ the First Year Experience Programs
III. C.		<b>Through collaboration with the Office of Inclusion, Diversity and Equal Opportunity, roll out the new program Sustained Dialogue. Develop the program using the national 5-year model. These innovative programs will reach many of our students over this time.</b>
III. C.	Student Activities & Leadership	1. One Assistant Director currently participates in the Sustained Dialogue training. 2. One Assistant Director is currently serving on the Committee for the development of Diversity 360 Training and has been selected to serve on the Bias Reporting Team for Student Affairs.
III. C.	Residence Life & Services	1. Director attended the Student Affairs retreat on Sustained Dialogue. 2. At least two staff members are enrolled as Sustained Dialogue leaders. This is upcoming, but two national Sustained Dialogue consultants have been employed to lead a full-day session during Winter Training for all RAs, GRMs, Assistant Coordinators, and professional staff in RL&S.
III. C.	Multicultural Affairs	1. There are 6 sustained dialogue groups this year, 3 undergraduate, 1 graduate/professional, and 2 staff.
III. C.	Center for Civic Engagement & Learning	1. CCEL staff met regularly during the semester with Sustained Dialogue student leadership to explore ways to strengthen the student leadership of Sustained Dialogue. CCEL promoted Sustained Dialogue opportunities through our electronic newsletter and to our Civic Engagement Scholars.
III. C.	Greek Life	1. Some of our staff are participating in the Sustained Dialogue and have go to Sustained Dialogue training. We are hoping to be able to bring Sustained Dialogue or some of its concepts to use in our chapters.

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III. C.	University Counseling Services	1. UCS participation
III. D.		<b>Work with all divisional offices and departments to address the increase and needs of a more diverse student population.</b>
III. D.	Residence Life & Services	1. Based on feedback from focus groups from students of color, as well as our RL&S department committee on Diversity and Inclusion, several changes to RA selection were implemented. First, students of color reported that needing to get a recommendation from a current staff member was daunting, so now both recommendations may come from anyone. Also, the committee worked with planners to specifically focus communication about recruitment to student organizations of diverse students. Questions for next semester are being re-written.
III. D.	Multicultural Affairs	<ol style="list-style-type: none"> <li>1. Facilitate the Underrepresented Minority Task Force Sub-Committee under the Larger University Task Force to help address the needs of URM students.</li> <li>2. Facilitated training/workshops for: ESS Grad TA training, Orientation Executive Board, Orientation Leaders, Residence Life Professional Staff, Residence Life Graduate Staff, Resident Assistants, UCITE Faculty, Diversity and Inclusion Ad-Hoc Committee from USG, Student Activities &amp; Leadership professional staff, Asian American History- Ethnic Studies Course, ESS Peer tutor training.</li> <li>3. Campus-wide Open Forum: From Ferguson to Cleveland - over 140 people met to discuss issues of racial injustice and political unrest in the US today as result of the killing of Michael Brown, Eric Garner, and Tamir Rice.</li> <li>4. Working with the Career Center to develop a "Diversity in the Workplace" series/certificate program that will be designed to assist college students (juniors and/or seniors) that are preparing to enter the workplace, become more diversity ready.</li> <li>5. ACPA Conference Call/DoSA Staff discussion on Ferguson, MO.</li> <li>6. Collaborated with ResLife &amp; CCEL for PULSE retreat. Diversity 360 – Had Kathy Obear, outside consultant, on campus for training.</li> </ol>
III. D.	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>1. CCEL partnered with OMA to offer a "Who's Who Wednesday" session that showcased how to get involved with CCEL community-based programs.</li> <li>2. CCEL worked with OMA to provide a volunteer opportunity for the Emerging Scholars Program during the summer.</li> <li>3. CCEL staff attended forums and events sponsored by the #WeBelongHere movement.</li> <li>4. CCEL Executive Council provided a mini grant to support the 2014 Ebony Ball.</li> </ol>
III. D.	Greek Life	Worked with ESS and International Student Services to find ways to better recruit and retain international students and with the LGBT Center to make recruitment more inclusive to LGBT students.
III. E.		<b>Enhance collaborative efforts with the LGBT Center to enhance services and programs for our LGBT students.</b>
III. E.	Physical Education & Athletics	1. The department of physical Education and Athletics will launch a new student support group called Athletes and Allies to provide a resource for LGBTQ student athletes and their straight allies. Jan. 2015.
III. E.	Residence Life & Services	<ol style="list-style-type: none"> <li>1. RHA is working on a survey and proposal to broaden gender inclusive housing (beyond co-ed housing) and will provide suggestions to revise the room selection process accordingly.</li> <li>2. Safe Zone training is offered as an optional addendum to August student staff training, with staff members able to reserve spots during training and then attending the workshops during Orientation week.</li> <li>3. RL&amp;S staff consult with Liz Roccoforte as needed and on individual student concerns.</li> <li>4. RA selection forms are designed after consultation with the LGBT center for gender-inclusive language.</li> </ol>



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III. E.	Multicultural Affairs	1. Established partnership with Q-Grad, a new Graduate/Professional Student LGBTQ group on campus. 2. Collaborated with LGBT Center to combine a position and hired Department Coordinator who would serve in both offices. 3. Cosponsored Laverne Cox.
III. E.	Greek Life	1. In addition to working with the LGBT Center on recruitment we have also partnered with them on an Out in Greek Life panel and a Greek allies group.
III. E.	Educational Services for Students	1. ESS Director and TA staff for the Graduate and Undergraduate Teaching Assistant Program collaborated to make sure that LGBT issues are addressed during inclusion seminar for the program series.
III. E.	University Counseling Services	1. UCS staff involved in campus and CLE community support for LGBT programs
III. F.		<b>Enhance collaborative efforts with the Women’s Center to enhance services and programs for our students.</b>
III. F.	Student Activities & Leadership	1. SAL and the SLJC participated in the neighborhood celebration of Halloween (trick or treating) led by Destinee Henton.
III. F.	Residence Life & Services	1. The department co-sponsored with the Women's Center a speaker for the Men and Masculinities series, former Jeopardy champion Arthur Chu. The co-sponsorship was requested by a member of the RL&S staff who serves on the CWRU Committee on Men and Masculinities.
III. F.	Multicultural Affairs	1. Cosponsored Arthur Chu. Cosponsored Laverne Cox. Continue to advise VOICES: A women of color collaborative.
III. F.	Center for Civic Engagement & Learning	1. CCEL Executive Council is working with the Center for Women to develop a session for the Civic Engagement Conference. CCEL vans are used in outreach efforts by WISER.
III. F.	Greek Life	1. The Women's Center will be working with us as we move forward in developing a plan to address sexual misconduct in the Greek community.
III. F.	University Counseling Services	1. UCS supporting role in sexual misconduct counseling
III. G.		<b>Collaborate with International Affairs to develop ongoing programs for international students that aid in their adjustment, address language skills and help them to develop and grow in a different culture.</b>
III. G.	Student Activities & Leadership	1. ISS participated in student organization training for GSS student organizations in August.
III. G.	Residence Life & Services	1. Director served on the International Welcome Days Restructuring Committee.
III. G.	Multicultural Affairs	1. Collaborated with International Student Services to facilitate an Orientation Venture: Tastes!

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III. G.	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>1. CCEL partnered with International Student Services to offer a session as part of the International Student Success Series entitled "Why Volunteer?"</li> <li>2. CCEL participated in the Peace Corps "Who's Who Wednesday" at OMA during International Education Week.</li> <li>3. CCEL staff served on the International Education week planning committee.</li> <li>4. CCEL hosts a weekly service program in which CWRU students tutor Chinese in a local elementary school classroom. The program has been a popular opportunity with international students interested in exploring volunteer opportunities.</li> </ol>
III. G.	Greek Life	<ol style="list-style-type: none"> <li>1. Working with ESS and International Affairs to improve the recruitment and retention of international students.</li> </ol>
III. G.	Educational Services for Students	<ol style="list-style-type: none"> <li>1. ESS continues to expand its Spoken English Programs by working collaboratively with International Student Affairs and the ESL Writing Program through the English Department. Specifically, this fall, ESS added a fee-based TOEFL course for graduated students here conditionally based on their ability to pass the TOEFL.</li> <li>2. The Mentor SELPer team was created to provide training on international concerns for faculty and staff as well as to provide programming to help all undergraduates become more successful integrating into the campus community.</li> </ol>
IV		<p><b>Develop cutting edge experiential leadership and service opportunities for all CWRU students with the goal being to “develop true global, ethical leaders who will thrive in a multicultural world.”</b></p>
IV	Student Activities & Leadership	<ol style="list-style-type: none"> <li>1. Survey sent to division staff collect data on current leadership programs, audience and outcomes with participation from Career Center, Residence Life &amp; Services, Greek Life, Office of Multicultural Affairs, International Student Services, Center for Civic Engagement and Learning, Student Activities and Leadership.</li> <li>2. Held a meeting to make sure that our work, assessment and marketing are all on the same page and working towards the same outcomes. Director of Assessment and Marketing Manager will be involved in future meetings of the leadership experts. We will work to collect any data we have regarding student leadership on campus. A discussion on the language we use to describe “leadership on campus” discussing the possibility of using words like “active citizenship” to describe the type of leaders we want on campus.</li> <li>3. A meeting was held with the staff participants (listed above) to review current leadership programs (discussing where there are gaps and where there are areas of overlap), began to brainstorm the learning outcomes we strive for in our cohort programs in an effort to describe how the DOSA describes leadership development.</li> <li>4. A review of our peer institutions is underway to assess what leadership programs do they plan and what are their leadership learning outcomes.</li> <li>5. An internal audit is underway of current leadership training for organizations our office currently advises</li> </ol>
VI	Student Conduct & Community Standards	<ol style="list-style-type: none"> <li>1. This area may be a part of student board training as well as part of sanctioning for students in the future.</li> </ol>

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IV	Residence Life & Services	<ol style="list-style-type: none"> <li>Staff training for RAs, GRMs, and Assistant Coordinators continue as intensive and substantial training weeks in August and January that include a breadth of topics and content, ethical, and experiential training components. These are supplemented by ongoing supervision, both in-practice and a late-fall written evaluation process.</li> <li>The advisors and leaders of RHA design and implement extensive leadership trainings and retreats for campus residential leaders and participation in regional and national leadership conferences.</li> </ol>
IV	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>CCEL created and intentionally promoted a new CCEL Leadership Lattice structure, with a visual representation to highlight a variety of experiential leadership roles within CCEL. These leaders facilitate service opportunities throughout Greater Cleveland.</li> <li>CCEL implemented trainings for these student leaders with attention placed on social justice, ethical service, working in community, and understanding the forms of civic engagement.</li> <li>CCEL strengthened its reflection procedure for the CCEL Serves program to enhance student learning from service experiences to build their understanding of their role within a diverse community.</li> </ol>
IV	Greek Life	<ol style="list-style-type: none"> <li>We have been utilizing our Greek Experience Model (GEM) to look at all of our initiatives and programs to make sure that they are all contributing to student growth.</li> </ol>
IV	University Counseling Services	<ol style="list-style-type: none"> <li>UCS Training Program for Psychiatry Resident, psychology Interns and Social Work interns</li> </ol>
IV. A.		<p><b>Form a task force with members from Student Activities and Leadership, Center for Civic Engagement and Learning, Multicultural Affairs, Greek Life, Residence Life, International Affairs and Inamori Center for Ethics and Excellence to review all divisional leadership programs and efforts to determine if they meet these expectations. Be willing to consolidate programs and efforts and determine budgetary needs.</b></p>
IV. A.	Student Activities & Leadership	<ol style="list-style-type: none"> <li>Under the leadership of Associate Director a discussion began December 15th. A follow-up meeting with Lou Stark and Sue Nickel-Schindewolf is scheduled for the first week of January.</li> </ol>
IV. A.	Multicultural Affairs	<ol style="list-style-type: none"> <li>Currently participating in this task force.</li> <li>StrengthsQuest 201 workshop.</li> <li>Second Year Institute / retreat.</li> <li>Emerging Leaders retreat.</li> </ol>
IV. A.	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>CCEL staff members participate in committee meeting chaired by the Associate Director of Student Activities and Leadership to discuss and review leadership award ceremonies, potential overlap in leadership and service trainings, and to explore leadership learning outcomes across the division.</li> </ol>
IV. B.		<p><b>Explore a Leadership Institute with Weatherhead and raise appropriate funds to support this initiative.</b></p>
IV. B.	Student Activities & Leadership	<ol style="list-style-type: none"> <li>An initial meeting with Dr. Susan Case (WSOM) and Dr. Anita Howard (SAGES instructor; adjunct faculty) and Director of SAL, is scheduled for January 5th. The original Appreciate Leadership Institute (ALI) developed in partnership with Dr. Case in 2004 is being re-evaluated for implementation.</li> <li>Two student leadership cohorts which are currently under-served are the student clubs and organization leaders and the upper-class transitional undergraduate student. Dr. Case and Colleen Barker-Williamson will be discussing adapting the ALI for either of those cohorts.</li> <li>Discussing a fusion of graduate student mentoring of the upperclass student leaders.</li> </ol>
IV. C.		<p><b>Review funding streams for CCEL and how to support the increased needs of service to others.</b></p>

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IV. C.	Center for Civic Engagement & Learning	1. CCEL has applied for a second summer of funding from the Leonard Gelfand STEM Center to support a summer engineering education outreach program in which CWRU students teach STEM skills and provide mentorship to local youth participating in summer programs. 2. CCEL applied for a USG Student Life Investment Grant to help offset the costs of repairs and maintenance of the CCEL vans that are used by a variety of student organizations.
IV. D.		<b>Group wraparound and precollege grant programs together so they are working effectively to create enhanced opportunities for participants and the greater Cleveland community.</b>
IV. D.	FOCUS	1. TRiO Programs, the National Youth Sports Program, Wrap Around School Based Initiatives and Project Step-Up programs have been combined into one cluster under the Associate VP for Operations and Planning. This group has chosen to call themselves the FOCUS (Facilitated Outreach for Community and Univesity Success) Group. 2. Three United Way grants have been secured to serve 3 local CMSD schools through the Wrap Around School Based Initiatives. 3. A new Manager for Youth Outreach Programs has been hired to support these endeavors. 4. Fundraising effort for the NYSP program have resulted in the establishment of a \$100,000 endowment. 5. TRiO Programs is coordinating a Bridges to Higher Education Program which brings 30 students on-campus 9 times a year for half-day intense exposure programs to CWRU school sponsored programs.
V		<b>Enhance graduate and professional student opportunities.</b>
V	Student Activities & Leadership	1. Throughout the Fall semester, conducted get to know you meeting with Weatherhead School of Management. Participated in the Graduate & Professional Student Experience Committee (GPSEC) which enabled expanded conversations with partners across the university. 2. Currently compiling a list of all graduate student organizations across campus for communication purposes. 3. Participation and financial support of the Fall Leadership Conference. 4. Supported the Unification of GSS and GPC by attending Unification meetings; supporting and attending Town Hall Meetings which provided feedback to the Unification Task Force; direct guidance/advising of the chair of the Task Force; Developed programs intentionally created to bring graduate students together: presented an Orientation Session & advised the development of an Orientation Social event, Homecoming Parade Watch Party and sessions created for graduate students in the Fall Leadership Conference; graduate student; encouraged GSS/GPC collaborative events: Weatherheadless Ball, Ice Skating at the Cleveland Heights ice rink, "Friendsgiving" event, End of the semester Happy Hour.
V	Student Conduct & Community Standards	1. Plan to recruit more graduate students for different hearing boards.
V	Residence Life & Services	1. We employ a small number of graduate and professional students in the GRM and Assistant Coordinator positions, as well as in summer, conference, and area office positions.
V	Thwing Center	1. Under the Division of Student Affairs Thwing Center supports the graduate and professional students by allowing them the opportunity to have more events and meetings for FREE. Unless it is a classroom, most areas on campus charge student groups.
V	Center for Civic Engagement & Learning	1. Graduate/professional students have participated in each of CCEL's core programs this Fall semester, including service days (both the Graduate/Professional Student Service Day during orientation as well as the Fall Saturday of Service), CCEL Serves (primarily the Chinese Tutoring Serves program), and the Civic Engagement Scholars Program. 2. CCEL surveyed participants of the Graduate/Professional Student Service Day to better assess their civic engagement interests.

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V	Educational Services for Students	1. ESS Director in collaboration with UCITE and Graduate Studies to facilitate the six-week UNIV 400C Faculty Preparation Certificate Programs. ESS taught 4 of these seminars since July 1. 2. ESS continues to refine the UNIV 400 A and B by offering more elective options so that students have access to 12 elective seminars each semester along with 4 core seminars that are offered 3 times each semester in collaboration with faculty and staff from throughout the campus community.
V. A.		<b>Create events with the leadership of GSS and GPC which create a greater sense of community between the two groups.</b>
V. A.	Student Activities & Leadership	1. Both executive organizations met together once a month. Current office space in the TVUC is shared by both the GSS and the GPC. Fall event collaborations included: The annual graduate student Welcome Back BBQ was once again open to both graduate and professional students; Marketing, cosponsoring and participating in the SAL Fall Leadership Conference, sponsorship of a Parade Watch for the annual Homecoming Parade, co-sponsorship and participation in the "Weatherheadless Ball" and Ice Skating at the Cleveland Heights Rink were offered as a means to gather all of our graduate students together.
V. A.	Center for Civic Engagement & Learning	1. CCEL reached out to GSS and GPC to invite each to adopt a Fall Saturday of Service project in which they engaged their members. 2. CCEL staff contacted GSS/GPC about co-sponsoring an on-campus American Red Cross blood drive in February. 3. CCEL staff will contact GSS/GPC about adopting a Spring semester CCEL Serves date exclusively for graduate/professional students. 4. CCEL frequently publicizes service events in the GSS/GPC newsletters.
V. A.	University Counseling Services	1. UCS efforts with GSS Health & Wellness Committee
V. B.		<b>Address out of class needs of graduate/professional students by coordinating efforts of the colleges and</b>
V. B.	Student Activities & Leadership	1. Coordinating meetings with all the professional schools dean's offices during winter break. 2. During fall semester, the Graduate and Professional Student Experience Committee met once a month to share updates, discuss graduate student concerns and share graduate programming announcements. This committee is a fusion of all student affairs departments who serve graduate students, representatives from the professional schools and other departments outside of student affairs who significantly serve graduate students (ISS, Graduate Studies, etc.)
V. B.	University Health Service	1. Health and medical insurance needs of grad/professional students advanced with partnerships between GSS and UHS Associate Director of Operations and UHS Associate Director of Nursing. This group worked during fall semester to convene a larger GSS meeting to gain input into changes desired in the Medical Plan coverage and also the Health Service.
V. B.	Multicultural Affairs	1. Graduate/Professional students attended November Multicultural Leaders Roundtable to discuss ways to collaborate with undergraduate organizations and the OMA. Q-Grad introduced. 2. The Brothahood Organization is re-established as a collective of Black men on campus (undergraduate, graduate/professional students, faculty, and staff). 3. Graduate/ Professional students are included in VOICES: A Women of Color Initiative.

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V. B.	Center for Civic Engagement & Learning	<ol style="list-style-type: none"> <li>1. CCEL collaborated with the School of Graduate Studies to host a graduate/professional service day on August 23 during their new student orientation.</li> <li>2. CCEL staff attends monthly Graduate Professional Student Engagement Committee (GPSEC) meetings to collaborate with departments across the university.</li> <li>3. On October 23, CCEL staff met with SA&amp;L Associate Director of Graduate Student Engagement, to learn about her experiences working with graduate/professional students as well as to brainstorm ways to collaborate.</li> <li>4. CCEL has provided our vans as a resource to staff from the graduate/professional schools on campus to help them implement their programs.</li> </ol>
V. B.	Educational Services for Students	<p>ESS hosted its new Advisory Board for selected faculty and staff who work with ESS in order to hear from these partners how about how best ESS may meet the academic needs of graduate, professional, and undergraduate students.</p>
V. B.	University Counseling Services	<ol style="list-style-type: none"> <li>1. UCS Participation on Grad &amp; Professional Student Development Committee</li> <li>2. Medical School alliances - UCS support groups</li> <li>3. Grad LGBT Orientation / Welcome Party</li> </ol>
V. C.		<b>Review with students, graduate student governance and make appropriate changes.</b>
V. C.	Student Activities & Leadership	<ol style="list-style-type: none"> <li>1. Director of SA&amp;L continued to advise alumnae and consultant for the Graduate Student governance unification task force, Quentin Jamieson.</li> <li>2. Continual discussions by both executive boards occurred throughout fall semester.</li> <li>3. Updates from current task force chairs were presented to the GSS on a regular basis.</li> <li>4. Under SA&amp;L advisement, the GPC continued to receive updates on unification by assisting the students in coordinating "town hall" meetings. Two of these programs were sponsored by GSS/GPC in the attempt to receive feedback on the unification of the two governance organizations. The time-line created by the task force is closely monitored and is still on track. Voting for unification will occur by GSS and GPC in February 2015.</li> </ol>
VI		<b>Develop a Student Affairs facilities plan. Pay particular attention to environments and needs for living space, student storage, recreational and athletic, study lounges and meeting spaces.</b>
VI	Student Activities & Leadership	<ol style="list-style-type: none"> <li>1. The redirection of supervision for the Program Centers might have been a difficult feat, were it not for the tremendous efforts of SA&amp;L staff. Student organizations and campus departments continued to receive excellent customer service. There were significant challenges with the change in food and beverage operations (assumed by Bon Appetit), however, due to the positive relationships built with Bon Appetit, a great deal of compromise rendered successful customer service for our student organizations.</li> <li>2. Another important area of progress is the participation of the SAL Program Centers in the Event Management System. More to follow on this in the next report. EMS went "live" on December 15th.</li> <li>3. Additional progress was made in the area of student organization storage space. Space was made available in Thwing Center, a policy for access was created and beginning in January, student organizations will have access to this space through ID swipe.</li> </ol>
VI	Student Conduct & Community Standards	<ol style="list-style-type: none"> <li>1. Have discussed use of our future space in Thwing. Will have more formal discussions and plans when we have a better sense of timeline for transitioning into space.</li> </ol>
VI	Physical Education & Athletics	<ol style="list-style-type: none"> <li>1. Several projects to address this issue are currently in the pipeline in Veale, particularly office space and meeting spaces.</li> </ol>
VI	Residence Life & Services	<ol style="list-style-type: none"> <li>1. The new residence hall planning and construction continues, with a target completion of August 1.</li> <li>2. The former workout room in the Village is being transformed into a dance rehearsal space.</li> <li>3. The RL&amp;S office space in Thwing is on indefinite hold.</li> </ol>

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VI	Multicultural Affairs	1. Increased hours for OMA Lab/Student lounge until 8pm Monday - Thursday
VI	Center for Civic Engagement & Learning	1. CCEL explored the idea of using We Car services to supplement the CCEL vans. 2. CCEL explored the use of capital funding in order to purchase a new mini-van.
VI	Educational Services for Students	1. ESS worked with Student Affairs and Facilities to update the ESS Study Center, the Commuter Lounge, and the hallways on the fourth floor of Sears and Nord. 2. ESS secured free furniture through Residence Life and Services to replace broken furniture in the hallways of Sears and Nord fourth floor as well as cleaned all newly replaced and existing furniture.
VI. A.		<b>Collect current data from students and staff on facilities satisfaction and needs through facility walk-throughs, surveys and focus groups.</b>
VI. A.	Student Activities & Leadership	1. Student staff member of the Program Center Team completed a full inventory of all Centers; additionally, weekly walk-throughs were completed of all spaces by both the student team and Assistant Director.
VI. A.	University Health Service	1. Department of Physical Education and Athletes has data on hand tracking facility use in Wyant and Veale
VI. A.	Residence Life & Services	1. Facility walk-throughs and the creation of a coordinated facility plan was written into the job descriptions of two Residence Services Coordinators in July 2014; however, the positions were placed on indefinite hold shortly afterward.
VI. B.		<b>Share data and collaborate with department staff, facilities services and campus planning to prioritize needs and address funding sources to address deficiencies in an organized fashion.</b>
VI. B.	Student Activities & Leadership	1. A request has been submitted by SA&L Director for the construction of a 12 foot X 12 foot office build-out in the common space of the new office in the TVUC. A professional staff member is significantly challenged to effectively manage her tasks and work with students in the current set up.
VI. B.	Student Conduct & Community Standards	1. Plan to implement an end of year report for conduct to identify trends and issues. This would also make for easy access to long term data when it is needed quickly. Would like to implement some level of assessment; although it can be challenging to accurately assess satisfaction of students when it comes to student conduct.
VI. B.	University Counseling Services	1. UCS need for additional space
VII		<b>Create more collaboration between service areas such as Health, Counseling and Educational Services for Students to facilitate the mind and body connection.</b>
VII	Student Conduct & Community Standards	1. Have worked with offices to support individual students. Hope to put some more formal partnerships in place.
VII	University Health Service	1. Note progress on Point and Click between Athletic Trainers and Undergraduate Health Services
VII	Residence Life & Services	1. There has been increased communication between UCS, UHS, and other entities this semester with the Director of UHS's attendance at Students of Concern meetings, a meeting about student mental health crises, and a discussion at a UCS meeting about on-call systems in the evenings. Sustained and frequent communication between the Director of RL&S and the Director of UHS continues and has been increasing.

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VII	Educational Services for Students	<ol style="list-style-type: none"> <li>Disability Resources is working with University Counseling to develop an interdepartmental referral form.</li> <li>Counseling representatives met with SELP Mentors to discuss how to respond to international students, who may be showing signs of depression.</li> </ol>
VII	University Counseling Services	<ol style="list-style-type: none"> <li>Implemented new UCS Biofeedback experience at UHS - Fall 2014</li> <li>New collaboration w/ Disability / ESS Services</li> <li>UHS represented at Grad Students of Concern</li> <li>UCS On Call Discussion with UHS, Res Life, Case Police, staff</li> </ol>
VII. A.		<b>Evaluate programs and services to discover current and potential collaborative efforts between departments, investigate financial impacts and implement changes which support a holistic approach to mind and body healthy practices.</b>
VII. A.	Student Conduct & Community Standards	<ol style="list-style-type: none"> <li>Worked with counseling and health services to support individual students. Have had some preliminary discussions about more formal ways to partner to support students.</li> </ol>
VII. A.	University Health Service	<ol style="list-style-type: none"> <li>On call services of UHS and UCS evaluated. Needs of current students and Residence Life staff require a more immediate response to calls during nights and weekends. Commercial on call services evaluated and national input solicited. Fonemed decided on as provider for medical on call. Discussions with UCS about on call lead to consideration that another service is more the national standard for counseling. We will try to bring the on call data into the same chart so that appropriate follow up/campus connections can occur.</li> <li>Dr Davidson approached Dr Reiss about possibly having an ADHD Team (to move students out of psychiatry appointments and into primary care, when appropriate) and allowing for a more "primary care" approach to these students with an array of needs. This team may start meeting Spring 2015. Talks have also begun to discuss whether psychological testing post concussion might be done by Dr Reiss and UCS in the future to save costs for the Student Athlete Plan.</li> <li>Eating disorder team negatively impacted by the loss of Dr Warren whose role was not replaced. Team figured out ways to function without psychiatry present. Recently the team learned of the imminent loss of their other specialty mental health clinician, Dr Kallergis. There is a tentative plan to merge Depression Team and Eating Disorder Team until different arrangements can be made.</li> <li>UCS and UHS had regular presence at Students of Concern and participated more in the discussions around student issues. Data regularly entered into the electronic health record (UHS side). Emergency transport also added to electronic health record.</li> </ol>
VII. B.		<b>Identify opportunities for combined programs and services, pilot new collaborative approaches and evaluate impact for further implementation and improvement.</b>
VII. A.	Student Conduct & Community Standards	<ol style="list-style-type: none"> <li>Reached out to different offices and would like to partner on developing educational sanctions for students.</li> </ol>
VII. A.	Physical Education & Athletics	<ol style="list-style-type: none"> <li>Discussion with Undergraduate Health to address the physical fitness needs of students suffering from body image, depression or other health issues.</li> <li>Collaboration on designing a specific physical education class for this student group will take place in Spring of 2015</li> </ol>
VII. B.	University Health Service	<ol style="list-style-type: none"> <li>UHS worked with Athletics to get them into the shared electronic record. Multiple gaps identified and overall plan created for future work together.</li> <li>UHS also working on developing more of a "call center" approach to answering phones and making nurse advice more broadly and easily available during daytime hours. This may be a model for other divisions within Student Affairs in the future and may be able to assist in improved resource management (connecting students more effectively with the help they need.)</li> </ol>



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VII. B.	University Counseling Services	1. ADHD Team - proposed by UHS 2. Postvention Suicide Training collaboration with UHS and Northern Ohio Medical School
		<b>Explore and implement an office of Religious and Spiritual Life which brings all chaplains together with a university representative to work together on faith life for campus.</b>
	Center for Civic Engagement & Learning	1. CCEL provides weekly use of a mini vans to the Case Labre group, a subset of Newman Catholic Campus Ministries. 2. CCEL is one of the collaborating departments on the "What You Do Matters" MLK Symposium, which will, in part raise awareness of religious tolerance through the curriculum, speakers, and partnerships with the Maltz Museum and the US Holocaust Memorial Museum. The event includes a field trip to the Maltz Museum of Jewish Heritage.
VIII. A.		<b>Convene a working group for religious and spiritual life on campus comprised of students, faculty and staff to explore options, identify resource needs and recommend a course of action.</b>
VIII		1. No progress reported for this goal in the first six months of the three-year plan.
VIII. B.		<b>Build awareness of interfaith opportunities on and near campus.</b>
VIII. B.	Residence Life & Services	1. Campus ministry representatives were present and participated in response to the plane crash in August and subsequent healing events and activities; in RL&S student staff training; and at Late Night Breakfast.
VIII. B.	Center for Civic Engagement & Learning	1. CCEL promotes volunteer opportunities offered by various religious institutions and faith based organizations through the weekly CCEL electronic newsletter. 2. CCEL hosted a variety of faith-based organizations at the Fall Community Service Fair to advertise opportunities at their organizations. 3. CCEL worked with faith-based organizations throughout the city to host CWRU student volunteers as part of the Fall Saturday of Service and the CWRUConnects First Year Day of Service.