



Office of the Dean of Students
Division of Student Affairs
Program Review Self-Study

May 2021

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Section I: Introduction and Overview

In the Dean of Students' Office we often say that we are "gap fillers" for the institution. We have our core mission of advocating for students, responding in crisis situations and communicating with parents and families, but we often see that mission shift slightly in response to the needs of our students and community.

Department Mission Statement

Students are the heart of Ohio University. In the Office of the Dean of Students, we advocate for students, coordinate response to student crisis, and communicate with parents and families. We advance the university mission of supporting the intellectual and personal development of our students through ongoing advocacy and care. (last revised 2016).

Office of the Dean of Students Organization and Reporting

The office functions as both the Dean of Students' Office and also as the office of the Senior Associate Vice President. In October 2020, the Vice President for Student Affairs left the institution and Jenny Hall-Jones stepped into that role on an interim basis, Patti McSteen became interim Dean of Students and Senior Associate Vice President, and Kathy Fahl took on the interim Associate Dean of Students role. As Dean of Students, prior to interim appointments, Jenny supervised Patti and Kathy, Patti supervised Chad, while Chad supervised Tammy and oversees the budget. In the SAVP role, Jenny also supervised Associate Dean for Well-being Mark Ferguson (University Well-being and Recreation, Counseling and Psychological Services), Assistant Dean Taylor Tackett (Community Standards and Student Responsibility), Assistant Dean Char Kopchick (Campus Involvement Center) and Director Ariel Tarosky (Sorority and Fraternity Life). In support of the SAVP role, Patti also supervises Director Kim Castor (Survivor Advocacy). The [Divisional Organization Chart](#) displays much of this information visually.

In the Interim roles for 2020-2021, the only changes in the portfolios are that Patti is supervising Chad, with the reasoning as she is keeping coordination and management of the SRCC process. Kathy is also now supervising the director of Survivor Advocacy Program and the Bobcats Helping Bobcats programs that she formally directly managed.

History of the Office of the Dean of Students

The office of the dean of students existing at Ohio University since the early 1970's under the leadership of Dean of Students Joel Rudy. Departments in the division of student affairs that historically reported to the dean of students included:

- a. Career Services
- b. International Student & Faculty Services
- c. University Judiciaries
- d. Residence Life

- e. Health Education & Wellness
- f. Counseling and Psychological Services
- g. Student Activities/Center for Community Service/Campus Programming/Greek Life/Leadership Development Programs/
- h. Baker Center Administration
- i. Multicultural Programs
- j. Public Occasions (Commencement, Performing Arts, etc.)

Upon the arrival of President Robert Glidden in 1997, the chief student affairs officer's title shifted to "vice president for student affairs *and* dean of students." Upon VP/DOS Rudy's retirement in 1998, a stand-alone dean of students office was (re)established under the leadership of VP Mike Sostarich and Dean of Students Terry Hogan.

Historically, the office focused on the following functions:

1. Advocate with the university and the community for students and their needs
2. Represent the University in responding to student and parent issues and crises
3. Coordinate initiatives designed to encourage student success

Dean of students Terry Hogan and assistant dean of students Patti McSteen staffed the office with one additional full-time classified staff member and one graduate assistant. The office slowly increased in size with the addition of Merle Graybill as an assistant dean for intercultural affairs and Rick Harrison (joint appointment with University Advancement). By 2007, due to budgetary reductions, the office staff returned to 2 FT administrative staff (Hogan and McSteen), 1 classified staff (Sillery) and 1 GA (Pariano).

[Jenny Hall-Jones](#) has been the Associate Vice President and Dean of Students since 2012 (Senior was added in 2017) and has worked in the office since 2009 when she was first hired as an Assistant Dean. [Patti McSteen](#) has been either an Assistant Dean or currently the Associate Dean and Director of the Margaret Boyd Scholars since 1997. [Chad Barnhardt](#) has worked in the office since 2009, first as parent coordinator and currently as an Assistant Dean for crisis case management, Student Review and Consultation Committee (SRCC). [Tammy Andrews](#) joined the office as our administrative specialist in 2017. [Kathy Fahl](#) started working as the Assistant Dean for Basic Needs in 2018 once we shifted our focus from supporting parents to supporting students with basic needs because of the [DOSA strategic planning efforts](#). Each of these foci are explained in greater detail below, in section II. Department and III. Outcomes.

As part of the Division's restructuring in 2019, an emphasis was placed on well-being which led to a shift in departments reporting under the Dean of Students. As a result, the departments of Counseling & Psychological Services, Health Promotion, Campus Recreation and the Student Health Insurance office were aligned together and under the Sr. Associate VP/Dean of Students. Mark Ferguson serves as the Associate Dean of Students for Well-being and Executive Director of Campus Recreation overseeing these areas.

Effective October 24, 2020 Jenny started serving as the Interim Vice President for Student Affairs for the rest of the 20-21 academic year. Patti was elevated to Interim SAVP and Dean of Students and Kathy was elevated to Interim Associate Dean and Director of the Margaret Boyd Scholars Program. Doug Schmaltz was brought in as a term appointment to support basic needs efforts as the Basic Needs Coordinator. Obviously, this shift has impacted and will impact parts of this self-study.

Fun fact: In 1913, with about 330 women and nearly 500 men, the university hired its first Dean for Women. Arriving on her thirty-first birthday, Dean Irma Voigt later wrote that aside from getting a desk in the hallway of Cutler Hall, she received little instruction, much less camaraderie, from President Alston Ellis. Within three weeks, she called a meeting of all women students and faculty to discuss establishing a Women's League, which would develop "spirit, loyalty, and standards." During her thirty-six years of influence on the campus, Dean Voigt was active in the university branch of the YWCA, the Women's Recreation Association, Student Council, and the Panhellenic Council and was the first president of the Athens branch of the American Association of University Women (AAUW). In 1920, when the nineteenth amendment gave women the right to vote, Voigt, a suffragist, arranged political forums for women, believing that some men were "sitting back and waiting for us to make a mess out of our enfranchisement." (*Ohio University 1804–2004: Spirit of a Singular Place*. Betty Hollow. 2004). Eventually, the Dean of Women and the Dean of Men positions evolved to the current day Dean of Student role.

Summary of Last External Review (2015)

Key summarization of findings from the 2015 review:

- a. The organizational structure of the DoS office is unclear to key constituents sometimes causing confusion about its function
- b. Faculty desire a stronger connection to the DoS office
- c. There is an unclear understanding of who works in the DoS which may lead to a view of it as a one person entity vs. a team of administrators

Key recommendations from the 2015 review:

- d. Hire additional staff to support needs
- e. Provide funding for discretionary funding for students in crisis.
- f. Have an organizational retreat to explore deeper organizational and structural questions

Responses that took place after the review and based on its feedback:

- g. Updated Parents and Families website for consistent and inclusive language
- h. When a staff person left their position was rewritten to support students in crisis.
- i. The office has retreats every year. The office solicits feedback on organizational and structural questions as part of this review

A look back and a look ahead

Office staff, students, and graduate students discussed together the most important developments in the department over the last five years and identified:

- a. Adding Basic Needs as a major component of the office in 2018
- b. Moving Parent Programming/Weekend programming to the CIC
- c. Adding Well-being and restructuring to include Campus Recreation under the DOS umbrella in 2019.
- d. Create a new SAP office and started reporting to DOS in 2015.

Statement of 2020 Office of the Dean of Students goals

Together, the staff in the office identify calendar year goals to work towards. Below reflects the 2020 office goals and their current status.

- **Goal 1: Retention**
 - Action item: Research what is currently being done around retention and medical withdrawal. Create a program/process if needed. **COMPLETED (Chad)**
 - Initial conversation with Jenny Klein to be scheduled by March 31st.
 - Action item: Develop a collective professional development goal around Generation Z or any new student development theories regarding this new generation of students. **CONTINUED INTO 2020/Changed DUE TO COVID (Kathy)**
 - Pitch idea to DOS team by spring break.
- **Goal 2: Equity/Social Justice**
 - Action item: Research the possibility of doing a DOS Accessibility Audit follow-up. Create a program/process if needed. **CONTINUED INTO 2020 DUE TO COVID (Jenny)**
 - Initial conversation with Carey Busch scheduled for Monday, February 3rd.
 - Action item: Schedule a time for Diane Cahill from ISFS to come to a DOS staff meeting and talk with us about her current programs/needs. **COMPLETED (Patti)**
 - Initial conversation with Diane should be scheduled in the spring semester.
 - Plan one follow-up initiative/plan/connection after Diane visit.
 - Action item: We will facilitate a book club this summer **COMPLETED (Patti)**
 - Peggy Orenstein's book *Boys and Sex* : <https://www.peggyorenstein.com/boysandsex>
 - <https://www.npr.org/sections/health-shots/2020/01/07/794182826/boys-sex-reveals-that-young-men-feel-cut-off-from-their-hearts>
 - Action item: We will schedule the HR training from Cat Russell on being a "diversity advocate" in a search process sometime this semester **COMPLETED (Tammy)**
 - Skill building around challenging others when they say something racist, homophobic, etc.

Strengths, Weaknesses, Opportunities and Threats: Staff Analysis of the Office of the Dean of Students

The Dean of Students staff participated in a SWOT analysis activity to generate the list below. Professional staff, graduate students, and undergraduate students contributed to the lists.

Strengths

1. Very collegial/high functioning team with strong communication
2. Well-trained staff
3. Supportive and appropriately critical of one another
4. Relationship-building with students is a strength as well as strong networks across campus
5. Nimble/responsive and adapted well to COVID with our basic needs' programs like the food pantry, responding to students of concern in a virtual environment, and communicating with parents
6. Historical perspective of campus & Division of Student Affairs (DOSA)
7. Staff as Practitioners/Teachers – GAs, others
8. Supportive of students
9. Caring ethos, compassionate
10. Staff professional development opportunities is encouraged and supported
11. Serve all members of the campus community – students/faculty/staff/parents
12. Knowledgeable about University landscape/systems – people know about the Dean of Students Office maybe not Bursar/Registrar/Ombuds/Colleges and therefore serves as a connecting point, helping students/faculty/staff/parents reach the appropriate unit on campus for problem resolution
13. Flexible and able to adapt to new and changing trends in the field of higher education by adding additional programs/services (campus food pantry and emergency microgrants/Behavioral Intervention/Threat Assessment for students that are suicidal, have disruptive or threatening behaviors)
14. Strong/positive reputation across campus – viewed as leaders and collaborative allies. When student tragedies occur, DOS relationships allow for supportive responses
15. Commitment to diversity and social justice
16. Creative with engagement (cookout, fun things for students while on-line)
17. High support in community for Bobcats Helping Bobcats efforts
18. We have recently cultivated annual and special gift donors, (an endowment created for Emergency Micorgrants)
19. Collaboration across Athens community for Cats' Cupboard
20. Attention to detail, very organized, have processes for all of the things that we do
21. Visible leadership across the university brand
22. Timely response to inquiries, we work in real time and that's appreciated. We respond to all email inquiries within 24-48 hours, we have an on-call phone that is answered immediately, and all phone calls are responded within 24-48hours

Weaknesses

1. Lack of diversity in professional staff. Three of the staff have longevity of careers at Ohio University, majority female, all white identifying.

2. Historic knowledge can be a barrier if when we approach suggestions and changes with “we tried that once 10 years ago” as can one campus as an example be a limitation
3. Athens campus centric: Ohio University has five regional campuses and Dean of Students office has very limited involvement/interaction/service with them.
4. The Dean of Students’ office is the primary intervention and contact when tragedies occur. We are comfortable navigating hard events and conversations. But sometimes we forget other staff or faculty lack experience in this area when we provide consultation after a student crisis to a department or individual
5. Core activities of the office are often displaced because of reactive nature of work (crisis response on a weekly basis). For example, staff are pulled into campus-wide discussions and planning about a surge in sexual assault on campus or have to respond and support faculty, staff, students, and parents after a student death. Whatever was planned for the day or week is put on the back burner
6. Current transitional leadership, because we are small the impact of the interim roles equals that we are taking on more work and potentially spread too thin.
7. Not a strong online presence, especially right now. There isn’t a specific Dean of Students account. Not sure if the next step is strengthening individual brand vs. Department.
8. Slight disconnect, or misunderstanding from students in how they perceive the Dean of Students office as having more power or does something that we do not actually do. For example, students often think that grades can be appealed to this office when in fact that resides with their academic deans.
9. There is not structural continuity if people were to leave. Are staff cross-trained enough to pick up the work if someone were to leave or fall ill? And, have we integrated individual work sufficiently to optimize ongoing service to students?
10. Communication to internal and external constituents sometimes falls short of our intentions. Parents and students want different information or more of it.
11. Student Senate is advised by the Dean of Students. Fall 2020, there is low participation/buy-in from Student Senate, and a lack of student voice.
12. Siloed in our approach to our work/functions in the office.
13. Wide focus on ALL students and parents, limited staff resources to respond to so many
14. Perception that we are unapproachable sometimes from students. It comes from the power dynamic, feels like a hierarchy (ie. Principal’s office in high school).
15. We assume students (and sometimes others) perceive us as conduct and not as much care. We don’t actually know how students, faculty, and staff perceive the DOS.

Opportunities

1. Efficiencies with smaller staff helps us be nimble and responsive. For example, when the institution needed a way to track COVID cases, the DOS staff quickly created a draft and suggested way to track
2. We can impact change b/c of the respect people have for our office

3. Niche office – provide specific services not replicated elsewhere on campus, especially crisis response (a lot of people can be communicators, but not a lot of people are able or comfortable to work in crisis response)
4. Heightened awareness in the media and in higher education professional organizations on college student's mental health right now – how do we capitalize on that and provide better resources, or understanding of our resources?
5. We should remind faculty/staff that we are here and what we do
6. Partnerships/ with technology development: Academic departments (Media Arts & Studies with Virtual Reality training – using our knowledge and skills as mental health responders to create VR training for faculty and other practitioners on disruptive students in the classroom and responding to sexual assault
7. We could expand the knowledge and skills of others in the division to support the work of the DOS office
8. Divisional and/or Dean of Students office organizational change could also be an opportunity.
9. The DOS does not have a social media presence which makes it challenging at times to get our word out. The DOS relied on the popularity of Jenny Hall-Jones' social media to connect with students, and she is no longer in the DOS so our ability to reach students has diminished
10. New students involved with Student Senate, we have an opportunity to expand and/or diversify that voice.
11. Dedicated development staff member for DOSA now, we need to capitalize on that (cultivating donors by building relationships, sharing stories of impact with them, and connecting with alumni)
12. Cross-training among Dean of Students office staff needs to/should happen.
13. To tell the story of how the pandemic is impacting our students
14. [National survey](#) data released (April 2020) on the impact of the pandemic on our students helps us tell an important story to our donors and academic partners. IEA completed an OHIO version that will be helpful once data is available

Threats

1. Others lack of understanding of office/Division, especially students. Disconnect when even staff in the division doesn't understand what the DOS does. How do we identify areas who may have a negative perception of our office? What's our blindspot?
2. The unknown - university leadership changes, organizational structure, budget, pandemic
3. Negative perception about the University's administrative/budget choices in the community and among some students right now. Complaints and concerns come to the DOS.
4. Market demand: Declining enrolment (budget and resources) OHIO has consistently seen enrolment declines over the past several years and those declines were not anticipated from a budget perspective leading to 30% staff cuts in Student Affairs in 2020. The DOS did not see any staff cuts (only two departments in DOSA did not take

staff cuts). The threat of cuts remains and a rightsizing of the institution to match future enrolment estimates.

5. We still have single points of failure where one person is the only person who knows a specific process, interface, resource etc.
6. There is a growing demand for EMG and pantry. Both efforts are completely donor funded. This creates a scary future, especially in national tough economy.
7. Pandemic worsening, more positive cases, blame to come back on the DOS office would that lead to an even more intensive service provision with the pantry/EMG
8. Staff burnout due to pandemic as DOS was responsible for providing basic needs services, which increased and the crisis demands of responding to COVID (from fielding parent concerns, addressing students behaviors related to masking, parties, and Quarantine and Isolation. It was time intensive and emotionally draining)
9. When national events happen, students want a campus response. While DOS cannot control what comes out of the rest of the campus, the DOSA response sometimes falls to DOS, particularly if there is protest or student unrest
10. Transition, room for gaps to appear in our work.
11. Expectations of other university areas from other major areas (D&I, President's office).
12. Not as much proactive, thinking ahead. Like the elections, etc. Should we be thinking more and pushing those agendas/ideas.
13. Can we still stay as timely? And will that expectation still be there? Can we?

Situating the Office of the Dean of Students within its Larger Field of Practice

Among the public universities within the state of Ohio, Jenny is the longest serving Dean of Students and although not known for sure, Patti probably has the longest tenure of anyone working in Dean of Students offices. Patti has consistently been asked to do trainings and webinars on behavioral intervention for our peers across the state, and Jenny often mentors new deans as they get their start.

In contrast, many of the other Dean of Students offices across the state do NOT have the SAVP or AVP titles, and many are focused only on crisis response and conduct. Ohio University's office does seem to have a broader focus (Margaret Boyd Scholars, Basic Needs, Student Senate, Well-being, and supervisory/leadership roles) than some of our peers in the state. Table 1 below highlights core functions of Ohio University's Dean of Students against select in-state peers.

Table 1
Dean of Students offices in Ohio and core functions

Dean of Students functions	Ohio	BGSU	Cincinnati	Kent	Miami	Ohio State
	Website link	Website link	Website link	Website link	Website link	Website link

Emergency funds	Yes	Yes	Yes	Yes	Yes	Yes
Scholars program	Yes	No	Yes	No	Yes	No
Crisis support	Yes	Yes	Yes	Yes	Yes	Yes
Programming with students	No	No	Yes	Yes	Yes	Yes
Parent relations	No	Yes	Yes	Yes	Yes	Yes
Fundraising	yes	Yes	Yes	Yes	No	No
Well-being	yes	Yes	Yes	Yes	Yes	No

Operational Plans

The Office of the Dean of Students has created operational plans for a number of key areas. These include:

1. [Cats' Cupboard](#) Food Pantry Procedures
2. [Student House Fire](#)
3. [Student Death](#)
4. [Student Suicide](#)
5. [Infectious Disease](#)
6. [Student Employee Handbook](#)
7. [Return from withdraw for Medical Reasons](#)
8. [SRCC](#)

Questions for the Review Committee

Overall questions about the Office of the Dean of Students for the review committee:

- How is the purpose/mission of the Dean of Students office perceived within the Division and campus as a whole?
- Are there ways in which we could utilize faculty differently to more effectively support students?
- Should we be training division staff to respond to lower-level concerns (e.g. parents, students upset, holistically)?
- Are there trends the reviewers are seeing in their Dean of Student offices provision of services that our office is not currently doing?
- Basic Needs is a newer functional area for DOS. Has it been effectively integrated into the office mission?
- Office: Are we structured appropriately?
- Moving forwards, how should we tell the story of the impact of the Dean of Students Office?
- What is missing from the DoS scope of work that would be best situated in this office?

- How do we set up the workload to keep the distribution equitable?
- Questions for open session attendees: When would students/staff/outside approach the Dean of Students office or go to the physical space?

Student Review and Consultation Committee:

- Do you recommend any changes to current practice in order to be more proactive in our SRCC practice?
- Is our clearance to return from medical withdrawal handled consistently across the institution?
- Should the scope of SRCC include just students in more serious crisis or should we recognize students who are in early development of crisis? Are there different ways we can be doing this work that are more effective?

Margaret Boyd Scholars Program:

- What could be done to enhance the program experience for the scholars?

Basic Needs:

- Is basic needs work set up as best as it could be in order to reach the intended students?

Section II: The Department

The examples below of prominent department work in no means outshines our core work of supporting students in crisis, but a reflection of our current reality.

Basic Needs

In FY 19, the Office of the Dean of Students reorganized to focus on serving students struggling with food, housing and other basic needs. We hired Kathy Fahl, our new Assistant Dean of Students in August of 2018 in order to have a full-time staff member dedicated to this work. As a result, we were able to make great strides, including:

- Rebranding all of our basic needs efforts with help from our DOSA Marketing and Communications team as “[Bobcats Helping Bobcats](#)”. This includes the newly named Cats’ Cupboard, our Meal Bank program collaboration with Culinary, the Career Closet collaboration with the CLDC, the pilot Cap and Gown program in collaboration with Event Services, and our Emergency Microgrants Program, funded by generous donors to OHIO.
- Taking over management of the [Cats’ Cupboard](#). In the fall of 2018, we successfully secured permission from the Ohio University Foundation Board of Trustees to use the 501(c)3 status for our pantry. This enables us to purchase food from the Southeastern Ohio Food Bank as well as apply for grant funding. Cats’ Cupboard has had an average of 110 users per week, and over the course of the FY19 year over 18,000 pounds of food were donated to the pantry and then distributed to students. We were able to also successfully move the pantry to the fifth floor of Baker, where the space was renovated to be the new home of the Cats’ Cupboard in the Fall 2019.
- We launched a pilot of the [Emergency Microgrant](#) program in spring semester of 2019 and expanded to pilot with one regional campus in the fall of 2019. These emergency micro-grants are designed to help OHIO students facing financial difficulty due to emergency situations or one-time hardships. Once COVID hit in the spring of 2020 we used the pilot process for emergency grants piloted on our regional and Athens campus to use for COVID-19 emergency grants and managed over 1,200 student applications for assistance across all campuses during the initial three months of the pandemic. Now, Emergency Microgrants are open to all students.

Margaret Boyd Scholars

Back in 2011 and 2012, we noticed a dearth of women leaders at OHIO, especially in positions of political influence (Student Senate, Student Trustees, etc.) Associate Dean of Students Patti McSteen took the challenge of creating a program to uplift women leaders, and the Margaret Boyd Scholars Program was born! Named in honor of Margaret Boyd, Ohio University's first female graduate [of the class of 1873], the program is a collaboration between the Division of Student Affairs, the Division for Diversity and Inclusion and University College. The Margaret

Boyd Scholars Program was a 2012 grant recipient of the prestigious 1804 Fund and now programmatically operates solely on dollars raised by donors.

The Margaret Boyd Scholars Program seeks to inspire and encourage undergraduate women to become engaged, confident and connected leaders at Ohio University and beyond. Women are selected as Boyd Scholars in fall semester of their first year. The four-year program includes a two-credit hour first-year seminar, a second-year residential component, a third-year internship experience and a fourth-year one-credit hour capstone seminar. While the scholars do not receive scholarships as part of membership in the program, they do receive access to mentors, a special lounge, programming, and access to the other scholars in the program.

Behavioral Intervention Team – Student Review and Consultation Committee (SRCC)

The Student Review and Consultation Committee was initially formed in the Dean of Students Office in 2006 to provide a centralized response and follow-up for students who had suicidal ideation or suicide attempts. In 2007, following the tragedy at Virginia Tech, the scope of SRCC expanded to received reports for students of concern from the University, Athens community, and any others who wish to raise a concern for a student.

The purpose of the Student Review and Consultation Committee is to ensure a timely and coordinated university response to students whose behavior is disruptive to others around the student by way of raising alarm, fear or other concern, or reflects a credible potential for harm to self or others. More information about the purpose, principles, and process can be found [here](#).

Staff

The following paragraphs describe the current staff, key job duties, and credentials of the Office of the Dean of Students.

The Senior Associate Vice President (SAVP) works with the Vice President for Student Affairs (VPSA) (Currently Patti McSteen as interim)

1. The Senior Associate Vice President (SAVP) works with the Vice President for Student Affairs (VPSA) to design and execute division-wide alumni and development work including determining annual fundraising goals and strategy. In addition, the SAVP partners with the VPSA to develop strategic priorities, professional development and assessment efforts for a division of ~272 employees, 47 graduate students and budget in excess of \$110 million.
2. This position is the second in command within the Division of Student Affairs. In this role the SAVP position functions as a spokesperson for the division on a myriad of university governance committees, develops strategies for capital and facilities projects, including repair and replacement and space planning, creates reports for state and national agencies and associations, leads divisional trainings, divisional sexual misconduct

training, division-wide well-being efforts and presents student affairs best practices to institutional, regional, national colleagues and stakeholders.

3. As the Dean of Students (DOS), this position sets the mission and vision of the dean of students' office. The DOS is the chief advocate for students and the voice of students at Ohio University. The Office of the Dean of Students serves as the point of contact for crisis response involving students and often serves in the role as spokesperson for the University in student crisis situations. As such, the DOS office serves as the liaison to the City of Athens and to the campus and city police departments regarding student behavior. The DOS office also has primary responsibility for the university's behavioral intervention team, which is the campus response team for students who are suicidal or homicidal. In addition, the DOS office is the primary communicator with OHIO parents and families, and is the division lead on OHIO's basic needs initiatives (Cats' cupboard food pantry, meal swipe donation program, micro-grants emergency fund project and associated fund raising, etc.) Finally, the DOS also is the home to the Margaret Boyd Scholars program, a co-curricular enrichment program for women designed to enhance leadership skills.
4. As SAVP, this position also has oversight for the following departments: Campus Recreation, Campus Involvement Center, Community Standards and Student Responsibility, Counseling and Psychological Services, Sorority and Fraternity Life, Health Promotion and the Survivor Advocacy Program.

Associate Dean of Students and Director of the Margaret Boyd Scholars Program (currently Kathy Fahl as interim)

1. Develop and oversee the overall delivery of programs and services of the Student Review and Consultation Committee (SRCC)
 - Lead weekly SRCC meetings, prepare annual reports on behavioral intervention trends, and supervise the Assistant Dean in the case management of the SRCC process
 - Consult with faculty, staff, students, law enforcement, legal counsel and other external constituents regarding students of concern, including from the regional campuses and with our e-learning colleagues
 - Participate on university-wide threat assessment team lead by OUPD
 - Provide intervention and case management with students and coordinate appropriate support to students in crisis
2. Respond to student crisis and emergency calls including those from students, faculty, staff, and parents/families with concerns related to students in crisis and follow-up with appropriate response, including serving on the on-call crisis duty rotation for the Athens campus
3. Develop and oversee the overall delivery of programs and services of The Margaret Boyd Scholars Program
 - Collaborate with academic units/departments and markets programs and services to students
 - Develop strategic partnerships with students, faculty, staff, alumni and donors

- Develop and upholds the mission of the program by aligning goals and objectives in relation to the mission of the university and division of student affairs
 - Develop income generation model (grant writing) and advancement (fundraising)
 - Manage annual budget of approximately \$25K
4. This position serves as second in command within the Office of the Dean of Students.
- Functions as the liaison with campus stakeholders to respond in cases of emergency and/or crisis.
 - Represents the Dean of Students on various committees and is responsible for responding on their behalf when not available.
 - Bridging relationships with academic partners to assist students and parents when needed.
 - Provides guidance, oversight and strategic direction for the Survivor Advocacy Program.
 - Managing one Assistant Dean and indirectly one classified staff.

Assistant Dean of Students (Chad Barnhardt)

1. Respond to student crisis and emergency calls including those from students, faculty, staff and parents/families with concerns related to students in crisis and follow-up with appropriate response, including serving on the on-call crisis duty rotation for the Athens campus. Serve on the behavioral intervention team (Student Review & Consultation Committee – SRCC) and provide case management for students experiencing crisis including suicidal ideation, suicide attempt and other mental health crises. Cultivate and maintain relationships across campus and within the community to best support students.
2. Supervise the financial and administrative function of the Office of the Dean of Students (the DOS budget is approximately \$800,000). Respond to daily questions, concerns, and issues posed to the Office of the Dean of Students. Represent Office of the Dean of Students on university committees such Tuition and Appeals, Assistant Deans Council and coordinate the return to campus process for students who leave for medical reasons.

Assistant Dean of Students (currently vacant)

1. Develop and oversee the overall delivery of programs and services of OHIO Basic Needs Programming: Manage the Baker University Center Food Pantry. This includes leading the Food Pantry committee, creating a marketing and advertising plan for the pantry, developing and launching a fundraising plan and assessing the success of the pantry.
2. Develop and launch a “mini-grant” funding system for students at risk of not graduating because of a basic needs emergency and being the non-clinical case manager for students of this process. This includes working with University Advancement to continually raise funds for the mini-grant fund.

3. Serve as the Division of Student Affairs representative and leader on the university-wide OHIO basic needs committee and developing relationships with other units on campus and on the regional and extension campuses in regards to this effort.
4. Lead the case management of the non-behavioral intervention interaction with students and parents. Maintain a constant presence in the office for one-on-one counseling/advising/problem solving with students, faculty, staff and parents/families and coordinating the responses to the general Dean of Students and Parents email accounts.
5. Coordinating the administrative case management of non-behavioral intervention post-crisis work, including but not limited to following up with students, parents, faculty and staff after off-campus fires, student deaths, and other large scale campus emergencies; Serving on the on-call crisis duty rotation for the Athens campus. Duty includes nights and weekend responsibilities.
6. Represent the division and the university by speaking at university wide events, and serving on university-wide committees. Implementing project work assigned by supervisor. Greeting prospective parents and students at Admissions Events and student orientations.

Basic Needs coordinator (Doug Schmaltz)

1. Manage the Cats' Cupboard Food Pantry. This includes leading the Food Pantry Steering committee, creating a marketing and advertising plan for the pantry, purchasing or sourcing food for the pantry, coordinating pantry sign-up and orders, managing pantry donations, working with community and campus volunteers to support pantry donations, developing and launching a fundraising plan and assessing the success of the pantry.
2. Manage the Emergency Microgrant Program. This includes coordinating the case management of students who apply to the program, providing referrals and support to the students, leading the case review process, promoting the resource across all campus stakeholders, assessing the program and working with University Advancement to continually raise funds for the mini-grant fund.
3. Supervising a graduate student, 3-5 student pantry workers, 1-2 PACE students, and 1-2 student interns that are involved with Basic Needs programming and support.
4. Everyone in the Division of Student Affairs is charged with ensuring a framework of equity and social justice is embedded into our day to day work. Specifically, this staff member should advance understanding across the university and division of students struggling with basic needs by helping to coordinate, advocate for and expand our Bobcats Helping Bobcats Initiatives. The staff member will also represent the division and the university by speaking at university wide events and serving on university-wide committees.

Administrative Specialist (Tammy Andrews)

1. Screens incoming calls for the three offices (Dean of Students mainly, but also back-up for Community Standards, CSSR and Sorority and Fraternity Life, SFL) and acts as first line contact with public, other departments, student/parents, city officials, students and

internal staff to bring inquiries to resolution and/or delegate inquiries to appropriate office or university staff member. Prepares correspondence and responds to general email inquiries.

2. Maintains and manages electronic calendar for the eight full-time staff and manages appointments and schedules for others as needed. Prepares and coordinates meeting materials, e.g. presentation development (PowerPoint or Prezi), research topics, and gathers additional information as needed.
3. Manages the budget processes for four offices (DOS, SFL, CSSR and Survivor Advocacy). Processes requests for payment and billing authorizations, audits and approves P-card purchases for individual accounts, completes purchases through Bobcat Buy, prepares monthly reporting and reports discrepancies as needed. Supports the Survivor Advocacy office in budget management as well as needed.
4. Interviews, supervises, trains, completes performance evaluations and coordinates work assignments of 7-15 student employees throughout the three offices. Verifies, processes and approves time in Work Force for student office assistants and student interns. Provides educational experiences for the students and encourages them to reflect on the skills they are learning outside the classroom, including but not limited to cultural competency skills to welcome and create inclusive working environments.
5. Special projects include coordinating travel for administrators and students, planning for special events, review/editing the three office's external communications and managing the Student, Parent/Families and Dean of Student, Sorority and Fraternity Life and Community Standards websites.

Summary Staff of Institutional Service for (2017-2021)

As indicated earlier, due to the current vacancy in the Vice President of Student Affairs role, a number of positions in this office have shifted. **Green Highlight indicates committee's shifting during Interim roles.**

Jenny Hall-Jones

- Chair, Freedom of Expression Website Committee: 2020
- Co-Chair, Athletic Director Search Committee: 2019
- Chair, Review and Standards: 2017-2018
- Co-Chair, Presidential Advisory Committee on Sexual Misconduct (PACSM): 2017-2021
- Co-Chair, Presidential Advisory Committee for Challenging Dialogues 2017-2019
- Chair, DOSA Strategic Planning Equity and Social Justice 2018-2020
- Chair, DOSA Leadership Gala 2017-2019
- Chair, DOSA Retention and Graduation Committee: 2018
- **Member, DOSA Learning Goals Committee: 2020-Present** (Kathy or Patti)
- Member, Presidential Task Force for Engagement in Carnegie Classifications 2018
- Member, Search Committee for Vice President for University Communication and Marketing 2018
- Member, Executive Committee for Parking Master Planning 2018

- Member, Space Planning Governance Committee 2017-Present(Patti)
- Member, Data Request Advisory Committee: 2018
- Member, Student Success Committee (sub-set of SEEC): 2018-2019
- Member, OHIO Today Advisory Board: 2017 – 2020
- Member, Critical Incident Response Team: 2017- Present (Patti)
- Trainer, Bobcats Who Care Suicide Prevention Training: 2017-2020

Patti McSteen

- Chair, Student Review & Consultation Committee 2006 – present
- Member, Column incarcerated Committee (Chad) 2009 – present
- Member, Undergraduate Academic Advising Council Executive Committee (Kathy) 2007-present
- Member, Assistant Dean's Council (1997 – present)
- Member, Threat Assessment Committee (2008 – present)
- CIRT backup (2010 – present)

Chad Barnhardt

- Chair, Ohio University-City of Athens Joint Police Advisory Council: 2020-Present
- Member, Ohio University-City of Athens Joint Police Advisory Council: 2015-Present
- Case Manager, Student Review & Consultation Committee: 2013-Present
- Member, Assistant Dean's Council: 2013 - Present
- Member, Admissions Appeal Committee 2013 - Present
- Member, Tuition Appeals Committee 2013 - Present
- Member, Post-Incarcerated Committee: 2020 - Present
- Member, Hazing Prevention Task Force, 2019 - Present

Kathy Fahl

- Member, Advancement Task Force, DI&E Scholarship, Ohio University Foundation, 2020-Present
- Chair, Retention and Graduation Strategic Planning Committee, 2018-2020
- Member, Student Review and Consultation Committee, 2019-Present
- Chair, Cats' Cupboard Steering Committee, 2018-Present
- Member, Assistant Dean's Council, 2018-2020
- Chair, Review and Standards, 2019-2020
- Training, Bobcats Who Care Suicide Prevention Training, 2019-2020
- Member, Healthy Athens Coalition, 2018-Present
- Member, Hunger Prevention Coalition, 2018-Present
- Member, Assistant Dean's Council, 2018-Present
- Member, Search Committee, Director for the LGBT Center, 2018

Tammy Andrews

- Member, Retention and Graduation Committee: 2018-2019

- Member, Equity and Social Justice Committee: 2018-Present
- Member, DOSA Leadership Gala – Outstanding Senior Leader Awards Committee: 2020
- Member, Search Committee for the Assistant Dean of Students, 2018
- Member, DOSA Homecoming Tent Committee: 2017

Summary of professional service for past three years

Jenny Hall-Jones

- NASPA and OCPA Annual Memberships 2017-2021.
- Presentations at conferences:
 - Epley, T., Hall-Jones, J., Myers, T., & Trentacoste, P. (2020, March). Divisional Strategic Planning 101. Preconference Session at NASPA National Conference (CANCELLED), Austin, TX.
 - Hall-Jones, J., Tackett, T. & Simmons, T. (2020, January). Fraternity/Sorority Support & Accountability: The Balance Between Stakeholders. OCPA, Columbus OH.
 - Hall-Jones, J., Van Hemert, J. & Vogel, M. (2019, March). On-Boarding Employees through Shared Values. NASPA National Conference, Los Angeles, CA.
 - Epley, T. & Hall-Jones, J. (2019, January). Divisional Strategic Planning 101. OCPA, Columbus OH.
 - Hall-Jones, J., Simmons, T., Stermer, E., Van Hemert, J. & Vogel, M. (2018, January). On-Boarding Employees through Shared Values. OCPA, Columbus, OH.

Patti McSteen

- National Behavioral Intervention Team Association, Member (NaBITA)
- Higher Education Case Manager Association, Member (HECMA)
- Ohio College Personnel Association (OCPA)
- NASPA Membership
- Publication:
 - McSteen, P. and Sargent, R. "Preparation for Emotional Disturbances" in J. Bowditch & E.R. Williams (eds.) The Power of Virtual Reality Cinema for Healthcare Training: A Collaborative Guide for Medical Experts and Media Professionals (Chapter 17). CRC Press, Taylor and Francis. Forthcoming 2021.
- Presentations at conferences:
 - Campus Collaboration To Train First Responders Using Virtual Reality Technology (2018); Presentation at the National Behavioral Intervention Team Association; San Antonio, TX (McSteen, Bowditch, Crook)
 - From Crisis to Confidence: Rebuilding a Survivor Advocacy Program (2018); Presentation at the National Association of Student Personnel Administrators Mental Health Strategies Conference; Portland, OR (McSteen, Castor)

- A Case Study in Threat Assessment: Potential Violence Successfully Averted at Ohio University (2017); Keynote presentation at The National Campus Safety Summit; Las Vegas, NV (McSteen, Powers)
- Behavioral Intervention Team training through Department of Justice Grant administered through Rhodes College [2012-2018; approximately 11 courses presented at institutions such as Oberlin College, University of Cincinnati, Cleveland State University, University of Toledo, Cuyahoga Community College] (McSteen, Piercy, Janson, Malawista, Sargent, etc.)

Chad Barnhardt

- National Behavioral Intervention Team Association, Member
- Higher Education Case Manager Association, Member

Kathy Fahl

- OCPA Membership, 2018
- NASPA Membership 2018-present
- NASW Membership 2019-present
- Presentations:
 - Cogswell, C., Hall-Jones, J, Epley, T. & Fahl, K. (2021 May) Sit on the shelf? Not ours! Sustaining a Strategic Plan, NASPA PRACTICE Webinar.
 - Fahl, K. & Arrowood, K. (2018, January) Responding to Student Hunger through Strengths-Based Approaches, Ohio College Personal Association State Conference, Columbus, OH.
 - Panelist, (2018, November) Food Security, Sustainable Development, and Community Resilience in Appalachian Ohio, United Nations 2030 Sustainable Development Goals and Higher Education, Athens, OH

Tammy Andrews

- OCPA Annual Membership all three years.
- ACPA Annual Membership: 2018-2020

Staff goals for the current year

Jenny Hall-Jones

1. **Goal 1** – Co-Lead the Division’s strategic planning Social Justice and Equity task force. Continue to meet with other team leaders to collaborate on overall DOSA Strategic Planning.
 - a. Transition leadership to Lindsey starting Fall 2020 by meeting with Lindsey 1/month
 - b. Transition Megan into leadership by meeting monthly starting in May
 - c. Establish years’ 3-4 goals.
2. **Goal 2** – Engage regionally and nationally with the profession
 - a. Present at OCPA on SFL investigations and partnerships with nationals

- b. Present a pre-conference at NASPA on strategic planning
 - c. Host the OCPA Careers in Students Affairs Conference at OHIO in October (being the local point person)
 - d. Submit another national conference presentation in August for spring 2021 in regards to student organization misconduct
- 3. **Goal 3** – Engage more deliberatively with student leaders with which I don't normally engage
 - a. Attend SFL's IMPACT in January 2020 as a small group facilitator
 - b. Meet with at least one student leader group/month through the 2020 school year starting with International Students, students of color, and student leaders from religious groups (reflecting on my DAP)
- 4. **Goal 4** – Supervise more closely the direct reports outside of my office with more guidance as they work on strategic planning and communicate/connect this more to the broader division/university work
 - a. Mark's work with Wellbeing has to take off this year. I will make sure goals are clear and accountability is built in throughout the year (more than mid-year check-points).
 - b. Char will need to step up in Retention/Assessment work, and working with others for student org risk management. I will make sure goals are clear and accountability is built in throughout the year (more than mid-year check-points).

Patti McSteen

- 1. **Goal 1** – Develop a plan for more active alumnae engagement with MBSP through consultation with Alumni Relations and benchmarking (specifically with Baldwin Scholars)
- 2. **Goal 2** – Continue academic partnership with J. Warren McClue School of Emerging Communication Technologies in development of VR to explore ways to train campus partners in behavioral intervention and new topics (specifically, empathic response) as a way to help train OHIO students, faculty and staff.
- 3. **Goal 3** – Facilitate making MBSP part of the Ohio Honors Program.
- 4. **Goal 4** – Participation in the DOSA Learning Goals Committee

Chad Barnhardt

- 1. **Goal 1** – Update and continually revise Dean of Students Business continuity plan.
- 2. **Goal 2** – Research what is currently being done around retention and medical withdrawal. Create a program/process if needed.
- 3. **Goal 3** – Update Maxient Case notes within 3-5 days of each student interaction.
- 4. **Goal 4** – To read "Democracy in Black" by Eddie Glaude, Jr. and "Stamped from the Beginning" by Ibram X. Kendi (Social Justice Goal)

Kathy Fahl

1. **Goal 1** – Expand EMG to additional Regional Campuses and eCampus students. Work with RHE and eCampus staff to create process and market resource.
2. **Goal 2** – Chair the Retention and Graduation Committee, completing final projects and guiding the transition to a new assessment focused task group.
3. **Goal 3** – Chair Review and Standards Committee, specifically leading the review of the Athlete Code of Conduct and Disciplinary Policy.
4. **Goal 4** – Participate in External Review for the Department, specifically looking at assessment and case management.

Tammy Andrews

1. **Goal 1** – To review all manual files in the DOS office and the retaining of those per the records retention policy. To conduct a review of those files and discussion with the DOS staff. First file would be the Dean of Recommendation forms.
2. **Goal 2** – To obtain a certificate through blackboard to become a Journal Entry Processor. This is a 3 step process in blackboard that you have to complete. Chart of Accounts, Distributed Journal Entries I and Distributed Journal Entries II: Processor
3. **Goal 3** – (Social Justice) To read the book “From Disability to Diversity” College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder. This will provide me with additional knowledge and resources to assist students.
4. **Goal 4** – To continue my education by enrolling in the Masters of Higher Education Program.
5. **Goal 5** – To attend conferences to expand my professionalism and knowledge.

Student Employees

Student employees interact with students, parents, faculty and staff. As such, our student employees have the opportunity to become familiar with many individuals and departments across campus and gain knowledge of many aspects of campus life while providing receptionist/clerical support to our office. Hours between 8:00 am to 5:00 pm Monday through Friday are distributed among student employees. Duties include assisting with answering the phone, general clerical duties (photo copying, etc.) and running errands on campus and, occasionally, in the uptown area. Our office is centrally located on campus in the Baker University Center room 345. Student employee should have a level of cultural competency to make sure all people's identities and perspectives are welcome in the office. We seek student employees with a commitment to working effectively with students, faculty and staff from diverse backgrounds.

All student workers completed the Ohio University Foundation Leadership badge required by the Division of Student Affairs. Notable accomplishments from current student employees include Demarje Hogan received the following Ohio University Leadership Endorsement badges for interpersonal reflection, adaptability and team development. In addition, students Mari McMillion, Hunter Farno, Arionne Chatman and Demarje Hogan has been progressively completing their leadership checkpoints to earn their leadership badges. For reference below lists current student employee and student employee alumni information.

List of current student employee majors

1. Arionne Chatman, University College, Undecided
2. Hunter Farno, University College, Undecided
3. DeMarje Hogan, Scripps College, Communication Studies
4. Mari McMillion, College of Fine Arts, Music Therapy

List of what student employee alumni now do (employment status, graduate school, location)

5. Bria Ash, Medical Scribe, Oak Street Health, Cleveland, OH, 2018
6. Hannah Borowski, Assistant to Senior Staff, Baltimore Symphony Orchestra, Baltimore MD: 2017; Starting law school at U Colorado at Boulder in Fall 2021
7. Madalyn Knollenberg, Nannyng, Chicago, IL: 2019
8. Leah Maxey, Arhaus Furniture, Accounts Payable Specialist, Hudson, OH 2018
9. Collin Sharpe, Total Quality Logistics, Denver, CO: 2019
10. Brandon Swanston, Budenheim, Purchasing & Procurement, Columbus, OH, 2018

Graduate Assistants

Graduate student employment in the Dean of Students Office offers the opportunity for practical and insightful experiences with professional staff to contribute and complement students' academic program. Links to graduate student employee job functions are provided below.

- a. [Student Senate position description](#)
- b. [Margaret Boyd Position description](#)
- c. [Bobcats Helping Bobcats position description](#)

There are currently three graduate student employees, including: (1) Sarah Gaskell, HESA doctoral program (Bobcats Helping Bobcats); (2) Abigail Harder, CSP Masters' program (Margaret Boyd Scholars Program); and (3) Kat Nelson, CSP Masters' program (Student Senate).

Some of the Office of the Dean of Students Graduate Student Employee alumni's current roles are listed below for reference.

- e. Elizabeth Stermer, Admissions Staff, Belmont University College of Law
- f. Todd Simmons, Director of Chapter Support, Phi Delta Theta Fraternity
- g. Vanessa Bak, Senior Academic Advisor at North Carolina State University
- h. Kasey Arrowood, Social Worker, Brightview Health
- i. Jivanto Van Hemert, Director of COVID Case Management, Ohio University

j. Jade Hunt, Honors and Scholars Program, Ohio State University

Section III: Outcomes

In 2018, the Division of Student Affairs updated its strategic plan which included an emphasis on assessment of student learning. The strategic plan named eight key areas to align all the ways the division impacts student learning, which include: adaptability, innovation, intercultural competency, interpersonal communication, problem solving, self-awareness, team development, and well-being.

In 2019, the Division of Student Affairs adapted an annual reporting cycle and template for measurement of student learning at the department level. Table 2 below reflects the office of the Dean of Students' work for this in alignment with the divisional learning goals. The office updates this work on an academic year basis and select results are presented at the Division-wide Data Gala (more information can be found [here](#)).

Table 2
Learning Goals/Outcomes for 2019-2020

Which DOSA Learning goal?	Learning Outcome statement	How will the students learn the information for the learning outcome?	What evidence will you have that students have mastered this learning outcome?	Method to analyze/evaluate
Oral communication (student workers)	Students will provide customer service by using communication skills to assist diverse populations.	On-going daily job training. Daily feedback from administrative staff.	A. Demonstrate their listening skills and taking the initiative to assist/direct the needs of callers and walk-ins to the appropriate resources. B. Each student employee will be encourage to attend one Social Justice program activity per semester. C. evaluation	Tammy will analyze evaluations
Problem solving (student workers)	Students will be able to problem solve situations that arise (students, parents, faculty/staff and community members) by using their knowledge of University policies/procedure.	On-going daily job training. Daily feedback from administrative staff.	B. Students will contribute ideas, solutions and courses of actions in assisting students, parents, faculty/staff and community members. b. Evaluation	Tammy will analyze evaluations
Problem Solving (student workers)	Students will learn the importance of accountability and confidentiality standards in daily operations.	A. Student employee staff meetings at the beginning of Fall and Spring Semester B. Real time feedback.	A. Through on the job behavior B. Evaluation	Tammy will analyze evaluations

Innovation (Boyd Scholars)	Connecting, synthesizing, transforming. Students will be able to transform ideas or solutions into entirely new forms	1. Discussions of the book & TedX talk "We Should All Be Feminists" 2. Equal Pay Day Project	1. Reflect on perspectives from first year and then reflect senior year. 2. Documents from project	1. Analyze discussions 2. Analyze project documents and presentations
Well-being (Boyd Scholars)	Relationships. Students will be able to develop/experience a sense of belonging to a greater community through engaging in social activities that are reflective of one's values and sense of purpose.	First year and senior seminar courses.	1. Book discussions 2. Seminars 3. Guest speakers	Reflections during senior year seminar
Adaptability (EMG Users)	Through participation in the Emergency Microgrant program, 85% of participants will learn about two additional campus or community resources.	Through resources shared in the assessment meeting prior to Emergency Microgrant application review.	A follow-up survey will be given at the end of the semester. Students will self-report which resources they learned about through the process.	Survey results will be tallied and percentage of students learning two new resources translated into percentages.
Adaptability (SRCC Students)	Through participation in SRCC, 85% of participants will learn about two additional campus or community resources.	Through resources shared in the SRCC meeting with DOS office staff.	A follow-up survey will be given at the end of the semester. Students will self-report which resources they learned about through the process.	Survey results will be tallied and percentage of students learning two new resources translated into percentages.
Interpersonal Communication	Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.	Participation in each year of the cohort; First year seminar, first year retreat, community living, senior seminar, etc.	Research study conducted by Dr. Pete Mather & research team	Research instrument conducted by Dr. Pete Mather & research team
Well-being	Relationships. Students will be able to develop/experience a sense of belonging to a greater community through engaging in social activities that are reflective of one's values and sense of purpose.	Participation in each year of the cohort; First year seminar, first year retreat, community living, senior seminar, etc.	Research study conducted by Dr. Pete Mather & research team	Research instrument conducted by Dr. Pete Mather & research team

Interpersonal Communications (Student Senate Execs)	<p>1. Written communication:</p> <p>Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.</p> <p>2. Oral Communication:</p> <p>Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</p>	<p>On-going weekly supervisions and feedback from Kat. Three times a year there will be intentional conversations and quick survey.</p>	The survey, and Kat's qualitative notes.	The survey, Kat's qualitative notes, and personal reflections on behalf of the students.
Teamwork (Student Senate Execs)	<p>Teamwork refers to the behaviors under the control of individual team members, effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.</p>	<p>On-going weekly supervisions and feedback from Kat. Three times a year there will be intentional conversations and quick survey.</p>	The survey, and Kat's qualitative notes.	The survey, Kat's qualitative notes, and personal reflections on behalf of the students.

Assessment cycle plan for the next four years

Mapping the Division's eight learning goals out, the Office of the Dean of Students believes it impacts students development of interpersonal communication, problem solving, innovation, well-being, adaptability, and teamwork. Table 3 below shows the plans to measure impact on these goals over the next several years.

Table 3
Learning Goal Map for 2019-2023

DOSA Learning Goal	Year(s) when goal will be assessed			
	2019-2020	2020-2021	2021-2022	2022-2023
Interpersonal Communication	X (Student Workers)	X (Senate) X (MBSP)	X (Senate)	X (Senate) X (Student Workers)
Problem Solving	X (Student Workers)		X (Student Workers)	
Innovation	X (MBS)			
Well-being	X (MBS)	X (MBSP)	X (Pantry/EMG)	X (SRCC)
Adaptability	X (EMG)	X (SRCC)		X (EMG)
Teamwork		X (Senate)	X (Senate)	X (Senate)

Data Inventory

Table 4 below lists data collected by the office and collaborative data collection efforts. In addition to this data, when Jenny chaired PACSM (Presidential Advisory Council for Sexual Misconduct) they regularly examine the sexual assault prevalence climate survey. Kathy chairs the Review and Standards Committee which reviews conduct statistics and trends annually. The Hope Survey that is a basic needs survey done nationally is something Ohio University annually participates in (organized by Institutional Effectiveness and Analytics) and the office reviews.

Table 4
Data Inventory

Name/purpose of this data collection	How will you be collecting data? (What method)	Where will the results be stored?	When will you collect this data?	Once you have collected this information, what do you plan to do with it? How will you use it? Who will you share the results with?	Contact person for this data collection
Pantry Use data	Swipe card access OR by appointment during pandemic	DOS Office, internal tracking	Daily	To determine usage of pantry, and advertise to donors	Kathy Fahl

				for more pantry support	
Pantry survey	Survey Emailed to Pantry users	Qualtrics	Semesterly	To make program changes, to collect outcome data to use with stakeholders	Kathy Fahl
EMG application data	Maxient application on our website	Maxient	Daily	To determine statistics to use with donors and campus	Kathy Fahl
EMG Follow-up survey	Survey Emailed to EMG users	Qualtrics	Semesterly	To make program changes, to collect outcome data to use with stakeholders	Kathy Fahl
EMG Retention and Graduation data	Excel spreadsheet. From Maxient application	OneDrive	Semesterly	Share with donors and other campus stakeholders	Kathy Fahl
SRCC data	Maxient Case Creation	Maxient and DOS office internal tracking	Daily, Semesterly reporting	To make program changes, to collect outcome data to use with stakeholders	Patti McSteen
SRCC Follow-Up Survey	Survey Emailed to SRCC students who met/interacted with DOS staff	Qualtrics	Semesterly	To make program changes, to collect outcome data to use with stakeholders	Chad Barnhardt
Student Senate Leadership	Survey and qualitative conversations	DOS Office	August, Dec and April	This data is more for the students' personal growth and awareness to help them articulate their growth.	Jenny Hall-Jones
Margaret Boyd Scholars Graduation and Retention Data	Institutional Research	DOS Office	December	Advocate for the benefits of the program with donors	Patti McSteen

IV. Governance and Facilities

Governance

Five standing and ad hoc committees are run by staff from the office, which include: Chair (Kathy), [Review and Standards](#) ; Co-Chair (Jenny) [Presidential Advisory Committee on Sexual Misconduct](#) ; Chair (Patti) [Student Review and Consultation Committee](#) ; Chair (Kathy) [Cats' Cupboard Steering Committee](#) ; and Chair (Patti) [Margaret Boyd Scholars Advisory Board](#).

Facilities

The Dean of Students office is located in 345 Baker University Center. It currently has enough space for a reception area and 5 private offices (4 for administrative staff and 1 for a GA). The office administrative specialist is in an open area with the main reception, as well as space for the student staff. The Student Senate GA has a separate private office in the Student Senate suite. The Margaret Boyd GA has a separate, private office in the Margaret Boyd Scholars lounge, located in Bryan Hall.

The Cats' Cupboard is located on the 5th floor of Baker University Center and has a storage closet attached to it.

Our space is adequate to our current needs. Staff will return to the office in August 2021. Some will be fulltime in the office; others will use a hybrid approach. Due to current guidance around masking and physically distancing, we will seek an additional space outside our office for our incoming graduate student.

V. Equity and Social Justice

The bullet points below highlight efforts and actions undertaken to recruit, retain, mentor, and provide professional development opportunities for students and employees in support of divisional and institutional goals for equity and social justice.

- We probably have made the most progress in providing professional development opportunities for our graduate students and full-time staff (see goals below).
- Each staff member in the office also completes a [professional development form](#), which includes a social justice goal.
- Our student staff complete the [Ohio University Leadership Endorsement](#) program, which includes an introduction cultural competency and optional additional training for certification.
- In 2018, we attended the career fair of Central State (1 of 2 HBCUs in Ohio) in order to recruit for our College Student Personnel Program.
- We have consistently had student workers for the past 4-5 years who identify as Black or African-American (usually about 50% of the student staff). We started recruiting from the Kappas and have since then done a “snowball” method of recruiting through friends of our students that has enabled us to have a diverse student workforce.

Retention of Staff and Recruitment of New Staff (2017-2021)

The only full-time position we advertised for in the last three years was the Assistant Dean for Basic needs in 2018. In that position, we made sure to include social justice affirming language in the posting and job description:

“This is a particularly exciting time in Student Affairs at OHIO as the University welcomed a new president last year and the division recently completed a strategic plan focusing on equity and social justice, retention and persistence, and division-wide student learning outcomes. The Office of the Dean of Students serves our mission by providing support to students in crisis, communicating and collaborating with parents of OHIO students, and advocating for all students. In that advocacy role, the DOS has been charged with becoming the division leader on the retention of students who are at risk of leaving because their basic needs are not being met. This exciting new position will be the first at Ohio University to coordinate this vitally important social justice effort.”

“The successful candidate will be a visionary and innovative leader with experience in program development, grant writing, advocacy, and crisis response. A contemporary understanding of learning outcomes, coupled with the ability to implement continuous improvement efforts; demonstrated administrative skills and strong written communication and presentation skills are required. A demonstrated record of success in the ability to connect with and advocate for

historically underserved college students will be an important consideration in the selection of the new Assistant/Associate Dean.”

Our advertising for the position included: Chronicle, HigherEdJobs.com, Student Affairs Facebook/Twitter/social media, OCPA (Ohio College Student Personnel Association), Diverse Issues in Higher Ed, ohiomeansjobs.com, HR/OU Twitter and Facebook, Ohio University LinkedIn page.

C. List of department-level equity and social justice goals for past three years

Office of the Dean of Students Equity and Social Justice Goals

In alignment with the division’s 2018 strategic plan, all staff set equity and social justice goals. In addition, all departments set at least one goal on this topic. Below lists the office’s 2020-2018 Equity and Social Justice goals.

2020

- Research the possibility of doing a DOS Accessibility Audit follow-up. Create a program/process if needed. **CONTINUED INTO 2020 DUE TO COVID (Jenny)**
 - Initial conversation with Carey Busch scheduled for Monday, February 3rd.
- Schedule a time for Diane Cahill from ISFS to come to a DOS staff meeting and talk with us about her current programs/needs. **COMPLETED (Patti)**
 - Initial conversation with Diane should be scheduled in the spring semester.
 - Plan one follow-up initiative/plan/connection after Diane visit.
- We will facilitate a book club this summer **COMPLETED (Patti)**
 - Peggy Orenstein’s book *Boys and Sex* :
<https://www.peggyorenstein.com/boysandsex>
 - <https://www.npr.org/sections/health-shots/2020/01/07/794182826/boys-sex-reveals-that-young-men-feel-cut-off-from-their-hearts>
- We will schedule the HR training from Cat Russell on being a “diversity advocate” in a search process sometime this semester **COMPLETED (Tammy)**
 - Skill building around challenging others when they say something racist, homophobic, etc.

2019

- The DOS office will coordinate a collective professional development goals around social justice.
 - Each staff member will bring an idea of Social Justice for discussion to the **February 4, 2019** DOS Staff Meeting.
 - We selected a couple of topics at that staff meeting on Feb 4th. The first topic was Appalachia, and for that the whole staff watched two movies (*Hillbillies* and *Heroine*) and we read an article about the colonization of

Appalachia. We participated in discussions after each event, but we also had a conversation as a staff to process. In this instance, after our talk we decided to incorporate more connection about resilience of the people of Athens in our BSO talk.

- We decided to do another professional development topic in the summer. We decided to read the book, *White Fragility*, and have another discussion July 24th. Mark Ferguson is also participating in this conversation with us, and this time because of summer, it will just be the fulltime staff.
- In the fall we took the “Little Cities of Black Diamonds” tour as a staff to continue our Appalachian learning efforts, and we also invited Micah to one of our staff meetings to rebuild relationships with the LGBT Center and get safe zoned trained.
- The DOS office will audit of all our student forms/website with a social justice/inclusive eye. This audit will start and finish during the summer months with **changes all complete by August 15, 2019.**

2018

- Include social justice competencies in all DOS staff job descriptions **COMPLETED** (Chad/Jenny)
- Develop and implement a strategy to recruit a diverse pool for graduate assistantships in the division **COMPLETED** (Elizabeth/Chad)
- Develop and implement a strategy to recruit a diverse pool of DOS student employees (Tammy)

Challenges, Opportunities, and Future Strategies to Pursue to Advance Equity and Social Justice

As mentioned earlier, the DOS staff is not particularly diverse, which is a challenge when serving a diverse population of students, as representation matters. The opportunity of seeking a diverse applicant pool when possible open positions to fill after interim statuses are resolved exists. In order to be prepared for that possibility, we will be aligning with new Human Resource practices on inclusive search processes. Additional strategies for pursuing social justice in the 2021 year include:

- All staff will complete the Kirwin Institute for the Study of Race and Ethnicity four-part series on implicit bias. Upon completion, staff and graduate students will articulate a personal and departmental objective to integrate learning into practice.
- Graduate and undergraduate students, working with professional staff, will conduct a focus group with international students on their needs and service gaps. Action steps will be identified at the conclusion in consultation with professional and student staff.
- Each professional staff member will articulate an Equity and Social Justice professional development goal and action steps.

