Letter from Kelly Haag

Hello Student Affairs Colleagues:

I am so proud of the work that has gone into the 2020-2023 Strategic Plan for the Division of Student Affairs. This is an accomplishment to be celebrated!

This is the culmination of several years of hard work. The Strategic Planning process was launched in March 2018. Input was gathered at several points, including from five workgroups that had representation from 18 different Student Affairs units and student involvement. While our process was disrupted by COVID-19 and our "World Café" had to be cancelled, by summer of 2020, we had nearly 100 different individuals involved in various stages of planning!

We have spent time articulating who we are and who we want to be. Our Divisional priorities of Alignment, Equity and Justice, Student Learning, Health and Well-Being, and Student Connection to UWM overlap in many ways. Together, they also support the Think Tank 2030+ recommendation to "Make UWM a radically welcoming and engaging institution for all students." While every initiative outlined below is necessary for the support and success of UWM students, we must prioritize making systematic, on-going change to establish a culture of anti-racism, respect and equity for BIPOC and marginalized students. This will require the efforts of every Student Affairs team member.

The 2020-2023 Strategic Plan will provide a unified vision to work toward as well as a framework for documenting the exceptional work of the Division of Student Affairs. It is my hope that everyone in Student Affairs can see how their hard work impacts students in the attached document.

This document is not the end of the excellent cross-unit conversations we have been having. We will be reviewing the Strategic Plan regularly, collecting documentation to support our work, and making mid-course adjustments where necessary. We will make brave spaces for difficult conversations and collaborate with each other to make our vision a reality.

I look forward to celebrating the milestones we reach along the way with all of you.

Congratulations again on this significant achievement!

Kelly Haag
Chief Student Affairs Officer

October 2020

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Division of Student Affairs

2020-2023 Student Affairs Strategic Priorities and Initiatives At-A-Glance

Alignment: Collaborate effectively, both within the Division and University-wide, to identify, implement, measure, and communicate efforts that align with UWM directions and priorities

1. Examine and report how Student Affairs efforts support student success and retention
2. Identify, articulate and implement impactful collaborative partnerships within the Division, across UWM and in the community
3. Develop a plan to communicate the Division's student impact
4. Provide technology, financial, and human resources expertise needed to support students and Student Affairs staff

Equity and Justice: Integrate and infuse equity, anti-racism and justice concepts within Student Affairs to cultivate a sense of belonging and establish a culture of respect for BIPOC students and marginalized identities, people, and communities

5. Create spaces, opportunities, services, and programming that celebrate the diverse identities of UWM students
6. Create more equitable and inclusive practices that reflect our commitment to anti-racism, justice, inclusion, and sense of belonging
7. Implement the Inclusive Environment Inventory to evaluate unit-level physical environment, processes, and practices, and set goals to enhance equitable outcomes and services for students
8. Work with HR and hiring managers to have more reflective representation of staff

Student Learning: Develop and implement experiences and strategies that keep our work centered on transformational student learning

9. Provide a range of opportunities for skill development and transformational learning
10. Adopt and implement a division-wide approach to incorporate reflection on skills growth into student employment, internships and graduate assistantships
11. Develop infrastructure and resources to support student learning in a manner that is aligned with Academic Affairs and is in support of institutional Experiential Learning efforts

Health and Well-being: Emphasize a campus culture engaged in a holistic health model that leverages physical, mental, spiritual, occupational, social, intellectual and emotional well-being

12. Provide fundamental services (basic needs) to students, especially those in crisis
13. Improve access to high-quality health and well-being resources that are respectful and responsive to the needs of a diverse student body

Student Connection to UWM: Identify and implement experiences and strategies to create an environment where students would say, "I belong in the UWM community"

14. Build authentic relationships so that students feel that they belong
15. Develop pathways of student engagement from point of entry through graduation

Alignment

Collaborate effectively, both within the Division and University-wide, to identify, implement, measure, and communicate efforts that align with UWM directions and priorities

Initiative 1: Examine and report how Student Affairs efforts support student success and retention

Significance: This initiative aligns with the [Strategic Direction](#) "Outstanding Learning Environment," specifically "improve retention and graduation rates." This initiative will also develop metrics and assessment practices that will support the Equity and Justice Goal.

Student Impact: Better collaboration across Student Affairs units and with other Divisions on retention initiatives will help keep students on path towards graduation. Metrics of inclusion and culturally responsive assessment practices will create accountability for Equity and Justice efforts.

Activities:
- Relaunch continuous improvement cycle and culture of assessment for Student Affairs Units to document student impact
- Determine leading indicators that Student Affairs can use to measure student impact on retention
- Develop divisional metrics of inclusion to make work being done toward equity and justice measurable
- Develop culturally responsive assessment practices
- Bring student participation into the assessment process

Metrics:
- *Number of units with completed assessment plans*
- *Unit-level assessment data*
- *Student Care Team data*
- *[Student Exit Survey](#) data*
- *Fall-to-Fall retention rates*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *100% of units have completed assessment plans by end of 2021*
- *Student Affairs staff understand how their work affects student retention*
- *Student Affairs Divisional metrics are identified, and baselines are developed for next strategic planning cycle*
- *Students are regularly participating in the assessment and student feedback process*

Collaborate effectively, both within the Division and University-wide, to identify, implement, measure, and communicate efforts that align with UWM directions and priorities

Initiative 2: Identify, articulate and implement impactful collaborative partnerships within the Division, across UWM and in the community

Significance: Partnering across units, divisions, and with community members reduces possible overlaps in services and creates for more diverse ideas and solutions in supporting students. In addition, partnerships with the community is noted in the Think Tank 2030+ Recommendations and the Strategic Directions.

Student Impact: Partnerships within the community provide more opportunities for students to be engaged in experiential learning and to be part of the larger Milwaukee community. In addition, according to the Student Success Work Group, "Students frequently commented on their love for the city of Milwaukee. The city is viewed as an extension of campus and is an integral part of their experience as a student."

Activities:
• Evaluate divisional and cross-divisional committees and collaborative initiatives to ensure there is a level of accountability, quality staff participation and broad staff representation
• Purposely work to break down silos
• Develop and cultivate community partnerships

Metrics:
• *List of major committees and their members created*
• *Work on cross-divisional projects is documented*
• *Number of students who participate in events and programming with community partners*

Division-wide Targets (by July 2023 unless otherwise indicated):
• *Student Affairs-led committees have clear goals and outputs*
• *Committees are evaluated annually to ensure that Student Affairs has adequate representation and that opportunities/workload is shared*
• *Campus decision making bodies (committees, search and screens, leadership, task groups) are reflective of the campus community*

Collaborate effectively, both within the Division and University-wide, to identify, implement, measure, and communicate efforts that align with UWM directions and priorities

Initiative 3: Develop a plan to communicate the Division's student impact

Significance: Student Affairs plays a critical role in student development and the UWM experience, and this role needs to be communicated to attract and retain students. This is in alignment with the Strategic Direction "Outstanding Learning Environment," specifically "increase student awareness and use of support services."

Student Impact: Potential and current UWM students need to be aware of the services and experiences that are available to support their educational journey. More communication among Student Affairs units and across divisions will also lead to less confusion for students as there is a reduced duplication of services and messaging.

Activities:
- Distribute new/updated value-based messages to internal and external partners at campus traditions and at UWM retail outlets to support connection to the institution
- Utilize internal engagement, support, and promotional talents to tell our story of both the student experience and success
- Create avenues for units to share their work with other Student Affairs units

Metrics:
- *Number and types of communications highlighting Student Affairs' work and impact*
- *Unit-level assessment data*
- *Numbers and demographics of students who use services and/or attend events*
- *National Survey of Student Engagement (NSSE)*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Student Affairs website messaging is reviewed and updated regularly*
- *Student Affairs Division metrics are identified, and baselines are developed for next strategic planning process*
- *Increase percentages of students who respond that UWM provides a Supportive Environment on National Survey of Student Engagement (includes questions on being involved socially, attending campus activities and events, and support for overall well-being)*

Collaborate effectively, both within the Division and University-wide, to identify, implement, measure, and communicate efforts that align with UWM directions and priorities

Initiative 4: Provide technology, financial, and human resources expertise needed to support students and Student Affairs staff

Significance: Successful Student Affairs work depends on a robust infrastructure of supportive professionals. During the COVID-19 Pandemic and difficult financial times, the work of human resources, budget and finance, information technology, and facilities maintenance in supporting students and staff must be documented and recognized.

Student Impact: For students to learn and grow, they must first have their physiological and safety needs met. Student Affairs employees team members are dedicated to keeping students fed, housed, safe, secure in facilities and spaces that meet their needs.[1] In addition, this initiative provides support for all other initiatives.

Activities:
- Keep physical spaces clean, safe, functional and welcoming
- Providing technical resources, services, IT project consultation and support to the Division.
- Oversee the accounting, budgeting, capital projects planning, and financial analysis & reporting functions of the Division
- Ensure compliance and create best practices to support operational effectiveness and efficiencies
- Maintain personnel policies and procedures related to compensation and titles, recruitments, appointments and continuity status, equity and promotions, and legal compliance with employment laws

Metrics:
- *Student Employment Survey*
- *Numbers of student utilizing spaces and services*
- *Unit-level assessment data*
- *National Survey of Student Engagement (NSSE)*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Student Affairs remains within budget*
- *Student Affairs staff and student employees report having the support needed to do their jobs*
- *Increase percentages of students who respond that UWM provides a Supportive Environment on National Survey of Student Engagement (includes questions on being involved socially, attending campus activities and events, and support for overall well-being)*

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1 See Maslow's Hierarchy of Needs: https://www.simplypsychology.org/maslow.html

Equity and Justice

Integrate and infuse equity, anti-racism and justice concepts within Student Affairs to cultivate a sense of belonging and establish a culture of respect for BIPOC students and marginalized identities, people, and communities

Initiative 5: Create spaces, opportunities, services, and programming that celebrate the diverse identities[2] of UWM students

Significance: In addition to being in alignment with the Chancellor's Diversity, Equity and Inclusion [Strategic Direction](#) and [Think Tank 2030+](#) recommendation to "Make UWM a radically welcoming and engaging institution for all students," this initiative embodies the [values](#) of the Student Affairs Division.

Student Impact: Identity affirming and celebrating environments are important to students. They may be more likely to experience sense of belonging when their cultures and identities are celebrated and firmly embedded within campus programs and signature events, and when they have opportunities to engage in small groups, be heard, be expressive, be affirmed, and believe that they can achieve their highest goals.

Activities:
- Staff from units across Student Affairs will plan and support annual cultural, equity, and justice programs (existing and new) and encourage participation (faculty, staff, development, alum) to create new UWM traditions
- Get student feedback regarding what kinds of programming is needed/wanted
- Working with students, map which identity groups have spaces on our campus and which ones don't
- Create spaces, opportunities, services and programming where gaps exist

Metrics:
- *Numbers and demographics of students served*
- *Numbers of faculty, staff, and alumni that attend events*
- *Unit-level assessment data*
- *[National Survey of Student Engagement (NSSE)](#)*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Student Affairs Division metrics are identified, and baselines are developed for next strategic planning process*
- *As appropriate, serve a student population that is representative of the campus population*

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2 It is important to recognize the significance of intersectional identities and that people with more than one targeted identity may have experiences unique to such intersectionality

Equity and Justice

Integrate and infuse equity, anti-racism and justice concepts within Student Affairs to cultivate a sense of belonging and establish a culture of respect for BIPOC students and marginalized identities, people, and communities

<u>Initiative 6: Create more equitable and inclusive practices that reflect our commitment to anti-racism, justice, inclusion, and sense of belonging</u>

Significance: In addition to being in alignment with the Chancellor's Diversity, Equity and Inclusion [Strategic Direction](#) and [Think Tank 2030+](#) recommendation to "change the culture of UWM to embrace a diversity, equity, and inclusivity mindset among faculty, staff, and administration," this initiative embodies the values of the Student Affairs Division.

Student Impact: Students need to feel actively welcomed in order to be successful, and this is not currently happening for all students. As noted in Kelly Haag's June 9, 2020 message, "we must steadfastly dedicate ourselves individually and collectively to make systematic, on-going change."

Activities:
- Provide anti-bias and anti-racism training opportunities for Student Affairs staff [3]
- Strategically engage with UW System in the implementation of a Climate Assessment and engage in planning sessions to use findings to strategize on how to make continuous improvements
- Implement the use of inclusive language into everyday practices when appropriate (e.g., using inclusive language in all marketing material [they vs. he/she], revising the business card and name badge templates so there is a line for pronouns, and standardized email signatures that includes the option to include pronouns)

Metrics:
- *Number and percentage of staff members trained*
- *Post-training evaluations*
- *UW System Climate Survey Data*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *UW System Climate Survey administered in Spring 2021 and results are integrated into future planning processes*
- *50% of Student Affairs staff participate in Student Affairs-specific equity and justice training*
- *100% of Student Affairs signatures include pronouns*
- *Marketing materials are regularly examined for inclusive language and images*
- *Staff members trained report increases in their knowledge levels post-training*

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3 This will be in conjunction with the training developed in Initiative 8 below and with mandated anti-bias and anti-racism training being developed at the University-level

Integrate and infuse equity, anti-racism and justice concepts within Student Affairs to cultivate a sense of belonging and establish a culture of respect for BIPOC students and marginalized identities, people, and communities

Initiative 7: Implement the Inclusive Environment Inventory to evaluate unit-level physical environment, processes, and practices, and set goals to enhance equitable outcomes and services for students

Significance: This aligns with the Think Tank 2030+ recommendation to "make UWM a radically welcoming and engaging institution for all students" and the Chancellor's Strategic Direction of Diversity, Equity and Inclusion.

Student Impact: The inventory employs an asset framework, which assumes all students have assets and are capable of success, and guides units to look inward to examine systems, structures, programs, and behaviors to eliminate disparities, foster inclusivity, and create more accessible and equitable spaces, services, and programs.

Activities:
- Each unit Completes the Unit-level Inclusive Environment Inventory developed by Dr. Becky Freer
- Each unit identifies priority items and comes up with a plan to implement changes (e.g., Post current and former Formal Land and Water and Labor Acknowledgments and physical placards for rooms)[4]
- Units are encouraged to work together towards systemic change (e.g., create a student-involved committee to oversee name and art selection on all three campuses)

Metrics:
- *Records kept on the Inventory and implementation of identified priorities*
- *Unit-level assessment data*
- *Numbers of students served, disaggregated by student demographics*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *100% of units have completed the Unit-level Inclusive Environment Inventory by June 2022*
- *100% of units have identified at least one area of need and has made at least one change*
- *As appropriate, serve a student population that is representative of the campus population*

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4 Units will be required to identify and prioritize a few items that can be implemented relatively quickly and a few target items that will warrant longer term planning and implementation.

Equity and Justice

Integrate and infuse equity, anti-racism and justice concepts within Student Affairs to cultivate a sense of belonging and establish a culture of respect for BIPOC students and marginalized identities, people, and communities

Initiative 8: Work with HR and hiring managers to have more reflective representation of staff

Significance: This initiative aligns with the [Think Tank 2030+](#) recommendation that "UWM should continually assess our changing demographics and develop and implement a comprehensive plan to assess and measure the degree to which our faculty and staff reflect the demographics of the region served."

Student Impact: We have heard the importance that role models have on student feelings of belonging and success. In addition, a diversity of team members and ideas will create stronger and more inclusive programming for all students.

Activities:
• Recruiting and hiring more BIPOC students as employees, particularly in areas that have strong student interaction components
• Require that job postings and recruitment efforts intentionally target diverse populations, including the use of suggested job posting websites and advertisements
• Improve the search and screen interview process to incorporate a process to identify culturally conscious candidates in screenings into our staff, including developing specific cultural competency requirements for different staffing levels
• Incorporate intercultural competencies into position descriptions, using the ACPA/NASPA professional competency standards for Equity, Diversity and Inclusion and/or the existing veterans skill rubric
• Train all Divisional HR reps and leadership team, hiring managers, search and search committee members, and S&S chairs to discuss anti-bias training and clarify culturally competent and inclusive hiring practices, and require Search and Screen Committee training prior to serving as a chair

Metrics:
• *Units will provide copies of job postings*
• *Number of position descriptions with intercultural competencies*
• *Number of staff members trained & post-training evaluations*
• *Staff demographics as compared to the student population served*

Division-wide Targets (by July 2023 unless otherwise indicated):
• *Standards are developed for required and preferred minimum skill levels in position descriptions*
• *100% of Student Affairs position descriptions will use inclusive language*
• *100% of Search and Screen Committee Chairs members attend training prior to serving*
• *Staff members trained report increases in their knowledge levels post-training*
• *Student Affairs staff will become more representative of the campus population.*

Develop and implement experiences and strategies that keep our work centered on transformational student learning

Initiative 9: Provide a range of opportunities for skill development and transformational learning

Significance: According to EAB's study *Reimaging Experiential Learning: Skill-Building Opportunities Outside the Classroom*, "Students can and are developing high-demand skills through co-curricular involvement, including student organizations, Greek life, student leadership, volunteer opportunities, and campus employment, but many students don't access these opportunities, and those that do often struggle to articulate the concrete or transferable value of their experiences to prospective employers"[5]

Student Impact: Student Affairs prepares students for life and their future career. Research shows "generally positive relationships between high-impact[6] or engaged experiences and different measures of student learning and achievement, such as self-reported gains, grade point averages, and retention."[7] These results showed benefits for also students "but also and particularly for students from groups historically underrepresented in higher education."[8]

Activities:
- Provide Service-Learning Opportunities
- Provide Living Learning Communities
- Support Student Association and student organizations
- Provide active learning practices that promote deep learning[9]
- Support student involvement in research

Metrics:
- *UW System Shared Learning Goals*
- *Reflections, portfolios, and other artifacts of student learning*
- *Unit-level assessment data*
- *Retention and graduation rates of student participants*
- *Student Affairs Learning Goals (see Initiative 11)*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Student Affairs Division metrics are identified, and baselines are developed for next strategic planning process*

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5 Reimagining Experiential Learning, p. 9

6 AAC&U defines High-Impact Practices as practices that "educational research suggests increase rates of student retention and student engagement."

7 Finley, A. and T. McNair, p. vi

8 Finley, A. and T. McNair, p. vi

9 UW-Eau Claire defines High-Impact Practices as "active learning practices that promote deep learning by promoting student engagement as measured by the National Survey on Student Engagement (NSSE)." See also AAC&U. High-Impact Educational Practice Table.

Develop and implement experiences and strategies that keep our work centered on transformational student learning[10]

<u>Initiative 10: Adopt and implement a division-wide approach to incorporate reflection on skills growth into student employment, internships and graduate assistantships</u>

Significance: "Students must be able to articulate the value of their college experience, as well as the skills and competencies they've gained, to differentiate themselves in the job search."[11]

Student Impact: Hands-on learning experiences help students make meaningful connections between what they're learning in the classroom and what they're learning during employment and make a connection between their job and their future career.[12] Research has shown that "it is in recognizing, reflecting upon, and articulating the skills they [students] have developed that they need additional guidance and support."[13] As just one example, UWM GROW[14] (Guided Reflection on Work) uses brief, structured conversations between student employees and their supervisors to help make the learning occurring through student employment more "visible."

Activities:
- Review previous Student Employment Outcomes work and finalize Division-wide outcomes
- Train supervisors to have developmental conversations with students
- Redraft student position descriptions to include Student Employment Outcomes
- Engage student employees in ongoing reflection to help students make connections

Metrics:
- *Student Affairs Student Employment Outcomes*
- *Number of supervisors trained & post-training evaluations*
- *Number of PDs and Evaluations that include Student Employment Learning outcomes*
- *Student Employee Experience Survey*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Students report gains in learning outcomes*
- *Supervisors report increased comfort levels and skill levels in discussing skill growth*
- *Position descriptions use Student Affairs Learning Outcomes for Student Employees*
- *100% of Student Affairs supervisors engage student employees using UWM GROW*

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10 *Learning Reconsidered* provides an in-depth explanation of transformative learning. In brief: "To support today's learning outcomes, the focus of education must shift from information transfer to identity development (transformation)." P. 9.

11 Reimagining Experiential Learning, p. 9

12 UWM Grow (Guided Reflection on Work)

13 Reimagining Experiential Learning, p. 22

14 We are using the trademark by permission of the University of Iowa (IOWA GROW ®).

Develop and implement experiences and strategies that keep our work centered on transformational student learning

<u>Initiative 11: Develop infrastructure and resources to support student learning in a manner that is aligned with Academic Affairs and is in support of institutional [Experiential Learning](#)[15] efforts</u>

Significance: This initiative will create the infrastructure to support Initiative 9 and Initiative 10.

Student Impact: This initiative will further build the capacity for Student Affairs to demonstrate how our efforts impact students' transformational learning journey.

Activities:
- Map how/where student learning occurs in Student Affairs[16]
- Determine any Student Affairs Learning Goals that complement the [UW System Shared Learning Goals](#)
- Provide necessary student development professional development, mentoring and support to staff
- Work with Academic Affairs to align co-curricular and curricular learning assessment efforts[17]
- Create process to help students recognize, reflect upon, and articulate their skills[18]

Metrics:
- *Infrastructure changes are documented*
- *Post-training evaluations*
- *Documentation for 2022-2023 Higher Learning Commission comprehensive review*[19]

Division-wide Targets (by July 2023 unless otherwise indicated):
- *A map is of student learning is created*
- *Staff report increased understanding of student development*
- *Documentation is in place for accreditation review and does not result in findings*
- *A pilot of a student co-curricular transcript/resume/profile is conducted*

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15 "Experiential learning is a process through which a learner constructs knowledge, skill, and value from direct experience. EL occurs when carefully chosen experiences are supported by reflection, critical analysis, experimentation, and syntheses. (Association for Experiential Education)."

16 "Mapping is a collaborative process of indicating which activities or experiences align with which learning outcomes throughout an institution of higher education." (Jankowski and Baker, p. 6)

17 The UW System Shared Learning Goals are the defining learning goals for all undergraduate degrees at UWM.

18 "At many institutions, there is a growing movement toward campus-wide documentation, whether in the form of a cocurricular transcript or record, or an e-portfolio." Reimagining Experiential Learning, p.89

19 In particular, we will provide support for Higher Learning Commission's Core Component 4.B: "The institution demonstrated a commitment to educational achievement and improvement thought ongoing assessment of student learning"

Health and Well-being

Emphasize a campus culture engaged in a holistic health model that leverages physical, mental, spiritual, occupational, social, intellectual and emotional well-being

Initiative 12: Provide fundamental services (basic needs) to students, especially those in crisis

Significance: The Student Affairs division helps students navigate their challenges, and some UWM students have challenges meeting basic needs or are experiencing a crisis. According to a 2018 report from the Wisconsin Hope Lab, of 540 UWM students who completed a survey, 10% experienced some form of homelessness, 42% were housing insecure, and 37% had low or very low food security. 67% of First Year UWM students and 57% of UWM Seniors selected "very much" or "quite a bit" for how much the institution provides support for your overall well-being (recreation, health care, counseling, etc.) on the 2017 National Survey of Student Engagement.

Student Impact: For students to learn and grow, they must have their physiological and safety needs met. Student Affairs employees team members are dedicated to keeping students feed, housed, safe, and secure.[20]

Activities:
- Provide basic health and well-being services
- Continue to coordinate COVID Response
- Develop an action plan to raise funds for student services
- Review existing metrics and develop appropriate baselines
- Identify markers of poverty that impact health and well-being

Metrics:
- *Number of students served, disaggregated by student characteristic*
- *#Real College Survey*
- *National College Health Assessment II*
- *National Mental Health Survey*
- *Alcohol & Marijuana Wise Survey*
- *Sexual Assault Prevention Survey*
- *Unit-level assessment data*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Student Affairs Division metrics are identified, and baselines are developed for next strategic planning process*

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20 See Maslow's Hierarchy of Needs. https://www.simplypsychology.org/maslow.html

Health and Well-being

Emphasize a campus culture engaged in a holistic health model that leverages physical, mental, spiritual, occupational, social, intellectual and emotional well-being

<u>Initiative 13: Improve access to high-quality health and well-being resources that are respectful and responsive to the needs of a diverse student body</u>

Significance: College students have a diversity of health and well-being needs, and these needs can be exacerbated for BIPOC students[21] as well as students with marginalized identities, with children, and/or who are living in poverty.

Student Impact: Students need to develop healthy habits while studying at UWM and into the future. Students are juggling multiple priorities[22] and high stress levels.

Activities:
- Maintain a central well-being website with definitions, links to programs and facilities, and an event calendar
- Provide recreation and wellness events, activities, and programming
- Analyze and assess needs of current health and well-being systems to identify impact on health equity and student success
- Create definitions of "well-being"
- Develop health-related learning objectives
- Review existing metrics and develop appropriate baselines
- Expand current freshmen seminar class offerings (i.e., Modify existing course [EdPsych 101 is required of all student athletes], add well-being topics, and expand offerings)
- Pilot a second-semester version of EdPsych 101

Metrics:
- *Number of students who attend events or use services*
- *National College Health Assessment*
- *National Survey of Student Engagement*
- *Unit-level assessment data*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Student Affairs Division metrics are identified, and baselines are developed for next strategic planning process*
- *As appropriate, serve a student population that is representative of the campus population*

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21 A July 6, 2020 article from the Chronicle of Higher Education explains how the pandemic and racial-injustice crisis are taking a toll on BIPOC students.

22 A meta-analysis of 11 different COVID-19 student surveys reiterated that students lead complex lives: "They face a variety of sometimes competing commitments, all of which require time and energy."

Identify and implement experiences and strategies to create an environment where students would say, "I belong in the UWM community"[23]

Initiative 14: Build authentic[24] relationships[25] so that students feel that they belong

Significance: This aligns with the [Strategic Direction](#) Outstanding Learning Environment, particularly "increase opportunities for student connection with faculty, staff and peers." Students who feel a sense of connection to UWM and have developed relationships with other students, faculty, and staff are more likely to be retained. Studies have shown that "a sense of belonging has been associated with academic motivation, success, and persistence."[26]

Student Impact: According to the [Student Success Work Group](#), "Students want and need better human connections: An umbrella theme is that students desire and recognize a benefit from connections made with faculty, staff, older students, and peers."

Activities:
- Prioritize small group opportunities to develop community and support networks so that students build strong peer-to-peer relationships[27]
- Move from a customer service model (e.g., transactional model) to a holistic student-centered model that prioritizes listening, accuracy, and respect for the diverse needs of UWM students
- Encourage Student Affairs staff to be flexible and proactive to meet student needs

Metrics:
- *[National Survey of Student Engagement](#)*
- *Unit-level assessment data*
- *Fall-to-fall persistence rates*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Increase percentage of students who rate the quality of interactions with student services staff as a 6 or 7 [(33% for First Year students and 34% for Seniors)](#) on the NSSE*
- *Student Affairs staff demonstrate understanding of UWM student population and their needs*

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23 According to one study, students associate belonging with "being comfortable and fitting in. Two additional themes of safety and respect were shared by the minoritized students" (Vaccaro & Newman, p. 931).

24 Authenticity is especially important for minoritized students: "these students felt a sense of belonging only when they forged relationships in which they could be their authentic selves" (Vaccaro & Newman, p. 934).

25 "All participants described the importance of relationships to their sense of belonging" (Vaccaro & Newman, p. 933).

26 Vaccaro and Newman, p. 925

27 "All students talked about how getting involved in campus extracurricular activities was connected to their sense of belonging. However, the way involvement shaped their emerging sense of belonging differed among minoritized and privileged students. Although belonging for privileged students was related to having fun and a sense of accomplishment or mattering via involvement, belonging for minoritized students revolved around whether or not they could be their authentic selves and develop authentic connections in clubs and student centers." (Vaccaro & Newman, p. 935).

Identify and implement experiences and strategies to create an environment where students would say, "I belong in the UWM community"

<u>Initiative 15: Develop pathways of student engagement from point of entry through graduation</u>

Significance: "Student affairs units must build awareness among the broader student body about the value of on-campus involvement, provide tools for them to select opportunities that support their goals, and offer more directive support to harder-to-engage students."[28] In addition, this is in alignment with the <u>Strategic Direction</u> Outstanding Learning Environment, particularly "Examine, enhance and integrate support for students navigating various stages of transition (first-year students through graduating seniors."

Student Impact: According to the Student <u>Success Work Group</u>, "Students during their first year are balancing a desire to become increasingly independent while looking for connection and validation that they belong at UWM." According to the <u>2017 UWM NSSE</u> findings "UWM seniors reported significantly lower rates of "attending campus activities and events" than their peers in the three comparison groups."

Activities:
- Identify key milestones in the first-year experience and beyond (programming/weeks) that are then supported by all members in the Division
- Provide support and advocacy for marginalized students who might be struggling with institutional barriers
- Provide safe student programming opportunities, particularly on nights and weekends, and athletic events
- Offer more directive support to harder-to-engage students, such as developing intentional commuter and residential based programming

Metrics:
- *Unit-level assessment data*
- *Fall-to-Fall retention data*
- *National Survey of Student Engagement*
- *Beginning College Survey of Student Experience*

Division-wide Targets (by July 2023 unless otherwise indicated):
- *Increase percentage of students who rate "very much" or "quite a bit" for how much the institution provides opportunities to be involved socially (68% for First Year students and 60% for Seniors) on the National Survey of Student Engagement*
- *As appropriate, serve a student population that is representative of the campus population*

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How the Strategic Plan Will Be Implemented

October 2020
- *Final Strategic Plan is shared*
- *Student Affairs Leadership Team (SALT) determines champions and milestones for each initiative*

Nov.-Dec. 2020
- *Director of Student Learning, Assessment, and Planning meets with units to document where/how their work connects to the Strategic Plan iniatives*

January 2021
- *Using unit-level assessment plans, Champions work with the Director of Student Learning, Assessment, and Planning to create a detailed action plan with detailed timeline*

February 2021
- *SALT examines action plans for gaps and creates cross-unit, collaborative activities to fill those gaps*

March 2021
- *Action Plan is finalized*
- *Cross-unit activites begin*
- *Strategic Plan assessment team begins developing an evaluation plan for the initiatives*

How the Strategic Plan Will Be Assessed

Strategic Plan progress reviewed annually by SALT and Strategic Plan Assessment Team

Goal-level analysis conducted by SALT (e.g., Alignment Goal)

Initiative-level analysis conducted by Strategic Plan Assessment Team (e.g., Initiative 4: Maintain robust infrastructure to support students and Student Affairs staff)

Unit level data (e.g., Housing reports data that residential students feel the facilities are clean and safe)

Multi-unit data (e.g., Student employees report having access to resources in the Student Employee Survey)

Institution-wide data (e.g., Students report that UWM provides a "supportive environment" on the National Survey of Student Engagement)

2020-2023 Strategic Plan Timelines

2020 - 2021	**Sept - Dec**	• Student Affairs Leadership Team (SALT) determines champions and milestones for each initiative • Assemble Unit Assessment Liaison Sub-Team • Unit-level 2020-2021 assessment plans created/updateds
	Jan - Mar	• Finalize action plan • Assemble Strategic Plan Assessment Sub-team • Develop plan for assessing Strategic Plan initiatives • Mid-year informal check-in with units
	Apr - Jun	• Finalize plan for assessing Strategic Plan initiatives • Develop system for collecting data, reports • Unit-level 2020-2021 reflections due June 30
2021 - 2022	**July - Sept**	• Collect 2020-2021 data that will roll up to Strategic Plan assessment • Unit-level 2021-2022 assessment plans created by Sept 1
	Oct - Dec	• Annual Strategic Plan Assessment Report due October 30
	Jan - Mar	• Updates made to Strategic Plan • Mid-year informal check-in with units
	Apr - Jun	• Unit-level 2021-2022 reflections due June 30
2022 - 2023	**July - Sept**	• Collect 2021-2022 data that will roll up to Strategic Plan assessment • Unit-level 2022-2023 assessment plans created by Sept 1
	Oct - Dec	• Annual Strategic Plan Assessment Report due October 30
	Jan - Mar	• Updates made to Strategic Plan • Mid-year informal check-in with units • *Begin 2023-2026 Strategic Planning cycle*
	Apr - Jun	• Unit-level 2022-2023 reflections due June 30 • *Continue 2023-2026 Strategic Planning cycle*
2023 - 2024	**July - Sept**	• Collect 2022-2023 data that will roll up to Strategic Plan assessment • *Launch 2023-2026 Strategic Plan by Sept 1* • Unit-level 2022-2023 assessment plans created by Sept 1
	Oct - Dec	• FINAL 2020-2023 Strategic Plan Assessment Report due October 30
	Jan - Mar	• Mid-year informal check-in with units
	Apr - Jun	• Unit-level 2023-2024 reflections due June 30

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