LETTER FROM
DR. JOHN R JONES, III

I began my journey as a Blazer at the University of Alabama at Birmingham in the summer of 2015 with the task of rebuilding a Division of Student Affairs that would be the epitome of excellence in providing extraordinary student experiences – one that would inspire and empower our students to serve as leaders in a diverse society. As a student affairs professional dedicated to enhancing the student experience and advancing student success, that was an exciting challenge, and one I have taken on full throttle.

It is my goal to create a Division of Student Affairs that will become a 21st century model. What we do at UAB will impact, I hope, not only our students, but the Student Affairs profession as a whole. I know that is a lofty aspiration, but we are prepared to do what it takes to make it our reality.

As we started rebuilding this Division from the ground up, we began by asking ourselves what would be our vision. Overwhelmingly, the response was that we wanted to be a place where students, Student Affairs professionals, faculty and staff can create a synergy that will give birth to transformational experiences. We are a division of professionals who want to give our students an opportunity to take the lessons they learn in the classrooms and put them into action. We do that by providing them with learning environments and learning experiences. We also give them the support they need to thrive with housing, dining, wellness and counseling and advocacy. We are in the business of “transformation.”

After we drafted our mission, vision and values, we honed in closer and asked what would be our priorities and the guiding principles to what we do. As we build a 21st century model, the words “excellence,” “engagement” and “innovation” continued to come up and were written into our plan for success.

Throughout the process of creating our strategic plan, it was important to me that each member of the Division had a voice. We started with planning sessions with our directors, and once we had a draft, we took it to the Division. We brought out flip boards and handed out Sharpies. Each person was asked to share. We hosted forums, group sessions and discussions and made everything available on a shared drive. We gathered everyone’s feedback and reviewed and considered every single comment.

Now, after nearly a year of planning, meeting, discussing and writing, we are ready to share our “living” roadmap in providing extraordinary student experiences. Although this is the first step of many, on our journey to becoming that 21st century model, we know that our “living” plan will continue to evolve as our students develop and change. I cannot wait to see how what we do creates a ripple effect of transformation for our students and our campus community.

Sincerely,

John R. Jones, III
Vice President
# Introduction

I began my journey as a Blazer at the University of Alabama at Birmingham in the summer of 2015 with the task of rebuilding a Division of Student Affairs that would be the epitome of excellence in providing extraordinary student experiences – one that would inspire and empower our students to serve as leaders in a diverse society. As a student affairs professional dedicated to enhancing the student experience and advancing student success, that was an exciting challenge, and one I have taken on full throttle.

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Vice President
INSTITUTIONAL PROFILE

The University of Alabama at Birmingham (UAB) is a comprehensive public university located in downtown Birmingham, which is Alabama’s largest city. It is one of three campuses in the University of Alabama System (University System), together with the University of Alabama, established in Tuscaloosa in 1831, and the University of Alabama in Huntsville, created in 1966. UAB was established as a separate campus of the University System, also in 1966.

UAB is well on its way to achieving its vision of being one of the most dynamic and productive comprehensive universities—and the preferred academic medical university—of the 21st century. UAB’s faculty has garnered international recognition for excellence in education, health care and research. Its educational programs provide a high-quality, diverse curriculum in an intensely collaborative setting to undergraduate and graduate students. A premier academic medical center, UAB delivers world-class clinical care to its patients. In addition, UAB provides a variety of services and programs to meet the needs of the professional and business communities of Birmingham.

UAB offers innovative academic programs that equip students for the demands of today’s global “knowledge economy,” including, 51 baccalaureate programs, 52 master’s programs, 37 doctoral programs, three first-professional and two certificate programs. These programs are offered through the College of Arts & Sciences and the 10 schools of Business, Dentistry, Education, Engineering, Health Professions, Graduate School, Medicine, Nursing, Optometry and Public Health.

UAB provides undergraduates the types of leading-edge, closely-mentored research opportunities found primarily in graduate programs at other universities. In the past two years, the University has significantly expanded its novel undergraduate program in the neurosciences and started new majors in public health and biomedical sciences, and is developing majors in cancer biology, informatics and immunology. The acclaimed UAB Honors College also offers advanced research and scholarship experiences to more than 1,250 high-ability undergraduates through such offerings as the Science and Technology Honors Program.

UAB continues to attract the best and brightest students from Alabama, the nation and nearly 100 countries around the world. In fall 2016, the University enrolled its largest freshmen class ever, an increase of 6.56%. This class has an average ACT of 25 (placing them in the top 21 percent nationally) and average high school GPA of 3.65.
GUIDING PRINCIPLES

UNIVERSITY OF ALABAMA SYSTEM

1. The careful management of resources is achieved through strong and responsive governance. The System maintains an effective process for the review and approval of academic and financial matters at the institutions and System levels and strives to achieve the most effective and efficient use of resources by encouraging inter-institutional cooperation whenever possible and appropriate. The System promotes opportunities for equal access for all qualified students and values diversity among its students, faculty, staff, and administration.

2. The System encourages collaboration with elementary/secondary schools, community colleges, and other institutions of higher education whenever possible and appropriate and supports the PK-Ph.D. concept as a way of helping to ensure high-quality programs, services, and student performance at all levels of education.

3. The quality of education is regularly assessed with the goal of improvement. The System promotes careful planning, review, and evaluation to ensure the best possible results from the programs, services, and activities of its institutions.

4. The System recognizes that its component institutions differ in mission, role, scope, and academic characteristics, and is committed to maintaining institutional diversity.

5. To achieve selective excellence, the System recognizes that academic resources may be concentrated according to different patterns at different institutions and with different results.

6. The System helps stimulate the continuing awareness of ethics and human values.

7. The System assumes an active role in advocating for and responding to the needs of its component institutions.

8. The System recognizes the linkage between a quality system of higher education and future economic opportunities for its students and acknowledges its vital role in promoting the economic advancement of Alabama.

9. The System supports its institutions as they engage in high-quality, innovative, and relevant research that involves the discovery, dissemination, and application of knowledge.

10. The System recognizes the need to serve citizens beyond the boundaries of the campuses through outreach programs and services.

11. The System is committed to providing high-quality health care through its hospitals and clinics as it engages in preeminent medical education, research, and health related programs.

12. The strength of the System depends on the quality of its leadership. A commitment to seek, appoint, and support administrators, faculty, and staff who ascribe to sound academic principles and possess professional and personal characteristics that ensure solid and positive growth of all aspects of the System is essential.
GUIDING PRINCIPLES

UNIVERSITY OF ALABAMA AT BIRMINGHAM

VISION

UAB’s vision is to be an internationally renowned research university — a first choice for education and health care.

MISSION

UAB’s mission is to be a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

In the past year, UAB has produced groundbreaking discoveries and innovations, delivering on our promise of “knowledge that will change your world.” Our overarching mission pillars embody our commitment to educate, advance research and discovery, care for the sick, respond to the needs of our community and use knowledge to establish Alabama as a progressive economic center that can change the world. We are investing in mission-critical infrastructure and institutionwide initiatives that undergird the support of our faculty, staff, students, alumni, and community. Every school and department is identifying top priorities and actively collaborating to achieve them. We are aligning our greatest strengths for the benefit of UAB, Birmingham, Alabama, and beyond.

OVERARCHING MISSION PILLARS

1. Provide education that prepares diverse students to lead, teach, provide professional services and become the prominent scholars and societal leaders of the future.

2. Pursue research, scholarship and creative activities that spur innovation, make UAB a vibrant cultural center and expand UAB’s capability to continually discover and share new knowledge that benefits society.

3. Deliver the highest quality patient care that reflects our ability to translate discoveries into revolutionary therapies in one of the nation’s largest academic medical centers.

4. Encourage partnerships that improve education, the arts and humanities, health, economic prosperity and quality of life through service at home and around the globe.

5. Foster and stimulate innovation and entrepreneurship that contributes to the economic development and prosperity of the city of Birmingham, the state of Alabama and beyond.
THE DIVISION OF STUDENT AFFAIRS
THE ROLE OF STUDENT AFFAIRS

Our Student Affairs professionals are committed to enhancing the student experience and advancing student success by providing those activities, leadership opportunities, services and guidance necessary to support the rigorous academic learning environment at UAB. We have a responsibility to contribute to students’ educational achievement while equipping them to serve as leaders in a global society. Additionally, the services we provide help remove barriers that inhibit students from performing well academically.

By engaging students in learning and self-discovery beyond the classroom, we intend to help students develop values and ethical standards, foster an environment of cultural humility, establish educational partnerships that enhance student learning, and build safe and inclusive communities necessary for student success.

Some of our important services include campus recreation, counseling, career development services, health services, housing, leadership, dining services and student advocacy. Our expertise centers around the highest standards, high impact practices, reducing barriers to student success and promoting safety and wellness across departments, divisions and the community.

As we embark in preparing the future generations of employees, caregivers, leaders, and researchers for life beyond graduation, the co-curricular opportunities provided by Student Affairs are both necessary and valuable. Current research and trends suggest that the effort placed on establishing and encouraging student learning in and out of the classroom – in some cases over instruction – is the best way to insure students’ passion for lifelong learning.

Underlying the practice of student affairs are a number of core values centered on the students’ holistic development and maturation. These values include student-centeredness, student advocacy, empowering students to create positive change, collaboration, accountability and integrity. In carrying out our values, we will improve student engagement, retention and persistence to graduation.
VISION // MISSION // CORE VALUES

UAB DIVISION OF STUDENT AFFAIRS

VISION
Creating transformational experiences at UAB.

MISSION
The Division of Student Affairs enhances student learning and development, fosters an inclusive environment, and engages students to become contributing members in a diverse society.

CORE VALUES
ACCOUNTABILITY: Taking responsibility for achieving personal and professional development; setting high expectations, being skilled at assessing needs, and enacting changes based on data analysis.

ADVOCACY: Championing for our diverse student population by offering support, counsel and being agents for transformational education and student success.

INTEGRITY: Demonstrating a commitment to honesty, transparency and consistency by modeling and teaching ethical behavior.

COLLABORATION: Creating intentional partnerships for the shared purpose of supporting student success and achieving university goals.

STUDENT-CENTERED: Placing student development and student success at the core of everything we do.
DIVISION OF STUDENT AFFAIRS WHO ARE WE

**CAMPUS DINING**
Our mission is to provide great food and superior service at a reasonable value that both enhances the student experience and exceeds the expectations of our campus community.

**CAMPUS RECREATION**
The Department of Campus Recreation strives to enhance transformational learning and the quality of life for the UAB student body & community by providing diverse programs & an inclusive environment.

**CAREER & PROFESSIONAL DEVELOPMENT**
UAB’s Career & Professional Development empowers students to take ownership of their futures by providing customized career coaching, professional skills development programming, and connections with employers.

**DISABILITY SUPPORT SERVICES**
Disability Support Services provides an accessible university experience through collaboration with UAB partners. These partnerships create opportunities to identify and remove barriers, provide individualized services, and facilitate accommodations in order to ensure individuals with disabilities have equal access to all university programs, activities and services.

**HILL STUDENT CENTER**
Hill Student Center enhances the campus environment by providing quality facilities and services to the students, university, and Birmingham community.

**MARKETING & COMMUNICATIONS**
As guardians of the Student Affairs brand, we will serve our students and the Division by advancing the mission through exceptional and consistent messaging and storytelling. We strive to create clear, engaging channels of communication, celebrate the student experience and provide exemplary customer service. We will do this with excellence and with industry-leading standards and practices.

**PARENT & FAMILY PROGRAMS**
The Office of Parent & Family Services is dedicated to creating and strengthening the relationship between parents and family members of current UAB students and the University by creating intentional programming and providing critical resources and regular communication to support student persistence and success towards graduation.

**WELLNESS PROMOTION**
The mission of the Interpersonal Violence Prevention Office is to raise awareness of dating and domestic violence, sexual violence and stalking on the UAB campus and to empower students by creating an active bystander culture on campus.
Student Advocacy, Rights and Conduct is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students’ behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity and ethical development.

UAB Student Counseling Services provides mental health counseling and educational support for UAB students through high quality individual, couples and group counseling, outreach programs, education and consultation. We are here to facilitate personal growth, promote multidimensional health and enhance the holistic development of our student body.

UAB Student Health Services delivers comprehensive, high quality, confidential, evidence based primary healthcare in an efficient, friendly and caring manner to students so that they may succeed in their studies and professional lives at UAB and beyond. By promoting health education, prevention and wellness, Student Health Service contributes to student development and success.

Student Housing and Residence Life supports students utilizing a residential curriculum approach in a safe and comfortable living-learning environment that is student-centered, inclusive and focused on the holistic development of the student.

Student Involvement and Leadership serves UAB students by intentionally providing co-curricular experiences that foster personal development, civic mindedness, and a connection to the Blazer community.

Our mission is to be a renowned media organization that provides students with co-curricular experiences that will empower them to be great leaders, communicators and storytellers.

SMDP provides learning environments that value and respect underrepresented student populations as a means to contribute to student success. In collaboration with campus and community partners, SMDP acts as an institutional resource for identity based policy, education and outreach efforts.

To assist veterans, service members, dependents, and survivors in capitalizing on military educational benefits and promote successful transition into an academic setting. To provide, facilitate and coordinate programs and services to meet all special needs of this population to enhance their college life and fulfill their educational goals.
ORGANIZATIONAL CHART

SA Crisis Management

Title IX Coordinator

AVP - Student Development, Health & Wellness
   M. Jacob Baggott
   
   Campus Recreation
   Sean Ries

   Veteran Recruitment & Support Services
   Walter C. Stewart III

   Disability Support Services
   Allison Solomon

   Student Health Services
   Dr. Michael Faircloth

   Student Counseling Services
   Dr. Angela Stowe

   Wellness Promotion
   Dr. Angela Stowe

   Interpersonal Violence Prevention
   Mandy Parente

Vice President Student Affairs
   Dr. John R. Jones III

   AVP - Student Experience
   Vacant

   Career & Professional Development
   Melissa Whatley

   Multicultural & Diversity Programs
   Chris Jones

   Student Advocacy, Rights & Conduct
   Emily Feinstein

   Student Involvement & Leadership (Interim)
   Jennifer Griffin

   Fraternity & Sorority Life
   Kristen Bowen

   Parent & Family Services
   Meredith Kahl

   Commuter & Non-Traditional Student Services

Existing Department & Services

New Departments & Services
SUMMARY OF PROCESS

In January 2016, the Division of Student Affairs began the process of building an organization based on research, sound principles, profession-leading practices, student success and exemplary performance standards. Over the course of the last ten months, the professionals within the Division have engaged in a series of efforts to evaluate present programs, envision our future best entity and develop a series of priorities, objectives and initiatives for the next five years.

Directors from across the Division were primarily involved in the process to create the vision, mission and core values, while the entire Division was included in the review and revision of these guiding principles. The next step in the planning process involved an extensive evaluation of the environmental threats and opportunities in which the work of Student Affairs takes place, as well as an in-depth review of existing student, staff and faculty, and stakeholder data collected in recent years concerning the culture, concerns, services and opportunities for improvement perceived by the university as a whole.

The Student Affairs leadership created three distinct, yet interconnected, committees made up of students, faculty and staff:

- Environmental Scan: Opportunities and Threats,
- Data Collection and Review
- and Goals and Objectives.

Each committee was charged with discovering, analyzing and synthesizing current trends, perceptions, limitations, needs and resources to be incorporated into a series of Divisional priorities that align with those of the University of Alabama System, the University of Alabama at Birmingham, the community and our students. The plan presented herein outlines those priorities, objectives and implementation initiatives in detail. It is a living, breathing document; some initiatives are already in motion and some areas may even have gaps that we intend to fill. This is a journey for us, with the ultimate goal of constantly revisiting our efforts as we forge a path for success.
## 2016 TIMELINE

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<td>Environmental Scan/Challenge Influence Committee Co-Chairs meeting with Dr. Jones</td>
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<td>SA Directors Follow-up Vision, Mission, Values Meeting</td>
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<td>Strategic Planning Committee Chairs Meeting</td>
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<td>Summer Huddle Barber Motorsports CAS Standards Dr. Brian Hemphill Strategic Planning Committee Updates</td>
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<td>Environmental Scan Sub Committee Chairs Meeting</td>
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<td>Sub Committee Meeting: Local Level Data Collection Committee Meeting</td>
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<td>Strategic Planning Progress Meeting</td>
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<td>Strategic Planning Progress Meeting</td>
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<td>Data Collection – Survey and Focus Groups</td>
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<td>Goals and Objectives Committee Meeting: Division into Subcommittees</td>
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<td>Environmental Scan Chairs Meeting</td>
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<td>Review of Stage 1 Environmental Scan and Data Collection Results by Goals and Objectives Subcommittee Chairs/Committee Chair</td>
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<td>July</td>
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<td>Review of Stage 2 Environmental Scan and Data Collection Results by Goals and Objectives Subcommittee Chairs/Committee Chair</td>
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<td>Environmental Scan Chairs: Executive Summary Meeting</td>
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<td>Data Collection Committee Meeting Environmental Scan Final Report Complete</td>
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<td>Goals and Objectives Subcommittee Meeting: Students</td>
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<td>Strategic Planning Progress Meeting First Draft of Goals and Objectives Complete</td>
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<td>Data Collection Executive Summary Complete</td>
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<td>Review of Stage-3 Environmental Scan and Data Collection Results by Goals and Objectives Subcommittee Chairs/Committee Chair</td>
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<td>Data Collection Wrap-Up Committee Meeting</td>
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<td>Goals and Objectives Subcommittee Meeting: Community</td>
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<td>SA Directors Meeting James Fowler/Geoff Boyd – Campus Master Plan Update Ryan Castillo – EAB Introduction and Overview Goals and Objective Subcommittee Meeting: Staff</td>
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<td>Goals and Objectives Subcommittee Chairs Data Review</td>
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<td>Strategic Planning Progress Meeting Second Draft of Goals and Objectives Complete</td>
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| 8/8 | Jon Corliss – Institutional Effectiveness and Analysis Student Success in College Book Discussion Wrap Up George Kuh |
| 8/9 | AVP and Chair meeting: Prep for Breakfast and Review/Revise goals Fourth Draft of Goals and Objectives Complete |
| 8/10 | Fifth Draft of Goals and Objectives Complete |
| 8/17 to 8/23 | Goals and Objectives Revised (based on feedback) |
| 8/24 | Strategic Planning Progress Meeting |

| September | 9/1 | SA Directors Meeting Review Strategic Plan Update |
| 9/2 | Strategic Planning Feedback Session |
| 9/9 | Strategic Planning Feedback Session |
| 9/21 | Draft Ready for review |
| 9/26 | Draft Ready for print |

| October | Division of Student Affairs Strategic Plan Rollout |
ENVIRONMENTAL SCAN COMMITTEE

Charge: The charge of the Environmental Scan Committee was to utilize multiple methods in order to systematically identify internal and external opportunities and threats to UAB and the communities we serve.

Method: The committee was divided into three subcommittees to look at all challenges and influences facing our Division. Each subcommittee had a chairperson and was responsible for researching one of the three main environments: local and city level, state level and national level. Each subcommittee was tasked with identifying the challenges, influences and trends that will help us provide outstanding student support and minimize the impact of threats to student success within the external environs. The co-chairs of the committee also created a three-question assessment that was distributed to the entire Division to determine if the challenges and influences that have been identified were appropriate and worthy of further research.
INFLUENCES

Local & City Level

Safety and Security on Campus:
- Finding a balance between engaging the community in UAB’s green spaces and keeping UAB students safe is critical.
- 64 percent of parents and 57 percent of students rated a safe campus as “very important” in their choice of a college. Nearly all respondents recently assessed via Student Poll rated a safe campus as either “very” or “somewhat” important (90 percent of parents or 94 percent of students).
- A safe campus is especially consequential for female students. 72 percent indicated that a safe campus was very important in college choice, compared to only 43 percent of male students.
- According to the poll of students, 86 percent of parents believe that the safety of the campus is an important factor in choosing a college. Safety ranks higher among parents than even academic quality.

Decentralization across Campus (including medical & university):
- Many hold the opinion that the services typically provided by a Division of Student Affairs are instead housed within each school.
- Student Affairs specific professional competencies are not universally known across all areas that provide student affairs services.
- The Division of Student Affairs has a disproportionately higher emphasis on staff and student training in areas such as social justice and inclusion (ex. SafeZone) and law, policy and governance (ex. ADA/504, Title IX).

Enrollment and Retention:
- The schools of Nursing and Health Professions are two schools at UAB with the highest retention rates according to the latest data available on Cognos, Fall 13 to Fall 14.
- Some of the commonalities of the undergraduate programs in the schools are career focused with faculty and staff who are committed to students’ professional development and placement after graduation.
- Another aspect investigated was to understand the pockets of high retention in the use of cohort groups that contribute relationship development.
- Those relationships and support systems can provide a foundation that spans their college experience. More investigation is needed.

Need for dedicated space and office on campus:
- There are only 150 dedicated LGBTQ offices on campuses nationwide.
- Alabama universities typically have multicultural and diversity centers encompassing a variety of types of diversity and inclusion.
- UAB is the leader in state interest areas of inclusion and diversity. Other universities are looking at UAB to see the response to the recent Orlando shooting and how UAB will make the accommodations mentioned by federal government in the “Dear Colleague” letter.
- The Office of Diversity and Inclusion as well as Student Multicultural & Diversity Programs may be expected to re-allocate funding to a center dedicated specifically to the LGBTQ community.
INFLUENCES

State & System Level

Workforce Development:

• Will UAB be able to provide the large pool of talent that is required to ensure Birmingham meets and maintains its workforce development goals, remaining the leader among other regional institutions of higher education? The city’s move to be a technology leader will at some point intersect with UAB’s medical focus. Our goals should include building a division in which Student Affairs serves as a liaison to the community by representing the best interests of all students.

• Professionals are “expected to contribute significantly to broadened student learning experiences on their campuses” (Sandeen, 2004).

• The knowledge of Student Affairs professionals is broader than just what their department specializes in, but also helps retain students and keep students successful.

• Assessment-specific articles may be useful when determining how to successfully assess learning outcomes and mission-based learning (Diaz, 2014).

Increased retention efforts:

• If research supports that graduation rates and retention are related, collaboration between the Division of Student Affairs and academic side of UAB becomes more important.

• Additional partnerships and programs (FYE) are needed.

• In-state schools look to incentivize students to graduate in 4 years by locking prices for tuition hours (take more classes but costs the same).

Title IX Advancements:

• Title IX interpretations have begun to encompass regulations beyond athletics compliance.

• There is an emergence of the connection between safe environments for women who have been sexually assaulted and Title IX policies.

• The "Dear Colleague" letter outlining protections of sexuality and gender identity under the Title IX act and additional resources have been required to maintain compliance under Title IX (Title IX Coordinators, Deputy Title IX Coordinators, Title IX investigators, etc.).

Trends & National Level

Emergence of the Multi-Generational Student Body:

• There are currently four generations of people on college campuses.

• With the diverse number of generations on college campuses, this presents unique challenges in meeting their needs.

• The idea of meeting the needs of the traditional college student is more complex.

• Managing the learning environment for several generations at one time requires a varied focus on the learning environment for today's college student.
CHALLENGES

Local & City Level

Internal Political Systems:
- Systems can limit technological advancements needed in a world-class institution including, but not limited to, electronic communication with students (decentralized email capability, numerous apps, etc.).
- They offer limited or no central data collection or reporting systems to use in decision-making and to measure success.
- The too common phrase “we can’t tell the schools what to do” creates a theme of division instead of collaboration.

Engagement of Faculty:
- The DEEP schools referenced in the "Student Success in College" book share several common traits, one of which is the engagement of faculty on campus.
- Student Affairs is positioned to play a lead role and facilitate opportunities for faculty to intersect with student life and provide a more enriched campus experience for both groups.
- Educating faculty on what Student Affairs provide sounds good in theory, but faculty are busy. Inviting them into our world can help them experience engagement and all of the benefits that come with that.
- Hence, creating learning opportunities for students and faculty to interact outside the classroom could be an important aspect to developing both faculty and student engagement and thereby improve student retention and graduation rates.

State & System Level

Decision-making:
- The UA System carries out specific functions which directly affect decision-making on behalf of the university: System administrators determine the major policies of the System to include the review of existing policy and must approve all recommendations by the university (i.e., compensation review, new buildings, etc.)
- The System chose to pool existing funding and allocate across systems although UAB by far has largest amounts of funding, mainly due to research status and grants.
- They define the mission, role, and scope of each campus and assume ultimate accountability to the public and political bodies of Alabama.

Unequal Representation:
- Contrary to popular belief, a trustee representing a certain district does not have to be a graduate from the institutions within the system, nor does there have to be a representative from each institution on the board. Theoretically, there could be a board without anyone with direct ties to UAB or to advocate on its behalf.
- Concern exists that most representation has direct ties to the University of Alabama, which is located in Tuscaloosa. It is composed of three members from the congressional district in which the University of Alabama is located and two members from each of the six remaining districts.
CHALLENGES

Transparency of Election Process:
- New trustees are elected by the current board and are subject to confirmation by the State Senate.
- If the Senate rejects a name of any person submitted to it by the board, then the Senate elects a person in its place.
- This is a common organizational style of boards, especially within the state.
- Trustees may serve up to three, six-year terms and must retire on their 70th birthday.
- The Governor of the State and the Superintendent of Education are ex-officio members, tying the UA system to the State of Alabama.
- The #FreeUAB Movement created a sense of uneasiness and skepticism towards leadership. The movement also showed the power of students; students expect the Division of Student Affairs to advocate on their behalf.

Funding:
- This department allocates the state funding portion of each universities’ budget.
- Within the Department of Education is the Alabama Commission on Higher Education (ACHE), which serves as the coordinating board for colleges and universities in Alabama.
- ACHE is also responsible for submitting the Consolidated Budget Recommendation to the state each year, advocating that universities be given an increased standard appropriation.

Decrease in Funding:
- State continues to decrease funding each year. State allocation only consists of 20 percent of UAB’s budget, which is considered positive.
- Constitutionally Bound: Certain decisions for all universities are written into the constitution, including the structure of Board of Trustees and UA system.

Possible State Legislation:
- North Carolina House Bill 2 – Prevents transgendered people from using gender-specific bathrooms/changing facilities/locker rooms with which they identify.
- Individuals must use facilities consistent with the gender noted on their birth certificates.
- Law does apply to universities, but UNC system is keeping policies on campus until “enforcement” is pursued. State of Alabama: Currently one of 12 states suing federal government for mandatory bathroom requirements. Alabama could embrace this legislation and UA System could vote that all three universities in system should comply.
- UAB currently has all-gender restrooms and locker rooms, preferred name on BlazerId, etc. and continues to make significant steps to become as inclusive as possible.
- This could potentially have a negative impact on enrollment numbers at a time where UAB is working to increase enrollment on campus.
- It could also prevent professors, guest lecturers, and entertainers from coming to the campus, as well as the state.
CHALLENGES

Increases and Organization:

- Increases in tuition continue across the state to combat decreases in state/federal funding.
- Many institutions are trying to grow their enrollment numbers, specifically with out of state students, in order to increase funds without drastically increasing tuition.
- Some states have ensured a flat in-state undergraduate tuition price (not Alabama).
- In Alabama, the individual institutions or systems set the prices for themselves based on guidelines and budget constraints (UA Board of Trustees recently voted for a small increase in tuition for UAB and UA).
- According to College Board's latest Trends in College Pricing report, the average published tuition and fee prices increased 2.9 percent for in-state students attending public four-year institutions from 2013-14 to 2014-15.
- A strong student experience could help with retention and enrollment, as many students do not see the value in a college degree.
- Performance Based Funding: Historically, institutions have received funding at the federal and, oftentimes, state level based on how many full-time equivalent students are enrolled at the beginning of the semester. More states are beginning to allocate a large portion of funding based on performance indicators such as the number of degrees awarded, time to degree, course completion, transfer rates, etc.

Trends & National Level

Governmental Policies:

- Student Affairs professionals currently are responsible for maintaining policy on gun regulations on campus, even with the growing movements for proponents of guns on college campuses.
- National policies implemented by the federal government are often coordinated through student affairs units (American with Disabilities Act, Title IX, Violence against Women Act, etc.).
DATA COLLECTION COMMITTEE

Charge: The Data Collection Committee is a multi-disciplinary committee composed of students, Student Affairs staff, faculty and other campus partners, that was charged with the aggregation of data into a format for review, to identify trends inherent in the data, areas of distinction, opportunities and needs for the purpose of the development of goals and objectives for our Division of Student Affairs. We are student-centered, but have also examined the needs of the community, including our Student Affairs staff and other campus partners outside of students, all in an effort to best support the student.

Method: Our methodology has come from surveys, focus groups, and formal instruments. We looked for similarities and differences, synthesizing the data and identifying emerging themes within this process. Assessment of key student services and student learning are essential to fostering an outstanding student experience and communicating our valuable contribution to the University’s mission and goals.

Moving forward, our Division will continue to collect, analyze and disseminate key data related to student learning and the co-curricular student experience to the Division and the broader campus community.

We have identified the following areas of distinction, opportunities and needs for the purpose of the development of goals and objectives for our Student Affairs Division.

• Increase student recruitment
• Improve retention and graduation
• Continually improve service delivery
• Recruit, retain and train quality staff
• Generate and retain critical funds
• Maximize visibility of Student Affairs

Below are the key findings of the committee based on various institutional reports, climate surveys and campus feedback.

The following themes emerged from the data analysis:

• Institution size: On-campus and off-campus housing, physical accessibility, parking, physical disconnect across campus, most events are happening in the Hill Student Center
• Graduate and undergraduate enrollment: Placing greater value on graduate student experience and upperclassman
• Diversity: Training for staff and students
• Student quality: Dining options, cost of dining, lack of traditions
• Financial accessibility: Rising cost of tuition, compensation and benefits
• Retention and graduation rates: Four years versus five, academic stress, mental health support, professional development and growth for staff, front-line staff feeling disempowered
• Student engagement: Connection to institutional leadership, perceived greater focus to medical side, lack of knowledge of purpose and value of Student Affairs, desire to collaborate from other stakeholders, passion and reward for working with students, better understanding of budgeting and financial operations
• Institutional setting: Urban, safety, connection to UA, lack of communication between Student Affairs and other stakeholders, lacking transparency with decision making and access
Increases and Organization:

- Dedicated and committed Student Affairs staff and reorganized Division
- Excellent reputation among prospective students, families and community
- Student-centered programs and services that sustain a sense of community
- Effective delivery of student services
- Responsive to student needs and student engagement
- Effective partnerships with university constituents and external stakeholders
- Knowledgeable, supportive and accessible staff
- Collaborative and sustained relationships with student leadership
- Receptive to feedback from students, faculty, staff and external stakeholders
- Knowledgeable regarding the student experience

Weaknesses

- Formal assessment of programs and processes
- Effective recruitment and retention practices
- Campus safety and understanding of shared campus responsibility
- Online interactive services
- Services to support off-campus and non-traditional students
- Cross-training of frontline Division staff
- Development of new revenue streams
- Budget constraints and allocation of funding

Opportunities

- Retention strategy development
- Involvement in the University's capital campaign
- Create new partnerships to recruit and retain underrepresented and international students
- Implement additional online services for the on and off-campus students
- Enhance services for distance education students
- Develop stronger partnerships with faculty and other staff
- Increase programs and services for undergraduate, international, commuter, non-traditional and graduate students
- Work with University Public Relations to define the University's image

Threats

- Affordability of higher education
- Greater reliance on enrollment revenue due to eroding state support
- No scholarship support for minority, high-caliber and economically disadvantaged students
- Rising occurrence and complexity of student mental health issues
- Ability to remain current with student technology needs
- Conceal and carry climate
- Changing student demographics and ability to forecast into programs and services
- Influence of special interest groups in developing law and policy
DATA COLLECTION

Strategic Issues

The Data Collection Committee has identified the fundamental questions and critical challenges:

Identifying Competitors and Peers

- Who are our peer institutions?
- Are there competitors who are not identified in the peer institution list?

Sustaining Appropriate Enrollment

- What enrollment models should Student Affairs establish in partnership with Enrollment Management to meet recruitment and retention targets for undergraduate and graduate students?
- What are the recruitment and retention strategies needed to reach these enrollment goals? What processes are needed to identify the reasons students leave UAB?
- What are the elements of an appealing campus environment?

Preparing Graduates

- How does Student Affairs create co-curricular learning opportunities and enhance existing ones to help students become: globally informed, socially responsible, lifelong learners and leaders? What assessments should be implemented to measure student development in these areas? How can assessment results improve programs for students?
- How can Student Affairs partner with Academic Affairs to meet the educational needs of students?
- How do we increase the graduation rate for UAB students?

Assuring Access with Limited State Support

- How can we influence decision-makers in expanding a need-based state aid program and increasing federal financial aid funding?
- How can we work to maintain current scholarship levels and raise additional merit and need-based scholarships?
- What options exist to contain costs to students?

Preparing Graduates Achieving National Distinction

- In which areas does Student Affairs wish to pursue national distinction? What are our competitors doing in these areas? What goals should we set to reach national distinction? What performance benchmarks and timelines are needed to reach national distinction?
Evaluating Organization and Structure

- How can we increase our efficiency and effectiveness by realigning resources as well as collaborating within and outside the Division?
- What assessment instruments should be implemented to determine our strengths and weaknesses?

Benefiting Undergraduate Education Through Research and Graduate Education

- What are the benefits of enhanced research and graduate education to undergraduate students? How are graduate school and research opportunities promoted to undergraduates? How is that integrated into our Student Affairs programs and services?

Transitioning to a Faculty Model Inclusive of Teaching/Learning/Research Scholarship

- How do we create a collaborative model with Academic Affairs that continues to support recruitment and retention?
- How does Student Affairs work with central administration to communicate the importance of faculty involvement in recruitment and retention?

Communicating UAB Successes, Challenges and Aspirations

- How do we collaborate with University Public Relations to create an effective University image and develop an appropriate, integrated marketing plan?
- How do we effectively communicate with our stakeholders?

Creating Partnerships

- What partnerships best contribute to meeting the Division's goals? How do we build and sustain those partnerships?

Engaging UAB Stakeholders to Secure Resources

- What personnel, facility and operating resources does the Division need to reach its goals?
- How can Student Affairs work with the Foundation to develop additional resources for the Division?
- How do we identify and implement new revenue streams?
GOALS & OBJECTIVES COMMITTEE

Charge: The Goals and Objectives Committee was charged with reviewing the findings of the other strategic planning committees and developing the broad goals for the Division of Student Affairs for the next five years. Through the lens of our System and institutional guiding principles, our staff, students, and community, the committee reviewed the summary data collected and synthesized by the Environmental Scan: Challenges/Influences and Data Collection Committees to begin narrowing the scope of our strategic priorities.

Method: The Goals and Outcomes Committee is an interdisciplinary body comprised of staff, faculty and students. The goal development process includes a review of the University of Alabama System guiding principles, UAB’s strategic pillars, the Division of Student Affairs vision, mission and core values, as well as the data summaries from the Environmental Scan and Data Collection committees. Once revised, finalized, and adopted, the goals will be used to establish departmental goals and outcomes that will be the foundation of our planning and assessment of the programs, services and support offered through the Division of Student Affairs.

Our larger committee performed in three distinct subcommittees: students, staff and community. Each subcommittee reviewed the data through their respective “lens.” The final set of strategic priorities and objectives were presented and reviewed by the entire Division before being adopted and incorporated into the overall strategic plan for the next five years.

In developing the divisional strategic priorities, the following findings were selected for inclusion in the strategic priorities and objectives:

Environmental Factors

Students
- Safety/security
- Multi-generational student body
- Trends in legislation that impact students
- Resurgence in student activism on campus
- Rising cost of tuition
- Advocacy for underrepresented groups
- Inclusion of commuter, non-traditional, graduate and professional schools in decision making
- Identify and minimize impact of obstacles to student success
- Prepare leaders for a global society

Staff
- Enrollment and retention
- Collaborating with other campus partners to better prepare students for life after college
- Trends in legislation that impact students
- Funding limits
- Multi-generational student body
- Advocacy for limited campus financial resources to be used for student success
- Identification of peer schools
- Faculty participation
- Advocacy for underrepresented groups
Community

- Service learning opportunities
- Entrepreneurial and business partnerships
- Student employment opportunities
- Community support for athletics and other student initiatives
- Identify and promote signature programs for potential corporate or individual sponsorships or funding

Data-driven Factors

Students

- Recruiting and retaining most-qualified professionals
- Commitment to excellence in practices, procedures, support and advocacy
- Celebrate current and develop new traditions
- Student-centered programs
- Continue advocacy for all students
- Utilize technology for student success – online services
- Mental health and well-being of students from multiple generations
- Support of the student experience at all levels

Staff

- Improve communication of resources and value to campus
- Identify and promote programs that lead to high levels of student success (High Impact Practices)
- Student-centered programs
- Enrollment drives funding
- Professional development opportunities – on and off campus; national, regional and state
- Faculty and interdivisional partnerships
- Enhance use of technology to serve students
- Create and develop new practices and policies
- Support innovation in the use of technology, resources and collaborative initiatives to enhance student success

Community

- Legislation – conceal and carry, transgender rights, state funding
- New revenue opportunities and partnerships
- Distance learning to remote areas
- Promote positive campus image
- Shared responsibility of safety and security
- Encourage civic responsibility among students and staff
STRATEGIC PRIORITIES
STRATEGIC PRIORITIES

Our Strategic Priorities represent what is most important to us as a Division. These four standards will be our guide and the lens through which we examine everything we do.

I. A Student Affairs Organization Based on Excellence

As partners in this scholastic enterprise, Student Affairs must strive for excellence in creating learning environments and experiences that are student-centered. In advancing student success, we will provide exceptional, innovative and effective practices that contribute to UAB being “an internationally renowned research university.”

II. Supportive and Inclusive Communities

While recognizing and embracing UAB’s distinctive history, location and diversity, we create and sustain an inclusive environment for all. As we establish traditions and practices that celebrate our multicultural heritage, we will empower our students to emerge as global leaders.

III. Engagement and Learning

We are committed to student success and will create opportunities and pathways for students to engage beyond the classroom. Through this increased co-curricular engagement, students will be best prepared for the global workplace, lifelong learning and goal achievement.

IV. Innovation in Resource Stewardship

We strive to be forward-thinking stewards of our resources. All staff will role model effective, sustainable and ethical stewardship of all resources used to promote and enhance student success.
STRATEGIC OBJECTIVES

With our Strategic Priorities as our guide, we have crafted objectives and goals for our Division and each of our sixteen departments. Together, these standards will put us on the path toward becoming that 21st century model.

A Student Affairs Organization Based on Excellence
- Create a culture of discovery and innovation
- Cultivate a culture of High Impact Practices for students
- Increase administrative efficiencies and processes
- Attract and develop well-informed, industry-leading Student Affairs professionals
- Implement and monitor a comprehensive plan of assessment
- Cultivate collaboration that promotes learning and service

Supportive and Inclusive Communities
- Cultivate and demonstrate an atmosphere of inclusion and social justice
- Highlight and celebrate UAB’s uniqueness
- Establish a culture of civic responsibility
- Foster a welcoming, supportive, and affirming community

Engagement and Learning
- Foster student engagement
- Enhance the student experience
- Promote student growth and development

Innovation in Resource Stewardship
- Demonstrate efficient and appropriate use of resources in support of student success
- Recruit and retain the best and most-qualified professionals
- Create and explore new revenue sources and opportunities to achieve SA vision & mission
- Develop strategic corporate and business opportunities for student career development
A Student Affairs organization based on excellence

1.1 Create a culture of discovery and innovation

1.1.1 Create new knowledge and practices for Student Affairs profession

1.1.1.1 Inform and educate Student Affairs staff on how to integrate career readiness feedback into their daily work with students (Career & Professional Development Goal 1)

1.1.2 Provide time to write, research and/or create data-driven programs that positively impact student success

1.1.2.1 Increase utilization of Long-Acting Reversible Contraceptives (LARCS) by 5% for FY17, to reduce unintended pregnancies and positively impact retention, through (Student Health Services Goal 1)

1.1.2.2 Employ Asthma Action Plans to ensure students are well equipped to function in a busy educational environment through self-care and self-awareness, for FY17, to reduce adverse academic consequences (Student Health Services Goal 1) by incorporating Asthma Action Plan discussion and documentation in 100% of office visits with diagnosis of asthma (Student Health Services Goal 2)

1.1.2.3 Create partnerships within UAB and the Birmingham community to establish a collaborative strategy streamlining adult ADHD evaluation and treatment to support academic success, for FY17 (Student Health Services Goal 3)

1.1.3 Align remuneration and recognition to skill attainment and/or contributions to the profession

1.1.3.1 Create an environment of awareness, inclusion and education for students who visit Student Health Services, through: 1) Perform an evaluation of all marketing, educational, and patient awareness material throughout primary facility to ensure all sources of information are relevant and informative for the UAB student body, completed by January, 2017 and 2) Increase awareness and education through electronic media to ensure knowledge and material are readily available for students, with at least one resource implemented by January 2017 (Student Health Services Goal 4)

1.1.4 Provide grants to implement best practices that impact student success

1.1.5 Facilitate think-tank sessions to address ongoing issues

1.1.5.1 Improve attendance to programs by 20% and use of the Veterans Services Center by 20% based on student advisory board feedback to address ongoing issues and assist in implementing best practices that impact student success for FY 17 (Veterans Services Goal 5)
1.1.6 Utilize technological opportunities to advance Student Affairs initiatives
1.1.6.1 Utilize various technologies to create opportunities for communication and connection with family members (Parent & Family Services Goal 1)

### 1.2 Cultivate a culture of High Impact Practices (HIP) for students

1.2.1 Align resources to support implementing HIPs
1.2.1.1 Offer 40 high-quality and innovative programs and services that will enhance out of the classroom learning to students and UAB community by the end of the fiscal year (Campus Recreation Goal 1)
1.2.1.2 Collaborate with campus partners, including UAB Medicine, in research opportunities to advance and/or create new knowledge and practices, and to ensure alignment with and support of the UAB Medicine AMC 21 Strategic Goals (Student Health Services Goal 5)

1.2.2 Identify and enhance HIP programs in Student Affairs
1.2.2.1 Enhance existing High Impact Practice programs within Student Housing and Residence Life by increasing faculty engagement by adding three additional faculty in FY 17 (Student Housing & Residential Life Goal 1)
1.2.2.2 Consistently use evidenced-based and up-to-date best practices from the career services industry in the provision of all departmental services, including individual career advising appointments with students (Career & Professional Development Goal 2)

1.2.3 Create curriculum/leadership initiatives surrounding HIPs in Division of Student Affairs
1.2.3.1 Create a nine-session sustained dialogue program, during the Spring 17 semester, around the identity of faith and nonfaith within the dominant U.S. culture (Student Multicultural Programs Goal 2)
1.2.3.2 Redesign the Let's BMEN Course as a First Year Seminar during the Fall 2016 semester (Student Multicultural Programs Goal 3)

1.2.4 Create new and support existing HIPs through collaborative efforts among departments
1.2.4.1 Collaborate with Retention Initiatives and faculty to develop a Summer Collegiate Academy for 200 prospective high school juniors to provide a dynamic college preview and recruiting opportunity for UAB in 2017 (Student Housing & Residential Life Goal 2)
1.2.4.2 Expand partnership with the Office of Retention Initiatives and Academic Affairs to host 120 area high school seniors admitted to UAB for a curricular Summer Institute with FYE and Social Science courses in 2018 (Student Housing & Residential Life Goal 3)
1.2.4.3 Create and maintain collaborative relationships with academic units (Career & Professional Development Goal 3)
1.2.4.4 Create HIPs through collaborative efforts with Alabama Veterans Affairs, UAB Student Affairs Departments, and alumni veterans to enhance veteran retention and success by 15% for FY 17 (Veterans Services Goal 2)
1.2.4.5 Create partnerships with other medical facilities and providers to ensure the primary goal is to provide access to high quality medical services for both insured, underinsured and uninsured students, through: 1) Increase staff operational awareness and understanding of the collaborative agreement with Psychiatry through training sessions completed by
December, 2016; 2) Provide opportunities for Student Health Services’ providers to meet with the Department of Psychiatry faculty and residents for FY17 and 3) Develop a referral network for improved patient access (Student Health Services Goal 5)

1.3 Increase administrative efficiencies and streamline processes

1.3.1 Develop mechanisms to ensure data are used to inform fiscal decisions
1.3.2 Utilize assessment data to identify areas of inefficiency and sunset processes/initiatives
   1.3.2.1 Identify and implement an evaluation process to assess benchmark metrics for the Residential Curriculum for FY 17 (Student Housing & Residential Life Goal 4)
   1.3.2.2 Increase efficiency of service-delivery model and scheduling practices to maximize both quality and quantity of services available (Counseling Services Goal 1)
   1.3.2.3 Address areas of inefficiency by evaluating processes and adopting best practices by: 1) Work with Information Technology to enable essential internet resource availability in patient treatment areas for FY17; 2) Implement fees for no-show visits to improve patient access and provider efficiency, by August, 2017 and 3) Review currently available and unavailable medications for on-site administration to improve medication adherence and illness recovery, by December 2016 (Student Health Services Goal 6)

1.3.3 Ensure that staff understands the mission/function of Student Affairs departments
   1.3.3.1 Intentionally and strategically engage in the larger mission of the Division of Student Affairs (Career & Professional Development Goal 4)

1.3.4 Identify ways to enhance communication
   1.3.4.1 By fall 2016, create a comprehensive marketing and communications plan in the absence of an existing one so that the Division will have a consistent brand and a standard for all communications (Student Marketing & Communications Goal 1)

1.4 Develop well-informed, industry-leading Student Affairs professionals

1.4.1 Identify and provide core competencies based on department’s professional association
   1.4.1.1 Create daily work processes that infuse NACE and NASPA core competencies into all aspects of career services for UAB students (Career & Professional Development Goal 5)
   1.4.1.2 Increase staff’s training to improve overall proficiency and knowledge needed to perform by FY18 (Hill Student Center Goal 1)
   1.4.1.3 Increase level of customer service training provided each year (Hill Student Center Goal 2)

1.4.2 Develop a list of performance standards and evaluate staff based on them
   1.4.2.1 Increase overall customer satisfaction scores from 73% to 75% by 2017 (Campus Dining Goal 1)
   1.4.2.2 Incorporate regular competency evaluation into our business practices (Career & Professional Development Goal 6)
1.4.3 Provide professional development opportunities in conjunction with the Professional Development Committee and UAB Human Resources for local, regional and national opportunities
1.4.3.1 Continue to grow in professional development to serve the student veteran population (Veterans Services Goal 3)

1.4.4 Create a one-day professional development and enrichment conference for Student Affairs professionals

1.5 Implement and monitor a comprehensive plan of assessment
1.5.1 Use evaluation tools to measure progress on goals, objectives and outcomes for continuous improvement of programs and services for both students and the institution
1.5.1.1 Utilize assessment to verify at least 70% of DSS students learned how to use DSS resources for FY 17 (Disability Support Services Goal 1)
1.5.1.2 Utilize assessment to verify at least 80% of DSS students are satisfied with services provided through DSS for FY 17 (Disability Support Services Goal 2)
1.5.1.3 Utilize assessment to verify at least 80% of UAB faculty and staff are satisfied with services provided through DSS for FY 17 (Disability Support Services Goal 3)
1.5.1.4 Utilize assessment to determine that 80% percent of faculty and staff understand their responsibilities when working with students with disabilities for FY 17 (Disability Support Services Goal 4)
1.5.1.5 By fall 2016, use CAS standards and College Media Association recommendations to assess student learning outcomes so that the data can drive effective training and programming (Student Media Goal 1)
1.5.1.6 By fall 2017, develop assessment instruments to determine the quality of services for those students that utilize all individualized services within Student Advocacy, Rights and Conduct with a 95% completion rate within the fiscal year of 2017 (Student Advocacy, Rights and Conduct Goal 1)
1.5.1.7 By fall 2017, develop assessment tools for each Student Advocacy, Rights and Conduct program that measures the learning outcomes for those participants within the fiscal year of 2017 (Student Advocacy, Rights and Conduct Goal 2)

1.5.2 Create an assessment plan that requires departments to use CAS for external and internal review

1.5.3 Enhance staff knowledge of/and ability to analyze research and student learning

1.6 Cultivate collaboration that promotes student learning and service
1.6.1 Initiate educational partnerships and develop structures that support collaboration
1.6.1.1 Create community outreach opportunities for 30 or more UAB students to serve as educators during the 2016-17 Academic year (Student Multicultural Programs Goal 4)
1.6.1.2 Hold up to 15 social justice and inclusion trainings for first year experience courses per semester (Student Multicultural Programs Goal 5)
1.6.1.3 Establish partnerships with key departments on campus including Student Advocacy, Rights and Conduct, UAB Police Department, Gender and Sexuality Diversity, Health Education faculty in the College of Education and The Office of Equity, Diversity and Inclusion (Wellness Promotion Goal 1)
1.6.1.4 Initiate educational partnerships and develop structures that support collaboration, with implementation of at least two processes in FY17, through (Student Health Services Goal 8)

1.6.1.5 Establish partnerships with department within the Division of Student Affairs and Academic Affairs through collaborating on the following programs during the 2017 FY: Blazer Welcome, Lecture Series, Homecoming Spirit Week, Senior Week and National Hazing Prevention Week (Student Involvement & Leadership Goal 1)

1.6.2 Incentivize partnerships forged across divisions

1.6.3 Create a partnership model with faculty to research timely higher education topics and suggest collaborative programming to connect the classroom with SA experiences

1.6.4 Utilize Quality Enhancement Plan (QEP) framework to promote collaboration

1.6.4.1 Create at least one program that meets QEP goals for working in a team environment and fills the current national dialogue on the global workforce shortage (Career & Professional Development Goal 7)

1. Supportive and Inclusive Communities

1.1 Cultivate and demonstrate an atmosphere of multicultural inclusion, cultural humility and social justice

1.1.1 Develop initiatives to educate students regarding inclusion

1.1.1.1 By spring 2017, develop a Student Advocacy, Rights and Conduct campaign to increase student awareness by 10% of our student learning of campus policies and procedures as it relates to student conduct within the fiscal year of 2017 (Student Advocacy, Rights and Conduct Goal 3)

1.1.1.2 By spring 2017, develop a Student Advocacy, Rights and Conduct training program for fraternity and sorority members to enhance their understanding of community expectations as it relates to conduct, Title IX, and bias reporting reaching 50% of new members within the fiscal year of 2017 (Student Advocacy, Rights and Conduct Goal 4)

1.1.1.3 By fall 2016, develop a Student Advocacy, Rights and Conduct training program for Gender and Sexuality Union to enhance their understanding of bias and Title IX protections, and reporting with two thirds understanding by participants within the fiscal year of 2017 (SARC Goal 5)

1.1.1.4 During the Fall 2016 semester, Implement SMDP’s Passport to Inclusion initiative designed to encourage students to engage in Diversity programming and education (Student Multicultural Programs Goal 6)

1.1.1.5 Create programs and initiatives that remove barriers and decrease stigma around seeking mental health support on campus for international students, student-athletes and graduate students (Counseling Services Goal 2)

1.1.1.6 Educate 5% of the student body through programs offered through Greek Life, Athletics, CAS 112 courses, and Residence Life (Wellness Promotion Goal 2)

1.1.1.7 Develop initiatives to educate students regarding inclusion through (Student Health Services Goal 9)

1.1.1.8 Increase student awareness and activities related to disability awareness and perceptions 10% for FY 17 (Disability Support Services Goal 5)
1.1.2 Develop and incorporate a cultural competency/humility model and an outcome-based social justice and inclusion training series for Student Affairs staff
   1.1.2.1 Educate up to 90 SA staff on social justice and inclusion in the fall semester and up to 30 SA staff in the spring semester (Student Multicultural Programs Goal 7)

1.1.3 Ensure initiatives/programs are accessible and inclusive
   1.1.3.1 Provide accommodations for attendees with disabilities at all SMDP events (Student Multicultural Programs Goal 8)
   1.1.3.2 By fall 2016, implement and enforce a Division-wide policy regarding creating and distributing marketing and communications materials that are accessible for our students with disabilities and demonstrate inclusive images that mirror the diversity of our student body (Student Marketing & Communications Goal 2)
   1.1.3.3 Ensure medical initiatives and programs are inclusive and accessible to the entire student body, through (Student Health Services Goal 10)
   1.1.3.4 Improve faculty and staff use of DSS resources by 10% for FY 17 through collaboration with academic departments (Disability Support Services Goal 6)
   1.1.3.5 Ensure HSC facilities and series are accessible and inclusive in regards to Universal Design standards (Hill Student Center Goal 3)

1.2 Celebrate and highlight UAB's uniqueness
   1.2.1 Develop programs and initiatives that increase campus pride
       1.2.1.1 Establish tradition of excitement and participation in family programming throughout the academic year (Parent & Family Services Goal 2)
   1.2.2 Create new and support current traditions that increase school spirit
   1.2.3 Foster awareness of student academic research opportunities and support out-of-classroom engagement and discovery
       1.2.3.1 Promote equal access to on- and off-campus opportunities to UAB (Career & Professional Development Goal 8)
       1.2.3.2 Create new veteran traditions at UAB that increase school spirit and a sense of comradery among UAB veteran students and those who would like to support veteran students for FY 17 (Veterans Services Goal 4)

1.3 Establish a culture of civic responsibility within student population
   1.3.1 Enhance or increase educationally meaningful community engagement opportunities
       1.3.1.1 Increase professional staff knowledge of high impact practices by 50 percent for FY 2017 and utilize those practices to promote a safe and inclusive residential community (Student Housing & Residential Life Goal 5)
       1.3.1.2 Develop signature events and programs that are student centric through collaboration with multiple Student Affair departments (Campus Dining Goal 2)
       1.3.1.3 Provide a minimum of one spirit rally for each athletic team on an annual basis to support the university's athletic events in FY 21-7 (Student Involvement and Leadership Goal 2)
       1.3.1.4 Recruit at least 3 student organizations outside of UAB's Greek-letter organizations to support and participate in Homecoming Spirit Week activities during the Fall 2017 semester (Student Involvement & Leadership Goal 3)
1.3.2 Develop outcomes and mutually-understood expectations for community partnerships

1.4 Foster a welcoming, supportive and affirming community

1.4.1 Develop comprehensive retention model in collaboration with campus partners
   1.4.1.1 By fall 2016, establish partnerships with organizations that serve high school-age students to develop their competencies in writing and public speaking and to allow UAB Student Media students to develop leadership skills and to engage in community service (Student Media Goal 2)

1.4.2 Enhance leadership, service and community engagement opportunities for students
   1.4.2.1 Develop emerging leaders by having a training program that focuses on cultural humility, service leadership and conflict mediation and resolution (Student Housing & Residential Life Goal 6)
   1.4.2.2 Create an inclusive and supportive environment through best customer services practices by recruiting, maintaining and engaging a welcoming, efficient and service-oriented workforce (Campus Recreation Goal 2)
   1.4.2.3 Develop 5 new SafeZone Junior Educators to become full SafeZone Peer Educators by the end of the Fall 2017 semester (Student Multicultural Programs Goal 9)
   1.4.2.4 Provide peer mentorship training for at least 80 student leaders by the end of Summer 2017 (Student Multicultural Programs Goal 10)
   1.4.2.5 Enhance leadership development within the new member community in Fraternity and Sorority Life through the creation and implementation of the Greek Emerging Leaders Course in the Spring ‘17 semester (Student Involvement & Leadership Goal 4)

1.4.3 Identify and create new partnerships with academic units to include outcomes and mutually-understood expectations

1.4.4 Facilitate ongoing conversation around trending issues – nationally and locally
   1.4.4.1 Career & Professional Development will communicate workforce and industry specific updates to campus partners, sharing subject matter expertise beyond the department (Career & Professional Development Goal 9)
   1.4.4.2 Engage UAB student community (minimum 60 students) in a four-part dialogue series on race and crime in the United States (Student Multicultural Programs Goal 11)
   1.4.4.3 SafeZone Peer Educators will provide training to 200 students over the academic year 100 of which will agree to be certified SafeZone resources after completing training (Student Multicultural Programs Goal 12)

1.4.5 Provide timely support services for issues that occur on the national level, but has an impact on our students and faculty
   1.4.5.1 Provide ongoing support services for nationally recognized days/events which can present traumatic stress for veterans or are high motivation recognition days for veterans (Veterans Services Goal 5)
   1.4.5.2 Implement 2 or more reactive programs each semester focused on current national issues (Student Multicultural Programs Goal 13)
2. Engagement and Learning

2.1 Foster student engagement

2.1.1 Increase awareness and access to mental health, wellness, advocacy and support services

2.1.1.1 Develop and implement 15 Wellness programs and services that foster student engagement and promote healthy behavior by August 2017 (Campus Recreation Goal 5)

2.1.1.2 Create online counseling options for mental health support to increase availability of counseling resources and support and off-set demand on 1-1 counseling sessions (Counseling Services Goal 3)

2.1.1.3 Utilize technology including e-newsletter and social media to increase awareness by family members of the full complement of services available to UAB students (Family & Parent Services Goal 3)

2.1.2 Develop programs or initiatives that support FYE, sophomore-experience, and commuter & non-traditional students

2.1.2.1 Implement week-long early arrival program for 50 incoming Freshman BMEN students by Summer 2017 (Student Multicultural Services Goal 14)

2.1.2.2 Implement identity exploration educational activity for 10 FYE courses by the end of the Fall 2016 semester (Student Multicultural Services Goal 15)

2.1.2.3 Provide counseling services to distance-learners through distance counseling modalities (video conferencing, telehealth) (Counseling Services Goal 4)

2.1.2.4 Create opportunities for students to develop the core competencies reported in the annual NACE Jobs Outlook survey (Career & Professional Development Goal 10)

2.1.3 Implement initiatives/programs to support graduate and professional students

2.1.3.1 Partner with LGBTQ graduate student organizations to implement at least one program a semester geared toward supporting LGBTQ identified graduate students (Student Multicultural Services Goal 16)

2.1.3.2 Increase focus on career services for graduate students (Career & Professional Development Goal 11)

2.1.4 Create programs that promote healthy behavior

2.1.4.1 Collaborate with departments from Health and Wellness to create programs that promote healthy behavior for veterans and dependents for FY 17 (Veterans Services Goal 6)

2.1.4.2 Create three educational programs with a minimum of 50 percent of the Greek community in attendance that promote healthy behavior within the Fraternity and Sorority Life community for FY ’17 (Student Involvement & Leadership Goal 5)

2.1.5 Increase participation in out-of-classroom engagement opportunities

2.1.5.1 Develop a progressive Residential Curriculum model for all first year residential students by FY 17 (Student Housing & Residential Life Goal 7)

2.1.5.2 Increase out-of-class engagement for students with disabilities by 10% for FY 17 (Disability Support Services Goal 7)
2.1.6 Increase the awareness, shared responsibility and support of campus safety
   2.1.6.1 Increase public health awareness of shared responsibility in support of campus safety, through (Student Health Services Goal 11)
   2.1.6.2 Protect students from fraudulent employers and jobs (Career & Professional Development Goal 12)

2.2 Enhance the student experience
   2.2.1 Increase the number of local, regional, national and international service experiences
   2.2.2 Develop programs and support structures that empower and advocate for students
      2.2.2.1 Reduce instances of interpersonal violence on campus by 5% through primary prevention efforts (Wellness Promotion Goal 3)
      2.2.2.2 During the FY 2017, provide opportunities and training for students outside of Student Media to use media platforms to express, highlight and represent issues that are important to their group (Student Media Goal 3)
      2.2.2.3 Maintain our “students first” expectation as a price of entry for working in the department of Career & Professional Development (Career & Professional Development Goal 13)
   2.2.3 Enhance infrastructure to improve marketing and communication
      2.2.3.1 During FY 2017, identify and establish new communication outlets and opportunities to disseminate messaging to the Division and our students (Student Marketing & Communications Goal 3)
      2.2.3.2 Collaborate with university departments, academic units and community partners to increase the awareness of all our programs and services by May 2017 (Campus Recreation Goal 3)
      2.2.3.3 Intentionally used best practices and current trends in all department marketing (Career & Professional Development Goal 14)

2.3 Promote student growth and development
   2.3.1 Develop a competency-based student employment program
      2.3.1.1 Develop a Student Employment model that employs students as 25% of our total work force while providing 5 internships with UAB and local community colleges (Campus Dining Goal 3)
      2.3.1.2 Provide professional development and preparation that allow student employees of HSC Operations to acquire skills needed to enter to the global workforce (Hill Student Center Goal 4)
      2.3.1.3 Create and implement a training program that enhances student employees’ communication, conflict mediation and customer service skills at the start of each semester for FY ‘17 (Student Involvement & Leadership Goal 6)
   2.3.2 Enhance and expand structured, progressive leadership development programs
      2.3.2.1 Train up to 10 students to be peer educators for ‘Diversity Peer Educator’ program for the 2016-2017 Academic year (Student Multicultural Services Goal 17)
      2.3.2.2 Train up to 30 Student Multicultural and Diversity Program students to co-lead small groups of new and returning SMDP students at 2017 social justice retreat (Student Multicultural Services Goal 18)
2.3.3 Develop and enhance student skills to promote exploration of post-graduation opportunities

2.3.4 Provide services, experiences and facilities that promote the holistic development of all students, focusing on interpersonal skill development (i.e. team work, conflict resolution, effective communication and critical thinking)

2.3.4.1 Within the fiscal year of 2017, create a campaign of Student Advocacy, Rights and Conduct resources to improve awareness to freshmen with 50% understanding of resources (Student Advocacy, Rights and Conduct Goal 6)

2.3.4.2 Within the fiscal year of 2017, Develop two Student Advocacy, Rights and Conduct program offerings each term to educate our students, with a focus on interpersonal/intrapersonal competence (realistic self-appraisal, self-understanding; personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self) and practical competence (effective communication; capacity to manage one's personal affairs; economic self-sufficiency and vocational competence; maintain personal health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life), reaching at least 2,000 students (Student Advocacy, Rights and Conduct Goal 7)

2.3.4.3 Provide 5 group counseling options and that enroll at least 5 students per group in FY 17 (Counseling Services Goal 5)

2.3.4.4 Develop a Peer Education program with 5-7 students with the goal of empowering students to create an active bystander culture on campus (Wellness Promotion Goal 4)

2.3.5 Promote discovery and innovation for new student initiatives and opportunities

3. Innovation in Resource Stewardship

3.1 Demonstrate efficient and appropriate use of resources in support of student success

3.1.1 Promote collaboration and partnership that fosters an entrepreneurial climate

3.1.1.1 Collaborate with the Office of Equity, Diversity and Inclusion and the Employee Assistance Counseling Center on campus-wide interpersonal violence prevention programs (Wellness Promotion Goal 5)

3.1.2 Infuse sustainability into all areas of resource conservation and utilization

3.1.3 Align fiscal resources with student success initiatives

3.1.3.1 Identify and allocate appropriate resources to invest 5 to 10% of revenues back into the residence halls each fiscal year (Student Housing & Residential Life Goal 8)

3.1.3.2 Provide newest technology for smart phone food applications to enhance student experience of making well informed decisions about where and what eat on campus (Campus Dining Goal 4)

3.1.3.3 Balance the budget by September 2017 (Campus Recreation Goal 4)

3.1.3.4 Develop student success celebrations highlighting the accomplishments of underrepresented students on UAB’s campus during the Spring 2017 semester (Student Multicultural Programs Goal 19)

3.1.3.5 Continually solicit and receive student feedback to ensure appropriate use of resources (including space) and services in the Hill Student Center (Hill Student Center Goal 5)
3.2 Recruit and retain the best-suited and most-qualified professionals

3.2.1 Develop strategy to recruit and retain highly-qualified Student Affairs professionals

3.2.1.1 Recruit and select skilled practitioners who positively impact student success for current vacancies during FY ’17 (Student Involvement & Leadership Goal 7)

3.2.1.2 Create consistency within the office by increasing retention of staff members by 25 percent through providing opportunities for professional development at the department, division, university and national level during FY ’17 (Student Involvement & Leadership Goal 8)

3.2.2 Develop Division-wide on-boarding process

3.2.2.1 By FY 2017, assist with the creation of an effective onboarding presentation that will acclimate new Student Affairs professionals to the culture and processes within the Division as well as provide information about the University and the City of Birmingham (Student Marketing & Communications Goal 4)

3.2.2.2 Develop departmental onboarding, training and mentoring program to ensure that new staff are set up for success and have all the necessary resources and information to perform their responsibilities (Counseling Services Goal 6)

3.2.2.3 Contribute feedback to the division-wide onboarding plan based on national employment trends and on creating high-performance, accountable and student-focused work teams (Career & Professional Development Goal 15)

3.2.3 Provide financial support for intentional professional development

3.2.3.1 Manage department finances to ensure professional development is a priority (Career & Professional Development Goal 16)

3.2.3.2 80 percent of Student Affairs employees will successfully complete the DSS Faculty and Staff Training within 60 days of employment for FY 17 (Disability Support Services Goal 8)

3.3 Create and explore new revenue sources and opportunities to achieve Student Affairs vision and mission

3.3.1 Establish and promote opportunities for outside gifts and program support from alumni and stakeholders

3.3.1.1 During fall 2016, partner and promote with the UAB National Alumni Society and UAB Student Alumni Society for the Feed the Pig campaign seeking to raise $5,000 to be used to purchase food vouchers for students facing food insecurities and supported by Student Advocacy, Rights and Conduct (Student Advocacy, Rights and Conduct Goal 8)

3.3.1.2 During the fiscal year of 2017, collaborate with Donor to Diner, a student organization, and Dining Services within Student Affairs, to host a donation drive each term in which students and employees donate meals from their dining plan to be generated into vouchers given to food insecure students by Student Advocacy, Rights and Conduct, increasing the donations by 30% increase from fiscal year 2016 (Student Advocacy, Rights and Conduct Goal 9)
3.3.1.3 Within the fiscal year of 2017, develop new partnerships to host ongoing donation drives for the food and supply pantry within Student Advocacy, Rights and Conduct, to increase food and supplies for the food pantry by 50% from the fiscal year of 2016 (Student Advocacy, Rights and Conduct Goal 10)

3.3.1.4 Within the fiscal year of 2017, solidify a partnership with the Benevolent Fund to develop ways in which food can be collected for the food pantry within Student Advocacy, Rights and Conduct, by 50 percent (Student Advocacy, Rights and Conduct Goal 11)

3.3.1.5 Within the fiscal year of 2017, partner with Development, and Parent and Family Services, to create documentation that creates value, and tells the story of Student Advocacy, Rights and Conduct services and the ways that parents, families, and supporters can support the students served (Student Advocacy, Rights and Conduct Goal 12)

3.3.1.6 Establish and promote opportunities for outside gifts and program support from veteran alumni and organizations that specialize in veteran support for FY 17 (Veterans’ Services Goal 7)

3.3.1.7 Create and explore new revenue sources and opportunities to achieve Student Affairs' vision and mission for FY17 (Student Health Services Goal 12)

3.3.1.8 Develop sponsorship opportunities for approved businesses to best support family programming (Parent & Family Services Goal 4)

3.3.2 Develop a plan for grant acquisition and fundraising

3.3.2.1 Identify three Student Housing & Residential Life staff to attend grant training to gain a better understanding of grant identification, submission guidelines, and grant proposal writing (Student Housing & Residential Life Goal 9)

3.3.3 Explore opportunities to utilize grants

3.3.3.1 Explore opportunities to utilize grants for FY 17 (Student Health Services Goal 13)

3.4 Develop strategic corporate and business opportunities for student career development

3.4.1 Enhance coordination and collaboration with all career services operations and offerings at UAB

3.4.1.1 During the FY 2017, host a series of events and launch a campaign that will increase awareness and the access to minimally 500 students to information about careers in the media (Student Media Goal 4)

3.4.2 Enhance coordination, collaboration and partnership to collect and analyze post-graduation outcomes

3.4.2.1 Communicate and advocate for a campus-wide First Destination Survey process (Career & Professional Development Goal 17)
<table>
<thead>
<tr>
<th>STUDENT AFFAIRS PRIORITIES &amp; OBJECTIVES</th>
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<td>X</td>
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<tr>
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<td>X</td>
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<tr>
<td>Increase administrative efficiencies and processes</td>
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<tr>
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<tr>
<td>Implement and monitor a comprehensive plan of assessment</td>
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<tr>
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“Research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development (Astin, 1993; Pascarella & Terenzini, 1991, 2005; Pace, 1980). Therefore, we must assess learning outside of the classroom to know we have accomplished our strategic vision of creating transformational experiences at UAB.

To assist us in the way forward, each department within the Division of Student Affairs has acquainted themselves with their respective unit’s CAS Professional Standards for Higher Education. These standards will serve as our measurement for success according to effective industry practices. These standards have advanced student learning and development outcomes through the identification of specific content domains which summarize elements of the co-curricular experience and typically result from the student’s engagement with the programs and services offered through Student Affairs. These domains include:

- knowledge acquisition, construction, integration, and application;
- cognitive complexity;
- intrapersonal development;
- interpersonal competence;
- humanitarianism and civic engagement; and
- practical competence

With these standards in mind, the comprehensive strategic plan presented herein, addresses each of these domains to varying degrees through the student experience and departments within the division. Our daily contact with students provides the primary basis for assessment of these learning and development imperatives.

Over the next five years, each department will undergo:

- an internal review,
- an external review,
- benchmarking exercise,
- needs/knowledge acquisition/satisfaction survey,
- process improvements/planning

Annually, the Division of Student Affairs will share progress related to our strategic plan as well as communicate changes and rationale based on assessment responses. Our priority of being a model Student Affairs Division based on excellence will serve as our inspiration.
Our overarching intention with assessment is to:

- Evaluate the progress toward achieving our strategic priorities and impact on long-term goals related to retention, graduation and preparation for life after graduation
- Demonstrate the impact of our work in Student Affairs in transforming the student experience
- Infusing the latest research within the field to understand and respond to student issues
- Serve as a resource to the campus community
- Align resources and practices with assessment findings and corresponding outcomes revisions

"Improvement-oriented institutions rely on systematic information to make good decisions..."
- From "Student Success in College"