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Salisbury
UNIVERSITY

Salisbury University
Office of Student Affairs
Housing and Residence Life
August 21st, 2020

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EXECUTIVE SUMMARY (one page)

EXECUTIVE SUMMARY

Housing and Residence Life continues to be an integral part of the Student Affairs Division at Salisbury University.

The Office of Housing and Residence Life's mission is to foster an inclusive community which inspires lifelong learning, responsible living and academic success. Through our mission, Housing and Residence Life cultivates an atmosphere which supports a student's identity development, self-empowerment, intellectual pursuit, celebration of diversity, interpersonal skills, and meaningful connections. Approximately 2,300 spaces are provided for undergraduate students.

We continue to collaborate with many other departments on campus. Some of the offices we partner with include The Dean of Students Office, The Office of Institutional Equity, The Counseling Center, University Police, Academic Affairs, Disability Resource Center, and the Orientation Office.

Housing and Residence Life also values diversity. We feel strongly that this is a priority for the department. We have so many students from various backgrounds, and it is extremely important to have a diverse staff that represents those various backgrounds.

Because of this, we try to reflect that diversity in the staff that we hire. Amongst our Building Director staff, 8 of the 13 staff comes from an underrepresented group. This breaks down that 6 of our 9 Resident Directors, and 2 of our 3 Area Director staff are from an underrepresented group. We also have 28 of our 61 Resident Assistant Staff from an underrepresented group. This is an area of pride for the department.

Section I: Department Overview

Vision: Through our mission, Housing and Residence Life cultivates an atmosphere which supports a student's identity development, self-empowerment, intellectual pursuit, celebration of diversity, interpersonal skills, as well as helps them to make meaningful connections.

Mission: Housing and Residence Life fosters an inclusive community which inspires lifelong learning, responsible living and academic success.

Goals

1. Continued focus on diversity and inclusion programming. Given PWI consider creating initiatives to educate students regarding white privilege and anti-racism. This would include both students, as well as staff. With staff, it is more focused on professional development.

2. Research new assignment/communication/data software, as well as Residential Education software.

3. Begin to replace current individual door locking system in the halls.

4. Audit the O: drive.

5. Remove old items and organize files.

6. Update policies and procedures where needed.

7. Create and document Operations procedures.

8. Cross train staff in operations, as well as other functional areas.

9. Implement inventory replacement plan.

10. Work with Assistant Dean of Student Transitions to better communicate to parents.

11. Look into using the O: drive as an achieved holding area and use the One Drive to house more active files.

12. Update office technologies. Some examples are cameras, phones, update older computer screens and as well as computers.

Scope of Practice – Services Provided
Educational Programming
Transition to college living
Housing Assignments
Room change assistance
Roommate mediations
Customer Service
Help with maintenance and housekeeping concerns
24 Hour on-call coverage
Inter-departmental support (Dining services, conference services…)
Staff Development

Student Learning Outcomes: Our program model is based on Learning Reconsidered. This is a publication developed by ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA and NIRSA focusing on the

learning that is happening outside the classroom. They have 6 broad categories, and they are further broken down into 22 sub-categories. A list is in our Appendix.

When SU started to revise their General Education requirements, the latest version is very similar to the categories above. Because of this we updated what we are tracking to more closely tie in the categories in the proposed Gen Ed requirements.

We have 5 broad categories, and 23 sub-categories. For the next few years we plan to focus on two which include Personal Development and Social Responsibility.

The sub categories for Personal Development are:
Lifelong learning habits
Intellectual curiosity and inquiry
Ethical reasoning
Financial literacy
Personal values
Self-identity

The sub categories for Social Responsibility are:
Civic and community engagement
Political literacy
Intercultural knowledge
Respect for diversity
Commitment to environmental and social stewardship
Knowledge of emerging and global issues

Section II: Service Delivery

Students Served (July 1 – June 30 time period)
Enter "N/A" if data are not available for this reporting period.

Undergraduates	Outcomes
Total unique number housed (do not include repeat visits)	2293
Total number of "visits" (includes repeat visits)	
Total number of service contact hours across all service types	
Graduates	**Outcomes**
Total unique number housed (do not include repeat visits)	0
Total number of "visits" (includes repeat visits)	
Total number of service contact hours across all service types	
Overall	**Outcome**
Total unique number of undergraduates and graduate students served	2293

Comments:

Examples of Major Events, Services, Activities, and Initiatives[1]

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant[2]
Example: Annual First-Generation Conference.	*First generation students and their faculty mentors*	▪ *75 students* ▪ *60 faculty mentors* ▪ *12 guests[3]*	▪ *$22.72*
Dogwood Village Kids Night	Children from the community	30 Students 50 members of the local community	$473.05
Chesapeake Housing Mission Ramp Build -	Local family in need of help getting in and out of their home	1 Family 12 HRLstaff members	$0.00
LLC Parent Family Weekend Breakfast	LLC Students and their parents	100 Parents 300 Students	$9.15
Coffee with a Cop	Students	32 students	$1.36
Who am I – Diversity Week Event	Students	26	$0- grant funded
Pride Pledge – Pride Week	Students	50	$0 - grant funded
4 Land Acknowledgement Programs	Students, Faculty, Staff	20-30 students per program	$2.40
*Traditional spring programs did not happen as a result of COVID-19. They include Coffee with a Cop, Gull Games, and Take Back the Night.			

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[1] Contact the Associate Vice President for assistance in completing this section if needed.
[2] Use this formula to determine cost per participant (CPP) for every person attending: Cost of Event / Attendees.
[3] This could include family, friends, faculty, and staff.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2019 – June 30, 2020 Allocations

Budget Category	Allocation
01	434,482.00
02	639,652.00
03	1,226,051
Total	2,300,185.00

July 1, 2019 – June 30, 2020 Expenditures

Budget Category	Expenditures
01	430,356.92
02	485,259.45
03	979,112.36
Total	1,894,728.73

July 1, 2019 – June 30, 2020 Revenue Generated

Initiatives or Purposes	Revenue Generated
Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.	$12,250.00
Fall/Spring	13,068,372.92
Summer Housing	3,398.52
Winter housing	2,525.00
Summer conferences	97,008.08
Damage billing	9,126
Total	13,180,430.14

HRL budget was cut to the bone entering the fiscal year. Eliminating replacement purchases scheduled in a five year rotation intended to improve the quality of life of residents. We were able to make some purchases after COVID move out. We cut back the hours of the student staff for SGS (desk attendant) and the summer crew. We barely completed our summer project list prior to fall opening.
HRL budget is substantial however approximately 85% of the departmental budget is pay for staffing the halls, training/meal expenditures and third contract fixed costs (i.e. cable, laundry). Decreasing budget will begin to impact the quality of the living experience as furniture/mattresses need replacing. This may not play well with the incoming students as cost to live on campus increases while the quality of the amenities decreases.

The COVID shutdown translated to an approximate $400,000 financial surplus. $198,000 of that was credited to our account in April to reimburse for housing and meal costs paid to HRL staff.

Section IV: Collaborations and Partnerships (Internal and External)[4]

Examples of Collaborations and Partnerships	Outcomes and Impact
Example: County Public Schools Guidance Counselors	Resource materials for helping high school students and families discuss mental health before college.
OIE, Environmental Safety, Dean of Students Office, CDO, Counseling Center, DRC	Help to train our RD staff for the upcoming year.
OIE, Environmental Safety, Dean of Students Office, CDO, DRC, University Police, Counseling Center, Student Activities, UP	Help to train our RA staff for the upcoming year.
University Police	Help develop relationships between UP and our students and staff.
OIE	Partner with them to provide a variety of programs for our residential students.
Student Activities	Help us coordinate tracking our programs.
Student Activities	Partner to inform RA's of campus events they can take their residents to.
Academic Affairs	Partner to provide our LLC's.
Counseling Center	Partner on a number of programs throughout the year. (ex.Take Back the Night)

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[4] Contact the Associate Vice President for assistance in completing this section if needed.

Section V: A Summary of Achievements Related to Student Affairs Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals. Please use bullet or numerical formatting to provide examples of **significant** outcomes.*

Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.

1. Residence Life provides safe, accessible, and inclusive communities for our students to live in. This happens through programming (both RA programs, as well as partnering with other offices). Some of the collaborative programs include Tunnel of Oppression (OIE and The Counseling Center), Pride Week (various offices), Coffee with a Cop (University Police), and Campus Safety Awareness Week (various offices).

2. We have staff on call 24/7, 365 days a year. This includes both RA staff, as well as professional staff to help with any emergency that may happen.

3. Our residence halls are locked 24/7, and require a student to use their ID card to gain entrance. There are also camera's strategically situated in elevators, around the main floor, as well as in some stairwells to provide an additional layer of security.

4. Residence Life partners with the Disability Resource Center for students who want to be approved for emotional support animals.

5. Residence Life offers gender inclusive housing for our students.

6. Residence Life partners with the Office of Institutional Equity to bring programming into the residence halls around the topics of open mindedness and embracing differences.

Goal 2: Student Affairs aims to educate students for campus, career, and life.

1. Residence Life provides many different ways in which we educate our students. Education happens through RA programs, bulletin boards, campus wide Residential Life programs, supporting University programs, and community outreach. Our program model is based on Learning Reconsidered. This is a publication developed from a variety of different organizations within Higher Education focusing on the learning that is happening outside the classroom. We digitally track these programs to ensure we are providing students exposure to a variety of different topics to broaden their understanding of themselves and the world around them.

2. Another way in which we foster educational moments is through floor meetings, roommate agreements, roommate mediations, and other personal interactions with residents on a daily basis.

3. We also help students learn and grow through our student conduct process. Our staff help students learn and grow from mistakes that they have made while living in the Residence Halls.

Goal 3: Student Affairs aims to embrace innovation.

1. Starting the fall of 2019 Residence Life began tracking students who attend programs on an individual level through Involved. This helps us to better understand what residents attend programs, and to better help inform any changes that we make to the program model for future years.

2. We have worked with Student Activities to utilize Involved to keep track of programs, as well as student attendance. We also implemented using involved for RA selection this year. This went very well, and we plan to continue this in the coming years.

3. Residence Life has moved most of the documents and forms that staff use into either a shared Google Drive, or the SU Involved website. This allows staff to more easily access and share information.

4. In the spring semester with the transition of closing the halls early, we developed a move out process that was contactless, and incorporated QR codes, as well as digital check out forms.

5. Staff also transitioned to working remotely using Zoom and other technologies to get their work done.

Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.

1. Residence Life provides our staff with a variety of professional development opportunities throughout the year. Staff have the opportunity to attend either a regional or national conference of their choosing. Unfortunately, we could not financially support this, they were given the time away if they chose to attend a conference. The department also invests in webinars on a variety of different topics throughout the year.

2. Some staff have also attended different regional and national Institutes relating to both Housing and Residence Life, as well as Student Affairs.

Section VI: A Summary of Achievements Related to University Strategic Plan

*The following are examples of ways in which the Unit is assisting the University achieve its goals. Please use bullet or numerical formatting to provide examples of **significant** outcomes. Units may cut-and-paste as appropriate from above Section. Do not say, "See above."*

Goal 1: EDUCATE Students for Campus, Career and Life

1. Residence Life provides many different ways in which we educate our students. Education happens through RA programs, bulletin boards, campus wide Residential Life programs, supporting University programs, and community outreach. Our program model is based on Learning Reconsidered. This is a publication from a variety of different organizations within Higher Education focusing on the learning that is happening outside the classroom. We digitally track these programs to ensure we are providing students with a variety of different topics.

2. Another way in which we foster educational moments is through floor meetings, roommate agreements, roommate mediations, and other personal interactions with residents on a daily basis.

Goal 2: EMBRACE Innovation of the Salisbury University Experience

1. Prior to the fall of 2016 RA programs were not tracked on a department wide basis. Some individual areas tracked program data, but it was inconsistent, and not uniform. Starting in the fall semester of 2016 that changed. Residence Life now tracks all items related to the programming in the residence halls via an electronic document.

2. Starting the fall of 2018 Residence Life began tracking students who attend programs on an individual level. This helps us to better understand what residents attend programs, and to better help inform any changes that we make to the program model for future years.

3. We have worked with Student Activities to utilize Involved to keep track of programs, as well as student attendance. We had a few transition issues this year, but believe we have worked out the issues to have better and more accurate data for the upcoming year.

4. Residence Life has moved most of the documents and forms that staff use into either a shared Google Drive, or the SU Involved website. This allows staff to more easily access and share information.

Goal 3: FOSTER Community

Fostering Community is the heart of what Residence Life does on a daily basis. It is a core component of both our mission and our vision.

1. Residence Life provides safe, accessible, and inclusive communities for our students to live in. This happens through programming (both RA programs, as well as partnering with other offices). Some of

the collaborative programs include Tunnel of Oppression (OIE and The Counseling Center), Pride Week (various offices), Sexual Assault Awareness Week (various offices), Coffee with a Cop (University Police), and Campus Safety Awareness Week (various offices).

2. We have staff on call 24/7, 365 days a year. This includes both RA staff, as well as professional staff to help with any emergency that may happen.

3. Our residence halls are locked 24/7, and require a student to use their ID card to gain entrance. There are also camera's strategically situated in elevators, around the main floor, as well as in some stairwells to provide an additional layer of security.

4. Residence Life partners with the Disability Resource Center for students who want to be approved for emotional support animals.

5. Residence Life offers gender inclusive housing for our students.

6. Residence Life partners with the Office of Institutional Equity to bring programming into the residence halls around the topics of open mindedness and embracing differences.

7. Residence Life quickly engages with our students when an on-campus emergency arises. This was demonstrated by our programming around the racist graffiti that occurred on campus this last year.

8. We sponsored the Land Acknowledgement program this year. This was a program where we read a land acknowledgement statement, and then hung signs in some of our buildings that highlighted the Native Americans who originally occupied this land.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

1. We support campus partners' program efforts throughout campus. We do this is a variety of different ways. Some of them include building into our RA program model, as well as advertising for their programs in the residence halls.

2. Through our Living Learning Communities, we provide classroom space in some of our Residence Halls.

3. We do a number of community service projects that benefit the local Salisbury Community. The main project that we do supports the Chesapeake Housing Mission through ramp builds.

Section VII: Measuring Up – Research, Assessment, and Evaluation[5]

2019-2020 Goals and Outcomes
July 1, 2019-June 30, 2020

Department Goals	Summative Outcomes
Example: Promote student success through health and wellness initiatives.	▪ *5 health and wellness workshops were offered in partnership with Center for Student Achievement* ▪ *1,257 unique students attended 5 health and wellness workshops* ▪ *83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success*
Develop a strong partnership with Brian Steigler to develop the new Global Village.	This was a successful partnership. We were able to work closely with Brian and his staff to give the GV residents a more traditional living environment and provide them more support and services than what they would have received living at an off-campus property. Overall, the International Student experience was better by living in GV.
Track program data in more detail to better inform our engagement model for future years.	We are continuing to work on this goal
We will work with the Dean of Students Office to streamline the conduct process. We will also work to shorten our turnaround time for our judicial cases.	This was a successful goal. We worked with DOS office to streamline the assigning of charges, and also tracking sanction compliance on the back end.
Continue to look for ways to use technology to increase efficiency and decrease paper consumption.	This is an on-going goal. This year we worked on using Involved to coordinate our RA selection process. We also transitioned our check-out process to be contactless, and digitized the entire process.

Examples of Other Research, Assessment, or Evaluation Projects (if applicable)
July 1, 2019-June 30, 2020

Project	Key Result(s) or Outcomes	Organizational Changes
Example: Three-Year Student Satisfaction Survey with new math instructional software.	*80% of student users indicated new software was helpful to understanding math concepts.*	*Two additional math sessions using the new software will be added.*
With our budget getting cut, we did not do the EBI survey this year.		

Student Learning Outcomes
July 1, 2019 - June 30, 2020

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.			▪ *75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.*
Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.			▪ *80% of participants were able to identify four strategies for writing a successful résumé as evident on written exit interview.*

Section VIII: Strategic Plan-Related Goals (July 1, 2020 – June 30, 2021)[6]

*The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. **Three to five goals are recommended. Please use new University Strategic Plan 2020-2025 goals for this section.***

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
Example: Implement new living-learning communities focused on diversity and inclusion.	*Goal 1* *Initiative 2*		• *Number of living-learning communities created.* • *Number of students completing housing contracts for the new LLCs.*
Example: Ensure that 70% of academic probation students participate in at least two sessions on successful study habits.	*Goal 4* *Initiative 2*		• *Number and percent of academic probation students participating in at least two academic sessions.*
Continued focus on diversity and inclusion programming. Given PWI consider creating initiatives to educate students regarding white privilege and anti-racism. This would include both students, as well as staff. With staff, it is more focused on professional development.	Goal 2 Initiative 2.1 Goal 1 Initiative 3		Number of staff trainings on these topics. Number of programs we did related to this topic.
Research new assignment/communication/data software, as well as Residential Education software.	Goal 3 Initiative 3		Did we research and come up with a software list for each area highlighted?
Audit the O: drive. Remove old items and organize files. Update policies and procedures where needed. Create and document Operations procedures.	Goal 5 Initiative 2		Did we audit the O: Drive, as well as come up with a flow for saving departmental documents going forward?
Work with Assistant Dean of Student Transitions to better communicate to parents.	Goal 3 Initiative 3		Have we developed a process for better communications with the Assistant Dean of Student Transitions?

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[6] Contact the Associate Vice President for assistance in completing this section if needed.

			Have we implemented it?
Create Multicultural LLC in Partnership with the DCO's office.	Goal 2 Initiative 2.1		Have we implemented this LLC, or came up with the structure to implement it the following year?