Initiative 3:

The Division of Student Affairs will establish and sustain necessary resources to advance Division priorities.

Student Affairs faculty and staff must assure that we are good stewards of the human, financial and facilities resources with which we are entrusted. At the same time it is essential that we build the necessary capacity within our organization to fuel our aspirations and fulfill the promise of our mission. We must build an organization with the necessary resources to deliver on our commitments, while also demonstrating that we are efficient, prudent, and thoughtful in the use of resources.

Strategic Activity 3.1: Create a culture of development and fundraising throughout the Division:

3.1A: Recruit and hire a Student Affairs Development Coordinator

- Coordinates development activities for the Division
- Helps to set the stage for Division-wide development planning
- Chairs the Student Affairs Development Council
- Connection to OSU Foundation

| What are the intended specific outcomes that will result from accomplishing/implementing this activity? | Create and foster a culture of development and fundraising throughout the division
Evaluate the effectiveness of training to create a development culture
Develop and maintain a Student Affairs Development Council
Create partnerships with OSU Foundation |
|---|---|
| What are the intended specific outputs that will result from accomplishing/implementing this activity? | Increased connections with donor community
Increased revenue
Increased leadership opportunities for student development
Increased services to students
Development of new facilities |
<table>
<thead>
<tr>
<th><strong>Identify specific key people or groups that need to be involved and their expected roles, contributions, etc.</strong></th>
<th>President Ray, VPSA, Larry Roper, Shawn Scoville, Senior Vice President of Development with the OSU Foundation; Student Affairs Development Council, Student Affairs Leadership Team</th>
</tr>
</thead>
</table>
| **Has anyone done similar work elsewhere? Who, When, What?** | University of Oregon
UC Berkeley [http://campuslife.berkeley.edu/dosa/about-us](http://campuslife.berkeley.edu/dosa/about-us)
Purdue University [http://www.purdue.edu/vpsa/giving/goals/](http://www.purdue.edu/vpsa/giving/goals/) |
| **Is anyone on campus already involved in developing a similar program? Who?** | OSU Foundation,
Many colleges have development officers/liaisons and each Dean has FTE dedicated to fundraising. |
| **Identify various approaches to accomplishing the strategic activity, weighing strengths and weaknesses of each. Select an approach. Why is this approach appropriate for accomplishing the strategic activity?** | Develop a SA Development Council to provide leadership – There is no one within the organization with expertise in this area. Hire a SA Development Coordinator as we need someone with the background, expertise and training to provide leadership to the organization. This position would be dedicated to fulfilling this initiative instead of trying to carve out time from other professionals full-time positions |
| **What specific MILESTONES need to be accomplished to implement the strategic activity and reach the identified outcomes and outputs?** | Within five (5) years position will be partially self-funded with the goal of being fully self-funded within ten (10) years
Student Affairs will have a development plan to address the goals of the division with guidance on what structures (software, facilities, staffing) are needed. |
| **Can some tasks be delegated to subgroups? If so what subgroups are needed? Who will lead the subgroup?** | Yes, once a development council is developed |
| **How and when will subgroups report to the larger strategic initiative group?** | Quarterly at SALT meeting or upon request from the Vice Provost of Student Affairs. |
3.1B: Establish a Student Affairs Development Council

- The primary charge of the Student Affairs Development Council (SADC) is to establish and monitor the development agenda for Student Affairs in order to obtain necessary resources to advance Division priorities. Specific dimensions of the charge will include:
  - Function as a learning community – one that consistently advances its own learning around development issues and uses acquired knowledge to consult with individuals and groups.
  - Develop a division-wide priority planning process to recommend to the Vice Provost for Student Affairs.
  - Establish approaches to share and maximize development ideas across Student Affairs units.
  - Develop a divisional relationship with the OSU Foundation. Identify and cultivate the basic elements needed to collaborate with the OSU Foundation.
  - Collaborate with the Student Affairs Assessment Council to gather data that may be used to write a compelling Student Affairs “story” which may in turn be used to advance a development agenda.
  - Monitor the level of development activity within the division and write an annual report highlighting said activity.
  - Make recommendations around the personnel needed to support Student Affairs development to the Vice Provost for Student Affairs.
  - Set an intentional learning agenda for the division around development issues and opportunities.
  - Consider ways in which to cultivate a relationship with student affairs alumni through:
    - A database of student leaders and alumni that may be interested in collaborating around development activities and fundraising.

| What are the intended specific outcomes that will result from accomplishing/implementing this activity? | Create a development agenda for Student Affairs
Design an intentional learning program for the division around development issues and opportunities.
Monitor the level of development activity within the division |
|---|---|
| What are the intended specific outputs that will result from accomplishing/implementing this activity? | Each SA department will have a development plan
Increased communication/marketing materials to share “our story” |
<table>
<thead>
<tr>
<th>Identify specific key people or groups that need to be involved and their expected roles, contributions, etc.</th>
<th>Director of Student Affairs Research, Evaluation and Planning, Assessment Council, Communications Director, SALT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has anyone done similar work elsewhere? Who, When, What?</td>
<td>The Assessment Council</td>
</tr>
<tr>
<td>Is anyone on campus already involved in developing a similar program? Who?</td>
<td>Development Councils can be found in many academic departments</td>
</tr>
<tr>
<td>Identify various approaches to accomplishing the strategic activity, weighing strengths and weaknesses of each. Select an approach. Why is this approach appropriate for accomplishing the strategic activity?</td>
<td>Evidence of the success of this structure is found within the Assessment Council</td>
</tr>
<tr>
<td>What specific MILESTONES need to be accomplished to implement the strategic activity and reach the identified outcomes and outputs?</td>
<td>Departmental commitment to individuals on the council by providing .2 FTE for specific council duties.</td>
</tr>
<tr>
<td>Can some tasks be delegated to subgroups? If so what subgroups are needed? Who will lead the subgroup?</td>
<td>SA Development Coordinator</td>
</tr>
<tr>
<td>How and when will subgroups report to the larger strategic initiative group?</td>
<td>Quarterly at SALT meeting or upon request of the Vice Provost for Student Affairs</td>
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</table>
Strategic Activity 3.2: Develop long-range fiscal and facilities management initiatives

3.2A: Develop forecasting of necessary resource to sustain priorities of the Division for an enrollment of 30,000 students

- Enlist a designated steering committee that will organize activities and ensure accountability
- Provide methods and resources that supports unit leaders in the development of a plan for the delivery of scalable services in anticipation of change in student enrollment and demographics
  - Review Enrollment Management Plan
  - Review Student Affairs Strategic Plan, Goals & Key Performance Indicators
- Develop baseline needs and necessary resources [current condition]
- Identify needed resources in anticipation of change in student enrollment and demographics [future needs]
- Provide facilitation and support for training of unit leaders in preparing current and future needs analysis and reports
- Upon completion of current conditions and future needs, craft a plan for resource acquisition and allocation related to scalable approach to programs and services
- Complete gap analysis and identify financial, human, facilities, and other needs for the future.
- Allow for long range and intentional planning to meet the needs of the future through scalability of programs and services
- Identify efficiencies and effectiveness in partners and collaborations with others in the delivery of programs and services

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<tr>
<th>What are the intended specific outcomes that will result from accomplishing/implementing this activity?</th>
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<tr>
<td>What are the intended specific outputs that will result from accomplishing/implementing this activity?</td>
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<tr>
<td>Student Affairs Resource Steering Committee will be in place.</td>
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<tr>
<td>Student Affairs will have the ability to prioritize resources that align with our strategic plan. Further, resources required for sustainable, reliable performance will be “at the ready” when funds are allocated.</td>
</tr>
<tr>
<td>Resource investment plan will be in alignment with stated Division-wide priorities</td>
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<tr>
<td>A report that will identify current and future needs based on changing demographics of a student enrollment of 30,000 students.</td>
</tr>
<tr>
<td>A plan document to address needs as student enrollment increases using a set of criteria/measurements.</td>
</tr>
<tr>
<td>A plan document to provide a scalable services that can be adjusted with the changing student demographics</td>
</tr>
<tr>
<td>Facilitation and support for training of unit leaders in preparing current and future needs analysis and reports</td>
</tr>
</tbody>
</table>
| Identify specific key people or groups that need to be involved and their expected roles, contributions, etc. | • All unit directors, with assistance, will develop a ‘current conditions’ and ‘future conditions’ to identify a gap analysis for their department.  
• Enrollment Management will provide ‘Management Plan’, and other data to assist in the future needs reporting  
• University Finance and Administration will provide trending and other data/information related to the future needs  
• University Facilities Services, Campus Master Plan, Campus Planning Committee will provide direction on facility development |
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<tbody>
<tr>
<td>Has anyone done similar work elsewhere? Who, When, What?</td>
<td>We are not aware of any work in this area for Student Affairs however we understand this process maybe started soon in part within OSU Administration.</td>
</tr>
<tr>
<td>Is anyone on campus already involved in developing a similar program? Who?</td>
<td>We are not aware of any work in this area for Student Affairs.</td>
</tr>
<tr>
<td>Identify various approaches to accomplishing the strategic activity, weighing strengths and weaknesses of each. Select an approach. Why is this approach appropriate for accomplishing the strategic activity?</td>
<td>Through our analysis we find an approach that incorporates unit leaders with support facilitation and resources will be most effective. Many unit leaders do not posse the skills or knowledge neither to conduct a needs assessment audit of current conditions nor to forecast future needs based on student demographics.</td>
</tr>
</tbody>
</table>
| What specific MILESTONES need to be accomplished to implement the strategic activity and reach the identified outcomes and outputs? | OSU’s updates the enrollment plan every five years, with long term enrollment projections out 15 years. Milestones are aligned to the enrollment plan and campus achievement compacts with the state, with up to a ten year lead time for large funding requests, for example capital construction.  
• The enrollment plan and the achievement compacts have key performance indicators that may be for shorter durations than five years.  
• Develop baseline needs and necessary resources [current condition]  
• Identify needed resources based on unit of student population [future conditions]  
• Identify a plan that provides scalable services in anticipation of change in student demographics |
Can some tasks be delegated to subgroups? If so what subgroups are needed? Who will lead the subgroup?

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<tr>
<th>Subgroup #1 - Enrollment of the Future</th>
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<tbody>
<tr>
<td>Review data and other information to understand the OSU campus of 30,000 student enrollment led by Enrollment Management</td>
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<tr>
<th>Subgroup #2 – Current Conditions</th>
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<tbody>
<tr>
<td>Assist unit directors in identifying their current conditions and compile division-wide report led by Steering Committee</td>
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<tr>
<th>Subgroup #3 – Future Conditions and Needs</th>
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<tbody>
<tr>
<td>Assisting unit directors in identifying their needs of a campus with a 30,000 student enrollment and compile division-wide report led by Steering Committee</td>
</tr>
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</table>

How and when will subgroups report to the larger strategic initiative group?

- Two months – all subgroups report findings
- Three months – ‘gap analyses completed
- Four months – unit plans for meeting needs of a 30,000 student enrollment campus completed
- Four months – recommendations reports to Vice Provost for Student Affairs.
Strategic Activity 3.3: Develop extramural funding opportunities in the following areas:

- Grant writing development
- Research development as a part of professional expectations

| What are the intended specific outcomes that will result from accomplishing/implementing this activity? | • Number of new students impacted that can be attributed to external funding
• Desired “success” of students served (ex. Native American students served by grant retain at X% better than previous cohorts)
• Raise $X in external funding through grants and other sources |
| --- | --- |
| What are the intended specific outputs that will result from accomplishing/implementing this activity? | • Increased capacity and participation in grant writing and funding
• Increased, intentional engagement with Research Office
• Improved connection to the academic mission of OSU
• Team of grant writing professionals
• Identified priority areas that needing grant writing and funding support
• Generation of additional funding in various departments and units |
| Identify specific key people or groups that need to be involved and their expected roles, contributions, etc. | • Research (resource)
• Grant heavy departments/units: ISS, SLI, Pre-College Programs, EM, CAPS, SHS, Dean of Student Life, Healthy Campus Initiative |
| Has anyone done similar work elsewhere? Who, When, What? | |
| Is anyone on campus already involved in developing a similar program? Who? | • Pre-College Programs
• CAMP |
| Identify various approaches to accomplishing the strategic activity, weighing strengths and weaknesses of each. Select an approach. Why is this approach appropriate for accomplishing the strategic activity? | • Train existing SA professionals in key areas to be grant writers
• Contract with freelance grant writers external to OSU and Student Affairs
• Hire a grant writer for Student Affairs work
• Partner with another unit or division to fund and share a full time grant writer |
| What specific MILESTONES need to be accomplished to implement the strategic activity and reach the identified outcomes and outputs? | • Survey SA departments to understand who is doing what in the way of grant writing and their capabilities to do so  
• Gather info on what our comparator institutions are doing in this area  
• Determine appropriate strategy (see “identify approaches” above)  
• Prioritize grant writing areas  
• Begin exploration of grant opportunities, including making connection with Research Office and their tools |
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<tbody>
<tr>
<td>Can some tasks be delegated to subgroups? If so what subgroups are needed? Who will lead the subgroup?</td>
<td>• Grant writing team from key SA departments will be critical work group</td>
</tr>
<tr>
<td>How and when will subgroups report to the larger strategic initiative group?</td>
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**Strategic Activity 3.4: Provide internal professional learning opportunities for Student Affairs employees:**

Areas of educational need include: NOTE: THIS MAY BE BETTER SERVED IN INITIATIVE #5

- Financial Leadership training and budgeting
- Human Resources training
- Facilities utilization training
- Available technology to support efficiencies in all areas
- Understanding the OSU and state funding model