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Values, Vision, Mission and Core Themes
(Subcommittee chair Erin O’Brien)

Values

Student-centered success: providing an affordable education with experiences that develop the academic, professional, and personal lives of all students.

Academic excellence: stimulating learning and critical thinking through rigor, student empowerment, and practical application.

Equity and Inclusion: creating a community of diverse individuals, ideas, and beliefs; practicing open discourse and collaboration.

Accountability: working with honesty, transparency, and respect for others while holding ourselves accountable for our actions.

Service leadership: emphasizing civic, economic, and cultural engagement with the community.

Creativity and innovation: problem solving in learning, teaching, fostering new ways of thinking, and researching.

Local and global resources: incorporating a variety of resources into the educational experience with a special emphasis on the unique local resources.

Vision

Encouraging Excellence, Cultivating Creativity, and Pioneering Pathways

Mission

Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.
CORE THEMES (L.E.O.)

Learning

DSU promotes a campus-wide culture of learning, delivers excellent teaching, and prepares knowledgeable and competent students who achieve and exceed their educational goals.

Engagement

DSU maintains strong relationships between students, faculty, staff, and the community to foster citizenship; a continuum of educational, cultural, and recreational enrichment; and economic and civic growth.

Opportunity

DSU values the professional and personal development of individuals and facilitates a culture of ethics, collaboration, creativity, inclusion, and service.
Goal 1

Promote student success and increase retention and completion rates at all degree levels.

(Subcommittee co-chairs Katie Armstrong and Erin O’Brien)

Desired Outcomes

1) By Fall 2018, students declaring a major will move from 70 percent by the end of their first semester to 85 percent by the end of their first year.

2) By Fall 2019, the percentage of graduates who participate in two or more high-impact, enhanced, or experiential learning opportunities (as identified below) will move from 66 percent to 80 percent.
   a) Learning Community (where groups of students take two or more classes together)
   b) Service-Learning (courses that include a community-based project)
   c) Research with a faculty member
   d) Internship or Field Experience (Co-op, field experience, student teaching, or clinical placement)
   e) Study Abroad

3) By Fall 2020, the percentage of minority students retained at DSU after one year will move from 48.4 percent to 52 percent.

4) By Fall 2020, the first-to-second year retention rate for first-time, full-time Associate degree students will move from 52 percent to 58 percent and for full-time Bachelor degree students from 54.5 percent to 63 percent.

5) By Fall 2020, within their first year, 50 percent of students will be completing General Education (GE) Quantitative Literacy (Math) and English requirements.

6) By Fall 2020, 42 percent of the 2016 freshmen cohort completes a degree as compared to 35 percent in the 2008 freshmen cohort.
Strategy #1 - Develop comprehensive recruitment approaches that are more academically focused.

Implementation leader: Director of New Student Programs

Introduction and Background

Dixie State University desires to become known as a premier destination for academic excellence, pioneering innovation, and cultivating opportunities. In addition to keeping its tuition affordable and bolstering its student life, DSU will focus on developing its academic programs to enhance its academic reputation and become a top-choice school for students with high academic standards.

In order to meet these goals, DSU must develop comprehensive recruitment approaches that are more academically focused and establish DSU as a premier destination for academic excellence, pioneering innovation, and cultural opportunities.

Contribution to Desired Outcomes

This strategy will contribute to all of the desired outcomes associated with this goal.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 6: Establish a strong brand and identity for the university

Actions and Elements

1) Develop comprehensive marketing and recruitment approaches that are more academically focused while continuing to focus on the University’s value proposition including affordability, location, and personalized education.

2) By Fall 2015, individual departments will provide recruitment with promotional talking points which highlight departmental strengths and student and faculty successes.

3) By Fall 2015, faculty will participate when possible in attending recruiting events.

4) By Fall 2015, target higher performing local, regional, and international students, including high school senior name purchases (via ACT, SAT, etc.).
5) By Fall 2015, promote Honors Program to high academic-achieving students during recruitment activities.

6) By Fall 2015, create degree-specific information sheets and brochures for each academic school to promote unique academic offerings that will attract prospective students interested in those majors.

7) By 2015-2016, redesign each academic department web page to include marketing messages and add high-quality video and social media content.

8) By Fall 2015, promote DSU’s unique academic opportunities and experiences throughout the region by using a variety of media channels and highlighting degree programs which are gaining national recognition (e.g., health sciences).

9) By Fall 2016, ensure that scholarship offerings are attracting the appropriate mix of students with an increased focus on moving the student profile to include stronger more academically prepared students as compared to past freshmen cohorts.

10) By Fall 2016, increase academic outreach to high school, middle school, and intermediate school students.
   a) Each DSU academic department is tasked to create at least one pre-higher education academic program (e.g., camps, workshops, competitive events, etc.) that encourages academically prepared students to come to the DSU campus. The type of activities created should be determined by the department chair and put in place by the 2016-2017 academic year.
   b) By Fall 2016, materials outlining these programs will be provided by the departments to the recruiters as a promotional component of their presentations.

11) Create a new marketing campaign for student recruitment that focuses on DSU’s market position and highlights its unique academic opportunities and experiences.

12) Increase marketing and communications to parents of students.

13) Provide high school counselors with additional promotional materials highlighting the University’s academic strengths.

**Potential Models and Useful Information**

*Utah Valley University*  [http://www.uvu.edu/futurestudents/](http://www.uvu.edu/futurestudents/)

*Colorado Mesa University*  [http://future.coloradomesa.edu/](http://future.coloradomesa.edu/)
Implementation Timeline:

2015-16: Transition focus of recruiting discussion from “weather and location” to academic offerings and academic successes; use the web and social media.

2017-18: Complete

Strategy #2 – By Fall 2016, develop and implement a Structured Enrollment Program.

Implementation leader: Executive Director of Enrollment Services

Introduction and Background

Dixie State University is a regional institution committed to its open-enrollment mission where all individuals are given the opportunity for higher education. The University has found, however, that students come with different levels of academic preparation and various challenges that can impact their college success (e.g. part-time status, low-income, working parents, etc.). Within the student body of an open-enrollment institution, there are generally higher percentages of individuals who must complete remedial coursework before being college ready. A 2012 statistical analysis report from the National Center for Education Statistics found that low-income students, African American students and Hispanic students are more likely to enroll in remedial courses. Reasonable enrollment standards and targeted support efforts must be put in place to help these students succeed in their educational goals.

In an effort to improve retention and graduation rates and to increase success for all students, DSU must develop and implement a structured enrollment program by Fall 2016. Within a structured enrollment framework, students admitted on a conditional basis may be required to meet specific benchmarks while receiving appropriate academic guidance. It should be noted, however, that DSU is equally committed to those who meet and surpass college-ready standards upon admission, and the University will offer academic support services and guidance to these individuals as well.

Contribution to Desired Outcomes

1) By Fall 2018, students declaring a major will move from 70 percent by the end of their first semester to 85 percent by the end of their first year.
4) By Fall 2020, the first-to-second year retention rate for first-time full-time Associate degree students will move from 52 percent to 58 percent and for full-time Bachelor degree students from 54.5 percent to 63 percent.

5) By Fall 2020, within their first year, 50 percent of students will be completing General Education (GE) Quantitative Literacy (Math) and English requirements within their first year.

6) By Fall 2020, 42 percent of the 2016 freshmen cohort completes a degree, as compared to 35 percent in the 2008 freshmen cohort.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 4: Promote the success of underserved and underrepresented faculty, staff and students by enhancing support for inclusion and equity
- Goal 6: Establish a strong brand and identity for the university

**Actions and Elements**

1) By August 2015, establish a task force to develop and implement structured enrollment programs and benchmarks.

2) Comprise task force of representatives from at least the following areas: Admissions, Enrollment Services, New Student Programs, First Year Experience (FYE), Athletics, faculty representatives (particularly English and Math faculty), Academic Advisement and Institutional Research/Assessment.

3) Revise the University’s admissions policy to include a structured enrollment framework.

4) Determine index for structured enrollment and student notification logistics.

5) Decide on appropriate benchmarks and support services for structured enrollment students, which could include mandatory advising, required FYE courses, peer mentoring, early alert notifications, tailored degree plans, summer remedial bridge programs, pre-determined course schedules in first year, etc.

6) Establish and maintain IT processes to move students through structured enrollment.
7) In partnership with academic departments and schools, develop innovative curriculum and course offerings, particularly in the English and Math areas, to assist structured enrollment students with a timeline for degree completion.

8) By Fall 2016, develop and implement a plan for mandatory academic advising for structured enrollment students and all other incoming freshmen based on their major, with a long-term goal to expand the program to sophomores, juniors, and seniors.

9) Determine the logistics of advisor workload and staffing, assign advisors, create advisement timelines and inquiry, develop the registration processes involved, and decide on the main goals of mandatory advising sessions based on the student populations.

10) Encourage advisement focus on students declaring a major within the first year at DSU or by the end of first semester sophomore year, and students developing a four-year academic plan. Degree maps/graduation plans would be required for all majors, updated and approved annually in the University Catalog for student use, and should reflect GE Math and English completion in the first year as appropriate.

11) By Fall 2016, enhance academic advisement through increased automated systems and processes.

12) Implement the planner function in DegreeWorks for advisor use and student progress tracking.

13) Instructional Technology and Student Services departments collaborate to integrate Banner into all potential advisement and student degree tracking aspects as well as graduation processes using new functions to create ease of use.

**Potential Models and Useful Information**

Utah Valley University (Admissions policy)
http://www.uvu.edu/admissions/general/index.html#policy

Weber State University (Admission policy)
http://www.weber.edu/GetIntoWeber/AdmissionPolicy.html

Southern Utah University’s College Connections Program
http://www.suu.edu/uc/connections.html

The University of Utah’s Mandatory Advising Program (MAP)
http://advising.utah.edu/mandatory-advising/
Student success initiatives (GURUs and STEP)

http://www.universitybusiness.com/mox/awards/eku-guruss (Eastern Kentucky University)


DSU TRiO/SSS http://www.dixie.edu/trio/student_support_services.php

Success Connect (University of South Carolina)
http://www.universitybusiness.com/mox/awards/success-connect

Comprehensive Student Support Program (Paul Smith’s College)
http://www.universitybusiness.com/mox/awards/comprehensive-student-support-program

References


Implementation Timeline:

See schedule under Actions and Elements section (above).

Groups to be Consulted:

Advisement, Admissions, Registration, Academic Interventions, IT, Athletics

Strategy #3 - Develop an organization and processes to serve students entering DSU through their first year or until they meet structured enrollment requirements. To allow these to operate collaboratively, they should be organized with a Dean or Associate Vice President over them.

Implementation leader: Vice President of Student Services
Introduction and Background

Although some programs incorporate initiatives to aid them, first-year students need to be better connected to all available resources at DSU that help them succeed in the critical first year of university experience.

Contribution to Desired Outcomes

1) By Fall 2018, students declaring a major will move from 70 percent by the end of their first semester to 85 percent by the end of their first year.

3) By Fall 2020, the first-to-second year retention rate for first-time full-time Associate degree students will move from 52 percent to 58 percent; and for full-time Bachelor degree students from 54.5 percent to 63 percent.

4) By Fall 2020, the percentage of minority students retained at DSU after one year will move from 48.4 percent to 52 percent.

5) By Fall 2020, within the first year, 50 percent of students will be completing General Education (GE) Quantitative Literacy (Math) and English requirements.

6) By Fall 2020, 42 percent of the 2016 freshmen cohort completes a degree, as compared to 35 percent in the 2008 freshmen cohort.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 2: Broaden and enhance academic programs to facilitate growth
- Goal 4: Promote the success of underserved and underrepresented faculty, staff and students by enhancing support for inclusion and equity.

Actions and Elements

1) By Fall 2016, develop an office for all first-year programs, creating a one-stop shop to meet first-year student needs.
   a) TRiO.
   b) First Year Experience.
   c) Freshmen orientation.
   d) Mandated and assigned advisement for all first year students.
   e) Student Success Center.
   f) First-Year Coaches/Advisors for undecided majors.
2) Effective Fall 2017, mandate First Year Experience.
   a) In Fall 2016, begin search and hire a Director to oversee First Year Experience.
   b) Hire a Coordinator to work with the open major sections (ASC 1001) as part of the Student Success Center.
   c) Hire additional GE advisors to teach ASC 1001 sections (double current numbers).
   d) Hire additional program advisors to instruct departmental FYE courses (increase 1.5 times current levels).
   e) Restructure the curriculum for FYE to include more academic-based material.

3) By Fall 2016, expand the Student Success Center.

4) By Fall 2017, require all student resource departments to have a targeted plan specifically for freshmen students. Many students are not aware of what each resource can do for them in their first year (moving into college), second and third years (moving through college), and their senior year (moving out of college). Examples include incentives, student follow-ups (how was your experience in the tutoring center?), and one-page documents that highlight the specific areas these centers.
   a) Tutoring Center
   b) Writing Center
   c) Disability Resource Center
   d) Multicultural and Diversity Center
   e) Women’s Resource Center
   f) Military/Veteran support
   g) Transfer/Returning student support
   h) Supplemental Instruction (linked also to Center for Enhanced Education)

5) Work with those involved in Structured Enrollment and Academic Advisors to discuss the best way to offer support to “targeted” populations of students (first generation, low income, low GPA, etc.).

6) Expand the SSC to reach students on Academic Warning, Academic Probation, and Academic Suspension. If the SSC continues its outreach to an “at-risk” population of students, many of them will end up on warning or probation after their first year. Having Academic Intervention services located under the SSC would help guide these students without having to send them back and forth between academic advisement and the SSC office.
   a) Refine the process of selecting students who should be involved with the SSC or discuss the idea of having initiatives that will reach all students on campus.
   b) Use Peer Mentors and make students accountable to their Peer Mentor throughout the year.
**Potential Models and Useful Information**

University of Tennessee Knoxville [http://studentsuccess.utk.edu/](http://studentsuccess.utk.edu/)


Purdue University [http://www.purdue.edu/studentsuccess/](http://www.purdue.edu/studentsuccess/)


**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

*First Year Experience Director, Enrollment Services Departments, Advising*

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**Strategy #4 - Develop a comprehensive climate for increasing both the full-time and adjunct faculty role in student retention.**

**Implementation leader: Vice President of Student Services**

**Introduction and Background**

It is well established that faculty play a critical role in promoting student retention and persistence to graduation. As Alexander Astin stated, “Student-Faculty interaction has a stronger relationship to student satisfaction with the college experience than any other variable, or indeed, any other student or institutional characteristic” (223, 233). In addition, the fact that DSU is a commuter campus (fewer than 10 percent live on campus) underscores the importance of this interaction as the college experience for many students is represented by what happens in the classroom.
Contribution to the Desired Outcome

3) By Fall 2020, the percentage of minority students retained at DSU after one year will move from 48.4 percent to 52 percent.

4) By Fall 2020, the first-to-second year retention rate for first-time full-time Associate degree students will move from 52 percent to 58 percent; and for full-time Bachelor degree students from 54.5 percent to 63 percent.

6) By Fall 2020, 42 percent of the 2016 freshmen cohort completes a degree, as compared to 35 percent in the 2008 freshmen cohort.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 3: Invest in faculty and staff recruitment, retention and professional development.
- Goal 4: Promote the success of underserved and underrepresented faculty, staff and students by enhancing support for inclusion and equity.

Actions and Elements

1) Marketing of Faculty Role - With the support of the Center for Teaching and Learning and the Center for Media Innovation, marketing and promotional materials will be created to highlight the importance of faculty in the retaining of our students.
   a) By Fall 2015, create a website and include video content, links to extant research, best practices, and a forum for sharing by faculty on what works.
   b) By Fall 2015, present in such forums as faculty senate, departmental meetings, workshops, and one-on-one interaction in sharing the vision of the faculty role in promoting student success.
   c) By Fall 2015, validate the importance of the faculty role by soliciting student feedback via surveys, focus groups, and other qualitative research.

2) Training of Faculty in Retention Best Practices - Provide faculty with a variety of resources to understand how they can positively impact student persistence.
   a) By Fall 2015, manage a website to provide in-class and out-of-class techniques for improving student engagement and a connection to campus with links to lists of actions which have shown to impact retention.
   b) By 2015-2016, create a series of retention workshops for faculty to attend throughout the semester, along with online versions. Retention activities will be a
factor in the faculty rank and tenure promotion process as an encouragement for faculty to attend workshops.

c) By Fall 2015, hold a full-day Promoting Student Success Summit prior to the first day of fall semester with topics including strategies to promote student retention and engagement in the classroom.

d) By Spring 2016, provide online training to adjunct instructors in a Canvas environment with successful completion of training tied to various incentives (certification, financial, etc.)

e) By Spring 2016, provide recognition awards and incentives, like digital badges, for faculty who implement best practices in promoting student success and retention. For example, faculty who meet a certain standard of excellence (perhaps do a certain number of activities promoting student success beyond what is required of them) could achieve a “Student Success Award.”

3) Training of Faculty on Best Teaching Practices - Ensure that the best pedagogical practices are implemented by full-time and part-time faculty.

a) By Fall 2017, in coordination with the Center for Teaching and Learning, create a series of teaching workshops (Great Teacher Training) to highlight best teaching practices (e.g. understanding learning styles, lecture vs discussion) to improve student engagement in the classroom. Create online versions also.

b) By Fall 2017, departments will be provided with support to create discipline-specific training materials for their individual faculty members.

c) By Fall 2017, adjunct instructors will be provided with both general and discipline-specific training via a Canvas portal and will be encouraged to participate and improve their teaching via an online certification process. Adjunct instructors will have the opportunity to improve their pay by becoming Teaching Certified.

d) By Fall 2017, faculty from the Education and other relevant departments will be invited to share best pedagogical practices to increase student learning.

e) By Fall 2017, as part of the hiring process, all new faculty will be required to participate in training which includes both retention and teaching best practices.

Potential Models & Useful Information

UVU Faculty Retention - Recommendations

Penn State - Role of Faculty in Retention

American Association of University Professors - Minority recruiting and retention

Additional training for adjunct instructors

Training of Online Adjunct Instructors
Providing departmental support to adjunct instructors

Best Practices for supporting adjunct faculty

References


Implementation Timeline:

See Actions and Elements section (above).

Groups to be Consulted:

Faculty Senate, Tenure Review Committee, Enrollment Services

Strategy #5 - Develop an organization and processes to provide students with access to high-impact educational opportunities from when they enter as first-year students until after they graduate and beyond. To allow these to operate collaboratively, they should be organized with a Dean or Associate Vice President over them (e.g., a Center for Engaged Education).

Implementation leader: Director of Engaged Learning

Introduction and Background

DSU retention rates suffer from a lingering cultural perception of DSU as a community college. DSU students often terminate their studies after receiving an AA/AS degree, sometimes because of their status as first-generation students, or because of plans to transfer elsewhere to complete a baccalaureate degree. To increase retention and graduation rates, DSU will offer opportunities to students that promote persistence to graduation. Empirical evidence demonstrates that high-impact programs that engage students in active learning not only provide students with experiences that help with retention and graduation, but also help to prepare students for their postgraduate educational and professional plans. Supporting the development of those teaching and learning techniques across the university curriculum will pay dividends in retention and student success at DSU and beyond.
DSU proposes to create a single organizational center for programs and offices that facilitate engaged educational opportunities that are often, but not always, outside the traditional classroom. The primary function of this center is to make it easier for students and faculty to find, develop, and pursue these activities. A central location will also make it easier for DSU to gather critical data about its students’ involvement in these activities and their continued success. To allow these programs to operate collaboratively, they should be organized under a central administrative figure and potentially placed in a College for Interdisciplinary Innovation (Strategy #2, Goal 2).

**Contribution to Desired Outcomes**

2) By Fall 2019, the percentage of graduates who participate in two or more high-impact, enhanced, or experiential learning opportunities (as identified below) will move from 66 percent to 80 percent.

3) By Fall 2020, the percentage of minority students retained at DSU after one year will move from 48.4 percent to 52 percent.

4) By Fall 2020, the first-to-second year retention rate for first-time full-time Associate degree students will move from 52 percent to 58 percent; and for full-time Bachelor degree students from 54.5 percent to 63 percent.

6) By Fall 2020, 42 percent of the 2016 freshmen cohort completes a degree as compared to 35 percent in the 2008 freshmen cohort.

**Contribution to Other Goal**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 3: Invest in faculty and staff recruitment, retention, and professional development.
- Goal 4: Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.
- Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.
- Goal 6: Establish a strong brand and identity for the university.
**Actions and Elements**

1) During 2015-2016, conduct a search for a Director of the Center for Engaged Education. This individual will be tasked with building the CEE, handing off individual offices and programs to dedicated Coordinators when they are sufficiently developed to warrant additional staffing and budget. This individual should be on campus by May 2016. This individual will be primarily responsible for the areas listed below. Eventually, the listed responsibilities will grow to a point where individuals will need to be hired to handle each of these tasks separately under the supervision of the director.
   a) Mentor Coordination with departments and programs
      i) To ensure that every student has at least one mentor
   b) Experiential Learning Coordination with departments and programs
      i) To serve as the campus resource for extra-classroom experiential learning activities
   c) Community Engagement and Volunteer Coordination (see Goal 5)
      i) To provide a single point person for the community to use as a resource when recruiting DSU faculty, staff, and students for service projects
      ii) To recruit community members to serve as mentors for students and for other campus needs
   d) Oversight of Supplemental Instruction
      i) To coordinate and supply resources and training for recitation sessions associated with classes identified by individual programs as benefiting from them.
   e) Oversight of Learning Community Coordination
      i) To develop learning communities on campus.
         1) Work with student housing and athletics
         2) Work with structured enrollment to coordinate class schedules in order to build cohorts
         3) Work with programs and other campus groups to establish communities as needed

2) In Fall 2015, form a taskforce to begin to develop and implement incentive programs for faculty to develop curriculum that provides opportunities for enhanced learning alongside traditional content. The taskforce should be composed of faculty, CTLE staff, Institutional Research staff, GE representatives, and the Vice President for Academic Services, and should focus on ideas including the following.
   a) Financial resources for faculty participation in integrated study abroad programs.
   b) Course Development Workload Release on a cyclical and regular basis.
   c) Workload Release for facilitating/mentoring a specific Learning Community.
   d) Stipends for Supplemental Instructional design, implementation, and supervision.

3) Beginning Fall 2015, increase the number of students hired to serve as TAs for Supplemental Instruction initiatives, entry-level classroom and lab courses, and general
instructional support. Pay competitive rates to generate interest in earning money while increasing resume and application competitiveness. Retention would be increased in lower-division students by access to peers in academic settings and increased in upper-division students because of new opportunities to demonstrate and be rewarded for academic excellence.

4) By Fall 2016, keep pace with the plan for Structured Enrollment and increase the roles and staffing for Program Advisors to allow students frequent advising opportunities in their own departments beginning as early as the first semester of their freshman year.

5) By May 2016, hire one additional staff member (perhaps a shared workload faculty model) to focus on
   a) Supplemental Instruction Coordination (working with programs and departments to enhance offerings of recitations, hiring of TAs, and other curricular approaches)
   b) Learning Community Coordination (working with programs, faculty, housing, athletics, etc., to develop new ways to build and support Learning Communities)

6) By August 2016, hire a student employee who is responsible for handling the logistics of matching students with mentors and coordinating the efforts of the various programs and offices on campus who are already providing mentors to students.

7) By Fall of 2018, 50 percent of courses identified by departments and programs as being appropriate for use of TA's will have funding and processes in place to find, train, and use TA's.

8) By Fall 2020, co-locate offices and programs that are focused on enhancing student activities after the freshman year in a physical space that allows collaboration, impromptu meetings, and increased focus on quickly and efficiently serving the students, under the umbrella of the Director for the Center of Enhanced Education:
   a) Career Center
   b) Internship Coordinator
   c) Undergraduate Research
   d) Study Abroad Coordinator
   e) Mentor Coordinator (Peer, Faculty, Staff and Community)
   f) Experiential Learning Coordinator (Departments and Programs)
   g) Community Engagement and Volunteer Coordinator
   h) Supplemental Instruction Coordinator (including student employees)
   i) Learning Community Coordinator

9) By Fall 2020, start the process of developing mentors so that all minority and high-risk students are assigned a mentor.
Potential Models and Useful Information

For Community Engagement [http://www.indstate.edu/publicservice/][1] [http://www.uvu.edu/engage/][2]

The University of Miami combines community outreach with undergraduate research [http://www.miami.edu/index.php/undergraduate_research_and_community_outreach/][3]

AACU LEAP guidelines about these activities [http://leap.aacu.org/toolkit/high-impact-practices][4]


Mentoring [https://sites.dartmouth.edu/gsc/get-involved/volunteering/dartmouth-graduate-undergraduate-mentoring-program][6] [http://www.colorado.edu/leeds/mentoring][7]

Implementation Timeline:

See Actions and Elements section (above).

Groups to be Consulted:

Study Abroad, Internship Office, Service Learning, Undergraduate and Experiential Learning
Goal 2

Broaden and enhance academic programs to facilitate growth.

(subcommittee co-chairs Clint Buhler and Sandy Wilson)

Desired Outcomes

1) By Fall 2017, select a methodology and criteria for identifying DSU’s programs of state and national distinction.

2) By Fall 2017, develop a plan to maintain and foster excellence in the distinctive programs.

3) By Fall 2020, establish three self-standing degree programs at the Master's level, in addition to degrees offered in collaboration with other institutions.

4) By Fall 2020, overall enrollment at DSU will rise above 12,500 students.

5) By Fall 2020, the number of degrees awarded at the Bachelor’s level will rise above 50 percent of all degrees awarded.

6) By Fall 2020, increase offerings of online, hybrid, and blended course sections to 15 percent of all course sections.
   a) Support and training structures are instituted to ensure high academic standards.
   b) New course offerings are developed with a particular focus on alleviating the stress on high-demand courses as well as on meeting the needs of nontraditional students.

7) By Fall 2020, increase the number of Bachelor's degrees programs to forty-two, the number of emphases to sixty, and the number of certificates to twenty, including degrees closely associated with the natural geographic location of the university.

8) By Fall 2020, degrees exist in academic areas consistent with the offerings of a public comprehensive university.
   a) These degrees are not created with the idea of being like all other universities. Rather, the intent is to create a profile of a full university where students can expect to be able to major in a degree within their area of interest.
   b) New programs are encouraged to be innovative and unique, exploiting the specific advantages of DSU.
Strategy #1 - Develop new programs or areas of study.

Implementation leader: Provost and Academic Program and Curriculum Director

Introduction and Background

As a new and growing university, one of the primary challenges is finding a way to meet the needs and demands of an expanding and increasingly diverse student body. Whereas the acquisition of a degree is the underlying goal of our students, it is imperative that our program offerings continue to grow strategically in a way that is beneficial to the students and the university. The addition of more four-year degree programs is central to this goal because although the university has grown substantially recently, many students are left with the choice to either choose a degree that is not what they actually want to pursue or transfer to another institution.

Contribution to Desired Outcomes

3) By Fall 2020, establish three self-standing degree programs at the Master’s level, in addition to degrees offered in collaboration with other institutions.

4) By Fall 2020, overall enrollment at DSU will rise above 12,500 students.

5) By Fall 2020, the number of degrees awarded at the Bachelor’s level will rise above 50 percent of all degrees awarded.

7) By Fall 2020, increase the number of Bachelor’s degrees programs to forty-two, the number of emphases to sixty, and the number of certificates to twenty.

8) By Fall 2020, degrees exist in academic areas consistent with the offerings of a public comprehensive university.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 4: Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.
- Goal 6: Establish a strong brand and identity for the university.
Actions and Elements

1) By Fall 2015, establish a permanent Academic Program Research Committee (APRC) to:
   a) Create a charter and policies including who serves on the APRC and for how long.
   b) Create a process by which to analyze all current degree proposals.
   c) Research areas of need and make recommendations for new degrees, emphases, and certificate programs.
   d) Provide data and make suggestions regarding existing programs.

2) Using the recommendations and data provided by the APRC, expand the offerings of Bachelor’s degrees at a minimum average rate of two per year until at least forty-two have been implemented.

3) By Fall 2018, again using the recommendations of the APRC, identify and implement at least one Master’s degree.

4) Expand library and IT resources to meet the needs of new degree programs.

Potential Models

Utah Valley University  http://www.uvu.edu/iri/academicprograms/program_review.html


Central Michigan University  https://www.cmich.edu/about/Strategic_Planning/Documents/ProvostReportFINAL.pdf


Colorado College  https://www.coloradocollege.edu/other/strategicplan/progress/

Implementation Timeline:

See Actions and Elements section (above).

Groups to be Consulted:

Faculty Senate, Deans, Chairs, University Council, Academic Council
Strategy #2 - Create the College of Interdisciplinary Innovation to promote pedagogical excellence.

Implementation leader: Provost

Introduction and Background

Higher education is experiencing major pedagogical and societal shifts at a faster rate than those experienced at the turn of the twentieth century. For DSU to provide an education that promotes student success and increases retention and completion rates during these rapidly changing times, it must develop structural design features that equip the institution with the ability to adapt quickly and effectively.

Digital age technologies necessitate agility by DSU and present a challenge to traditional modes of education, especially when working with diverse populations. Additionally, a frenetic service and tech-centered employment market, characterized by unpredictable and sudden developments in science and technology, drives much of the national and global economy. Such an environment simultaneously presses post-secondary educators to emphasize transferable and integrative skills even while demonstrating more explicit evidence of learning.

DSU needs to become more aggressively innovative and develop a flexible, laboratory-like pedagogical setting to facilitate fluid communication, innovative thinking, and pilot testing among programs which would form the core of institutional evaluation, innovation, and deployment of new methods and programs.

The College of Interdisciplinary Innovation would act as a comprehensive organizational structure to make DSU a global leader in curricular innovation by connecting those academic programs which are inherently interdisciplinary with offices tasked with the assessment and implementation of teaching and learning practices.

Contribution to Desired Outcomes

1) By Fall 2017, select a methodology and criteria for identifying DSU’s programs of state and national distinction.

2) By Fall 2017, develop a plan to maintain and foster excellence in the distinctive programs.

6) By Fall 2020, increase offerings of online, hybrid, and blended course sections to 15 percent of all course sections.
**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- **Goal 1:** Promote student success and increase retention and completion rates at all degree levels.
- **Goal 3:** Invest in faculty and staff: recruitment, retention, and professional development.
- **Goal 4:** Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.
- **Goal 6:** Establish a strong brand and identity for the university.

**Action and Elements**

1) Programs should be networked near one another in a physical space architecturally designed to facilitate communication and collaboration.
   a) Under a unifying administrative organizational structure, such as within a department, school, or college that holds a name that would draw funding from donors interested in supporting an institutional mission to re-envision curriculum for the 21st century and beyond. The suggested title is the College for Interdisciplinary Innovation.

2) By Fall 2016, appoint an upper-administrator at the dean or assistant provost level to:
   a) Oversee the budget, administrative needs, and mission of the Innovation Incubator.
   b) Raise the profile and revenue of the school through public relations, development (tapping local donor/alumni markets), and grant campaigns.
   c) Collaborate with faculty, administrators, and faculty administrators to envision sustainable models of educational delivery for DSU for the near and distant future.

3) By Fall 2016, appoint a director of online learning to:
   a) Create more flexible options for degree completion for non-traditional and distance learners.
   b) Investigate the revenue-generating capabilities of creating online degree programs that target local and global hidden distance education markets. Revenues generated from online could be used to support expensive high impact face-to-face models of instruction, such as individual mentorship, small seminar classes, and undergraduate research, as well as upgrade online capacity. Examples of similar revenue-generating State school online degree programs include,
      i) University of Florida’s Distance Learning (http://www.distance.ufl.edu/)
      ii) University of Wisconsin’s Online Degrees (http://www.uwsuper.edu/dl/index.cfm)
      iii) Arizona State University Online (https://asuonline.asu.edu/)
c) Facilitate high-grade research and development for all online courses offered across campus, thereby increasing the quality of content offered through online classes for purposes of facilitating high-impact virtual learning environments with greater retention of students.

4) By Fall 2018, physically and organizationally network programs at the nexus of institutional impact, evaluation, and innovation with the goal of improving the communication capacity amongst them.
   a) Mentor faculty to invent innovative teaching approaches - Center for Teaching and Learning (maps to Goal 1, Strategy #2);
   b) Build and test experimental curricula - Interdisciplinary Arts and Sciences (Integrated Studies, Individualized Studies, and Honors);
   c) Measure the effectiveness of learning across campus - Office of Academic Assessment;
   d) Coordinate courses and curricula of significant consequence for all students pursuing an associate or baccalaureate degree at DSU -- General Education, Online Education, the Center for Enhanced Education (maps to Goal 1, Strategy #4), Academic Programs and Curriculum.

**Potential Models**

The model proposed in this strategy is unique, so similar examples at other institutions are few. If DSU is to become a leader in curricular innovation, it follows that the structural design proposed to accomplish this task would be distinctive.

Office of Undergraduate Studies, University of Utah

Gallatin School of Individualized Study, New York University

https://www.coloradocollege.edu/other/innovation-institute/

**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

Faculty Senate, Deans
**Strategy #3 - Improve quality and course delivery.**

**Implementation leader: Director of Center for Teaching and Learning**

**Introduction and Background**

Dixie State University is experiencing high growth in programs and students. In response to this growth, DSU is committed to the development of faculty, ensuring they have resources and abilities to deliver a quality education.

Currently, there is not a centralized location where faculty and staff have access to online teaching resources. Town hall meetings and campus and community meetings indicated a desire for excellence in online teaching and learning. If DSU is going to invest in online course offerings, faculty need to be properly trained in course delivery.

Town hall meeting and campus and community meetings raised indicated a desire for more experiential learning, and students respond positively to experiential learning.

**Contribution to Desired Outcomes**

1) By Fall 2017, select a methodology and criteria for identifying DSU’s programs of state and national distinction.

2) By Fall 2017, develop a plan to maintain and foster excellence in the distinctive programs.

6) By Fall 2020, increase offerings of online, hybrid, and blended course sections to 15 percent of all course sections.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 3: Invest in faculty and staff recruitment, retention, and professional development.
- Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.
- Goal 6: Establish a strong brand and identity for the university.
**Actions and Elements**

1) By Fall 2016, create a Department for Online Learning that would be housed in the College of Interdisciplinary Innovation.
   a) Hire a director for the department.
   b) Handle all the logistics and infrastructure needed to support online learning courses and programs—but not deal with training faculty on how to teach online.
   c) Move online course training to the Center for Teaching and Learning (CTL) which is a separate department that trains and supports faculty in teaching online, hybrid, and blended courses.

2) Develop a Master Teacher program through the Center for Teaching and Learning, which would award the faculty member a one percent pay increase.
   a) Any faculty member who chooses to improve his or her teaching quality and delivery would be eligible to receive a Master Teacher Certification. A 1 percent pay increase incentive would encourage more faculty members to participate.
   b) A Master Teacher Certification type program is currently a strategy of the Center for Teaching and Learning.
   c) By Spring 2016, establish a Task Force to set parameters defining the qualifications of a Master Teacher. This task force will work with The Center for Teaching and Learning.

3) By Fall 2017, establish an office of experiential learning that facilitates logistics and work related to experiential learning, including but not limited to, educational trips, transportation, service learning, student research, and internships.
   a) Each program will work with the Experiential Learning Coordinator to create and develop experiential learning.
   b) This is in the process of being started. [http://www.dixie.edu/experiential/index.php](http://www.dixie.edu/experiential/index.php)

4) By Fall 2017, establish a distinctive program fund that is targeted toward development of innovative programs that meet the distinctive mission of the university.
   a) This fund would be identified as one area in which donors could specifically contribute.
   b) A committee would be tasked with researching specific niches that could strategically build the brand of Dixie State’s academics.

**Potential Models**

Kirkwood Community College
Pierce College  [https://www.pierce.ctc.edu/dist/ceal/programs](https://www.pierce.ctc.edu/dist/ceal/programs)

Purdue University [http://webs.purduecal.edu/exl/](http://webs.purduecal.edu/exl/)


**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

*Faculty Senate, Deans*
Goal 3

Invest in faculty and staff recruitment, retention, and professional development.

(subcommittee co-chairs Jack Freeman and Nate Staheli)

Desired Outcomes

1) By academic year 2016-2017, 100 percent of new hires will report a positive hiring experience.

2) By academic year 2017-2018, DSU’s faculty, staff, and adjunct compensation program will consist of a progressive tier system that includes and enhances an incentive-based salary structure.

3) By academic year 2017-2018, 90 percent of all faculty and staff hired will fall within the appropriate hiring cycle, as determined by departments and hiring committees.

4) By the academic year 2017-2018, 100 percent of all new employees will be assigned a mentor.

5) By 2020, DSU will have total compensation for all faculty and staff that meets the average compensation reported for similar positions at a selected set of comparable and competitive institutions.

6) By the year 2020, 80 percent of new hire searches will be successful.

7) By 2020, 15 percent of faculty and staff will be racially and ethnically diverse, reflecting the diversity of a regional University.

8) By 2020, reduce non-retiree voluntary turnover by 50 percent.

9) By 2020, a minimum of 80 percent of all faculty and staff will participate in professional development programs offered on campus or in state, national, or international development workshops or conferences.

10) By 2020, in the “Great Colleges to Work For” survey, DSU will have a 60 percent participation rate and ratings of good to excellent in all categories.
**Strategy #1 - Improve total compensation for faculty and staff.**

**Implementation leader: Director of Human Resources**

**Introduction and Background**

In the past several years, state funding to the university system in Utah has declined dramatically. Thus, DSU has not been able to increase staff and faculty salaries to reflect the average compensation reported for similar institutions. The non-competitive salaries are detrimental to recruitment and retention of qualified faculty and staff. This strategic initiative is intended to implement a comprehensive study of the salaries and benefits of DSU faculty and staff compared to a selected set of comparable and competitive peer institutions using state, regional, and nationally recognized compensation studies.

**Contribution to Desired Outcomes**

5) By 2020, DSU will have total compensation for all faculty and staff that meets the average compensation reported for similar positions at a selected set of comparable and competitive institutions.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 4: Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.

**Actions and Elements**

1) In Fall 2015, review and rewrite one-third of staff job descriptions with the remaining job descriptions reviewed on a three-year cycle. Faculty job descriptions should be driven by national classifications: Instructor, Assistant, Associate, and Full Professor.
2) By 2015-2016, perform a comprehensive study.
3) Implement a plan to increase all compensation to desired levels.

**Potential Models**

Kansas State University

John B. Lee  https://www.nea.org/assets/docs/HE/2014_Almanac_Lee.pdf

University of Virginia

**Implementation Timeline:**

*See Action and Elements section (above).*

**Groups to be Consulted:**

*Classified Staff, Exempt Staff, Director of Human Resources, Faculty Senate*

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**Strategy #2 - Create a compensation program that consists of a progressive tier system that includes and enhances an incentive-based salary structure.**

**Implementation leader: Director of Human Resources**

**Introduction and Background**

Dixie State University recognizes the importance for employees to have a visible career path to motivate them to remain at the institution as they seek to achieve their personal career goals. Faculty have a defined tiered system of advancement that can serve as a model for creating career paths for staff and adjunct faculty.

**Contribution to Desired Outcomes**

2) By academic year 2017-2018, DSU's faculty, staff, and adjunct compensation program will consist of a progressive tier system that includes and enhances an incentive-based salary structure.

5) By 2020, DSU will have total compensation for all faculty and staff that meets the average compensation reported for similar positions at a selected set of comparable and competitive institutions.

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**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- **Goal 1:** Promote student success and increase retention and completion rates at all degree levels.
- **Goal 4:** Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.

**Actions and Elements**

1) Identify critical success factors. Integrate with Strategy #1.
   a) Determine what development needs exist at the individual, functional, and institutional-wide levels.
   b) Establish clear progression requirements and guidelines to support job movements that make sense based on both the employees’ capabilities as well as the needs of DSU.
   c) Define how the career framework links to compensation.

2) Develop a career pathway consistent with approved policy.
   a) Define how the pathway links to compensation.
   b) Assessment and Calibration process will be clearly defined.
   c) Establish progression guidelines that will address both performance and competency demonstration along with institutional core competencies.

**Potential Models**

Utah State University [https://hr.usu.edu/hr/compensation/](https://hr.usu.edu/hr/compensation/)

**Implementation Timeline:**

**2015-2016:** Implement by creating small, but representative committee of exempt and classified staff, HR, administration, and faculty to recommend new compensation plan to implement new resources.

**2016-2017:** Supervisors need funds for merit incentives and retention that is not tied to benchmark. Annual compensation letters from HR will be sent out to all full-time employees showing salaries and benefits.
Groups to be Consulted:

Classified Staff, Exempt Staff, Director of Human Resources, Faculty Senate

Strategy #3 - Improve hiring and retention procedures.

Implementation leader: Director of Human Resources

Introduction and Background

Dixie State University will effectively recruit new faculty and staff by adopting competitive hiring practices and offerings. Hiring policies will be adapted to empower departments with the necessary time and budget approvals to identify the appropriate timeline to fund faculty and staff positions appropriate to relevant hiring cycles. DSU will increase its retention of faculty and staff by increasing resources available to all faculty and staff.

Contribution to Desired Outcomes

1) By 2016-2018, 100 percent of new hires will report a positive hiring experience.

3) By 2017-2018, 90 percent of all faculty and staff hired will fall within the appropriate hiring cycle, as determined by departments and hiring committees.

4) By 2017-2018, 100 percent of all new employees will be assigned a mentor.

6) By 2020, 80 percent of new hire searches will be successful.

7) By 2020, 15 percent of faculty and staff will be racially and ethnically diverse, reflecting the diversity of a regional University.

8) By 2020, reduce non-retiree voluntary turnover by 50 percent.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
Goal 4: Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.

**Action and Elements**

1) Starting in 2015-2016, follow best practices and procedures for hiring employees.
   a) Use a budget projection strategy to hire positions.
   b) Identify and Secure funds in advance.
   c) Create a marketing plan to actively recruit diverse faculty and staff.

2) Create a model whereby spouses and partners of new employees can be assisted in gaining employment in the region.

3) Starting in 2016-2017, provide resources and training for Supervisors, Deans, and Administration with respect to leading their employees.

4) Formalize a transparent system of shared governance through the policy lifecycle process.

5) By 2017-2018, create a mentor program which will match mentees and mentors and would provide activities designed to orient the new employee to the university and his/her position.
   a) Collaborate with Human Resources and faculty and staff representatives.

**Potential Models**

Timely hiring
http://www.weber.edu/wsimages/HumanResources/Facultypercent20Hiringpercent20Checklistpercent202012.pdf

More on hiring
http://www.weber.edu/ppm/Policies/3-5_Hiring_of_Salaried_Personnel.html

Recruitment

Recruitment and Retention

Dual tier system
http://www.weber.edu/Admissions/apply.html

Spousal hire assistance
Implementation Timeline:

See Actions and Elements section (above).

Groups to be Consulted:

Faculty Senate, Exempt Staff, Classified Staff, Chairs, Deans, Supervisors, Directors

Strategy #4 - Maximize professional development opportunities for faculty and staff.

Implementation leader: Vice President of Administrative Services

Introduction and Background

The strategy focuses on providing pertinent, effective, efficient, and engaging faculty and staff development opportunities. If faculty and staff members feel that the university provides them excellent development opportunities, they will feel enthusiastic and excited to come to work and motivated to be innovative, effective, and productive.

Contribution to Desired Outcomes

9) By 2020, a minimum of 80 percent of all faculty and staff will participate in professional development programs offered on campus or in state, national, or international development workshops or conferences.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 4: Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.
**Action and Elements**

1) By Fall 2016, analyze the needs of what is currently available to faculty and staff for professional development.

2) Before the end of academic year 2016-2017, develop a structure whereby faculty and staff can participate in professional development activities.
   a) Input from Exempt and Classified Staff Association Boards
   b) Proper funding from departments
   c) Index codes and access for all staff and faculty

3) Provide necessary funding and support for the Center for Teaching and Learning.
   a) Resources for self-instructional learning and software application.
   b) Resources for appropriate tools (computers, software, equipment, etc.)
   c) Reward professional achievements of faculty and staff through annual awards

4) Provide lifelong-learning opportunities for faculty and staff to foster and encourage professional growth.
   a) Tuition waivers, scholarships, and other University funds and benefits to advance educational pursuits

5) Provide one hour of release time periodically across campus (faculty and staff) to allow for instructional training.

6) Develop intercultural multi-competence needs model as part of professional development opportunities.

**Potential Models**

The Center for Excellence in Teaching and Learning at Kennesaw State University
http://cetl.kennesaw.edu/home

Faculty Development and Instructional Design Center
http://facdevblog.niu.edu/

**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

*Faculty Excellence Committee, Exempt Staff, Classified Staff Association, Deans, Academic Council*
Strategy #5 - Participate in “Great Colleges to Work For” Survey.

Implementation leader: Director of Institutional Research and Assessment

Introduction and Background

Dixie State University recently participated in the “Great Colleges to Work For” survey. The survey is used by more than 300 institutions of higher learning each year. Beginning with a baseline that was developed from previous surveys, this strategic initiative is intended to make improvements in the quality of life for all DSU employees, as can be evidenced by survey results.

Contribution to Desired Outcomes

10) By 2020, in the “Great Colleges to Work For” survey, DSU will have a 60 percent participation rate and ratings of good to excellent in all categories.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 4: Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.
- Goal 5: Engage in the Southern Utah Region to strengthen civic, cultural, and economic life.

Action and Elements

1) By Spring 2017, provide funding to participate in the survey regularly (at least every three years).

2) In 2019, analyze data from results of survey.

3) By 2019-2020, develop a plan to improve the results or maintain excellence across all categories.

Potential Models

The Chronicle of Higher Education
Implementation Timeline:

See Actions and Elements section (above).

Groups to be Consulted:

Administration, Classified Staff, Exempt Staff, Human Resources, Faculty Senate
Goal 4

**Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.**

*(subcommittee co-chairs Christina Duncan and Sandra Petersen)*

**Desired Outcomes**

1) By Fall 2016, at least fifteen cultural programs or activities are sponsored each academic year.

2) By Fall 2020, the percentage of international students has increased from 2.7 percent to 5 percent of the total student population.

3) By Fall 2020, the number of female administrators (deans or higher) will double.

4) By 2020, at least 10 percent of administrative positions (deans or higher) on campus are filled by racial/ethnic minorities.

5) By Fall 2020, the percentage of racial/ethnic minority students (excluding international students) has increased from 17.7 percent to 30 percent of the total student population or proportional to that in Washington County (whichever is higher).

6) By Fall 2020, racial/ethnic minorities within the faculty and staff has increased to at least 15 percent of the total number of faculty and staff.

7) By Fall 2020, the retention of minority students has increased from 45.2 percent to 52 percent.

8) Employees’ sense of validation, belonging, and personal/professional safety, as measured with a climate survey, improves each year.

9) There is an increase in courses that address diversity, equity, and inclusion in meaningful ways.
**Strategy #1 - Provide accessible and equitable educational opportunities and resources for underserved and underrepresented students by centralizing and making minority-related services and resources more visible.**

**Implementation leader: Dean of Education and Assistant Director of Multicultural/Diversity Center**

**Introduction and Background**

Campus and Inclusion Committee meetings identified a lack of coordination among various programs designed to support the needs of underrepresented students across campus, including but not limited to minority, women, adult learners, and students with disabilities. Despite the investment of the university in personnel, programs, centers, organizations, and groups to support these students, efforts are sometimes overlapping or missing. By simply bringing various people, services, and resources together in one location with a better-designed strategic mission, a far more inclusive and coordinated effort will be put in place to ensure a smoother and more efficient delivery system.

This initiative focuses on identifying and clustering existing resources, people, programs, and personnel serving the campus community to enable a coordinated effort to meet the needs of students, faculty, and staff. By having a centralized location for multiple resources, students, faculty, and staff will better know where they need to go for assistance, and what resources are available. Without this initiative it is likely that many needs will go unmet and that needed resources will not be available.

This strategy is critical as U.S. Census data projects that by 2020 half of the nation’s children will be part of a minority race or ethnic group. In order to bridge the gap between those that start college and those that graduate, DSU must make available additional resources and services targeting this population of underrepresented students, staff, and faculty. “To create a ‘culture of inclusive excellence,’ higher education leaders must consider how their campus environments can adapt to meet the needs of today’s highly diverse entering students, rather than beginning with the assumption that diverse students must assimilate into existing environments with relatively narrow measures of quality” (Center for American Progress, 2015).

**Contribution to Desired Outcomes**

1) By Fall 2016, at least fifteen cultural programs or activities are sponsored each academic year.
4) By 2020, at least 10 percent of the administrative positions (deans or higher) on campus are filled by racial/ethnic minorities.

5) By Fall 2020, the percentage of racial/ethnic minority students (excluding international students) has increased from 17.7 percent to 30 percent of the total student population or proportional to that in Washington County (whichever is higher).

6) By Fall 2020, racial/ethnic minorities within the faculty and staff will have increased to at least 15 percent of the total number of faculty and staff.

7) By Fall 2020, the retention of racial ethnic/minority students has increased from 45.2 percent to 52 percent.

8) Employees’ sense of validation, belonging, and personal/professional safety, as measured with a climate survey, improves each year.

9) There is an increase in courses that address diversity, equity, and inclusion in meaningful ways.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels

**Actions and Elements**

1) In 2015-2016, hire an Assistant to the President for diversity and inclusion to coordinate the Inclusion and Equity Council and sit on the President’s Advisory Council.
   a) The Assistant to the President will identify services necessary to support the needs of underrepresented populations within the campus community, including but not limited to ethnic, religious, and racial minorities; women; adult learners; first-generation and/or low income students; LGBTQIA; Veterans; and people with disabilities.

2) In 2015-2016, identify and recommend a representative from each service group to form an Inclusion and Equity Council.

3) In 2016-2017, evaluate current inclusivity initiatives across campus and produce a needs assessment.
a) Assess climate
b) Survey students to identify needs
c) Survey faculty and staff to identify needs
d) Create a diversity calendar

4) Provide access and opportunities by centralizing the location of services and resources for underrepresented students:

   a) Identify all personnel responsible for supporting underrepresented students and personnel.
   b) Identify a representative from each group to sit on the Inclusion and Equity Council.
   c) Select one member of the council to serve as chair and sit on the President’s Advisory Board.
   d) Evaluate services and needs assessment.

5) Assess climate.
   a) Student survey to assess needs
   b) Faculty and staff survey to assess needs

6) In 2016-2017, make changes to web site, presence in community, and marketability of university to show resources and services for minority and underrepresented students. Examples include a Student Handbook of Resources that is web-based, and media releases of minority and underrepresented student successes and involvement.

7) Improve and provide more efficient resources and services. See Strategy #2, Addendum A.

8) Create additional resources and services. See Strategy #2, Addendum B.

9) Implement faculty/staff improvements and services toward diversity and inclusion. See Strategy #2, Addendum C.

Potential Models

CSU San Marcos http://www.csusm.edu/equity/index.html

University of Utah http://union.utah.edu/ Centralized student union and online handbook.


Weber State University https://www.weber.edu/diversity Center for equity and diversity.
UC Berkeley [http://diversity.berkeley.edu/campus-programs-and-services](http://diversity.berkeley.edu/campus-programs-and-services)

University of Nevada, Las Vegas [https://www.unlv.edu/diversityinitiatives](https://www.unlv.edu/diversityinitiatives)
Minority Serving Institution funding information and resources.

Writings on why diversity is important to college campuses.


Weber Assistant to the President for Diversity – [http://www.weber.edu/DiversityOffice](http://www.weber.edu/DiversityOffice)
- Dedicated assistant to the president specifically assigned to diversity and inclusion
- Coordinates all offices on the Weber campus that provide services to underrepresented campus community members
- Provides an extensive website that links to all points of service, activities, and information
- Assistant reports directly to University President and is the coordinator for the campus Diversity Steering Committee

UVU Inclusion and Diversity - [http://www.uvu.edu/inclusion/](http://www.uvu.edu/inclusion/)
- Provides a single website that links to all points of service, activities and information for underrepresented students
- Assistant to the President assigned to inclusion
- Program does not seem to be as well developed as Weber based on what is visible on the website

Diversity, Equity, and Inclusion - West Virginia University - [http://diversity.wvu.edu/ddei](http://diversity.wvu.edu/ddei)
- Provides a single website that links to all points of service, activities and information for underrepresented students
- Has a Vice President assigned to diversity, equity and inclusion
- Provides an extensive website that links to all points of service, activities, and information

**Implementation Timeline:**

**See Actions and Elements section (above.)**
Groups to be Consulted:

Student Services, Academic Council

Strategy #2 – Improve intercultural competence by providing yearly workshops and trainings with a goal of 100 percent faculty, staff, and administrator participation by Fall 2019.

Implementation leader: Assistant Director of Multicultural/Diversity Center

Introduction and Background

The goal of supporting intercultural competence has been raised at many meetings, both formal and informal. Facilitating such an environment requires a commitment from faculty, staff, and administration to heighten and maintain awareness of concerns raised locally, nationally, and globally.

This strategy focuses on enhancing shared knowledge throughout the educational community through digital or face-to-face presentations or workshops.

Contribution to Desired Outcomes

1) By Fall 2016, at least fifteen cultural programs or activities are sponsored each academic year.

8) Employees’ sense of validation, belonging, and personal/professional safety, as measured with a climate survey, improves each year.

9) There has been an increase in courses that address diversity, equity, and inclusion in meaningful ways.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
• Goal 3: Invest in faculty and staff recruitment, retention, and professional development.
• Goal 4: Enhance support for inclusion and equity.
• Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.
• Goal 6: Brand and identify - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

Actions and Elements

1) Mandatory introductory cultural competence module to be completed by all new faculty, new staff and new students. (Online or face-to-face).
   a. Elective cultural competence seminar(s) to be offered yearly during prep week faculty workshops which can be included in portfolios for faculty rank and tenure and for staff yearly reviews.
   b. Online modules to be available for completion by faculty and staff to provide evidence of cultural competence for rank and tenure and yearly reviews.

2. Dixie Forum/Campus Inclusion Seminar
   a. One hour weekly will be set aside when no classes/labs are held to allow students faculty and staff to attend required meetings, one week of the month offering a multicultural/inclusion topic seminar. (Credit for attendance to be given to students in Global and Cultural Perspectives (GLOCUP) classes. Attendance of faculty to be documented in portfolios for rank and tenure advancement. Staff to be assessed at annual staff reviews.)

3. Beginning in 2015-2016, increase number of GLOCUP courses dedicated to diversity to increase Dixie State University graduates cultural competence.
   a. Offer rotating electives on special topics: Race and Ethnicity, Gender Studies, Stratification, Disability/Ability, and Religious Studies.

4. Documentation/tracking of participation in available cultural competence workshops and trainings for faculty staff and students.
   a. Student graduation requirement will include the completion of an intercultural competence module (may be included in First Year Experience {FYE}).
   b. Faculty will be required to document attendance at provided seminars or completion of offered online modules in portfolios as a requirement for consideration for rank and tenure.
   c. Staff will be required to document attendance at provided seminars or completion of offered online modules in portfolios as a component of yearly staff performance reviews.

5. Consider a Diversity Forum for credit.

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Potential Models

Duke University https://web.duke.edu/equity/diversity.html
https://web.duke.edu/equity/toolkit/
This model provides links to books, publications, and articles by topic as a “tool kit” for faculty, staff and students. They also feature a “newslink” highlighting a book of the month to address a topic of diversity, a newsworthy diversity story in the national spotlight, and a Duke employee spotlight.

Ball State University
http://cms.bsu.edu/about/administrativeoffices/institutionaldiversity/students/programs
This model highlights programs/majors/classes that focus on some aspect of diversity. Some emphasize domestic diversity issues, while others encourage international and global perspectives. Those featured currently include: Women’s and Gender Studies, Gerontology, Native American Studies, Peace Studies and Conflict Resolution, Asian Studies, America Studies, European Studies, Latin American Studies, and SafeZone.

University of California – Irvine http://www.oecd.uci.edu/training.html
This model provides a list of training programs and resources available to faculty, staff and students, and provides an overview in list format. The workshops are designed to foster the acquisition of skills and the dissemination of cultural and historic knowledge, values, and communication exercises through the analysis of scenarios, etc. Departments are able to schedule specific workshops for their areas, or to participate in university wide trainings.

Elon University
http://www.elon.edu/e-web/students/multicultural_resources/diversityedworkshops.xhtml
This model is primarily directed toward students with the intent of advancing the conversation on student diversity and education. They offer a series of in-depth facilitated workshops designed to examine different perspectives within the community. They also work to engage students in productive dialogue focusing on identity power, privilege and oppression.

Strategy #2 Addendum A

Resources and Services already established:
   a) Disability Resource Center (DRC)
   b) Women’s Resource Center (WRC)
   c) Title IX/Clergy Act Center
   d) UWHEN-DSU (Utah Women in Higher Ed Network) (Faculty and Staff)
   e) Multicultural Diversity Center (MCDC)
   f) Athletics
   g) Veterans
h) Health and Wellness Center  
i) Financial Aid/Scholarship  
j) International  
k) Student Government/Interclub Council/food pantry

**Strategy #2 Addendum B**

Student, faculty, and staff needs:  
a) Centralized Student Union.  
b) Assistant to the President for Diversity and Inclusion to oversee resources and needs.  
c) Inclusion and diversity resources and services not found at DSU.  
d) Student Athlete welfare programs and services for underrepresented student athletes.  
e) UWHEN-DSU mission and goals met. In direct line with American Council on Education (ACE) standards and “Moving the Needle” national standards. Increased services and resources for fostering leadership opportunities for DSU women at all levels; faculty and staff.  
f) Gender Inclusive Restrooms across campus.  
g) Title IX/Clery Act Compliance office.  
h) Risk management diversity training and hiring of underrepresented officers.  
i) Women’s Resource Center.  
j) Support for Nursing Mothers in Partnership with WRC/UWHEN-DSU.  
k) Child Care in Partnership with WRC/UWHEN-DSU.  
l) Support for Returning Adult Learners / Non-Traditional Students.  
m) Veterans Study Area.  
n) Religious/Mediation room(s) in central location(s).

**Strategy #2 Addendum C**

Faculty/Staff Inclusion and Diversity Needs:  
a) New Hire Orientation: UWHEN-DSU, Diversity Center, and Title IX have ample time and stewardship.  
b) Human Resources: Have UWHEN-DSU and Diversity Director (CAO) look at job postings so that more inclusive job pools can be created.  
c) UWHEN-DSU: Mentoring and professional development for females in higher education.

**Implementation Timeline:**

**2015-16: Create a cultural competence training module**
2016-17: Implement training module and strive to have 100 percent participation by Fall 2018

See Action and Elements section (above) for additional implementation steps.

Groups to be Consulted:

Council for Inclusion and Equity

Strategy #3 - Create and implement an action plan to improve recruitment and retention for diverse students to foster an inclusive environment.

Implementation leader: Director of New Student Programs

Introduction and background

Recruitment and retention of diverse students is important to DSU because having underrepresented minorities in the classroom and on the campus adds different perspectives and learning opportunities for all students. Targeting and increasing adult learners will likely increase the percentage of students in other underrepresented categories.

Contribution to Desired Outcomes

2) By Fall 2020, the percentage of international students has increased from 2.7 percent to 5 percent of the total student population.

5) By Fall 2020, the percentage of racial/ethnic minority students (excluding international students) has increased from 17.7 percent to 30 percent of the total student population or proportional to that in Washington County (whichever is higher).

7) By Fall 2020, the retention of racial/ethnic minority students has increased from 45.2 percent to 52 percent.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:
• Goal 1: Promote student success and increase retention and completion rates at all degree levels.
• Goal 6: Brand and identity - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

**Actions and Elements**

1) Tie in to long-term strategy of having an Inclusion and Equity Council.

2) In 2015-2016, create diverse student cohorts to help with retention (similar to TRiO).
   a) Diverse students apply to cohort.
   b) Cohorts will have special instructors and advisors.
   c) Cohorts will have support meetings at least once a semester.

3) In 2015-2016, create a one-stop office for adult/returning students.
   a) Market directly to the 31.2 percent of adults in Washington County who have some college credit and no credential.
   b) Office must be easily accessible and staffed by Director and Advisor(s) who are experienced in creating academic plans for adult learners.
   c) Office will house the following academic programs geared to adult learners:
      i) Bachelor of Individualized Studies
      ii) Integrated Studies
      iii) Prior Learning Assessment/Competency Based Education
      iv) Online learning
      v) Evening and weekend programs
   d) DSU will offer (perhaps through private/public partnership) daycare for the children of students, staff, and faculty (e.g., UVU).

4) In 2015-2016, create a policy to curtail late enrollment that effectively reduces the chances of success for international and other students (e.g., UVU).

5) In 2016, introduce freshman students to the MCDC during orientation day(s).

**Potential Models**

University of Utah - see second bullet point under “Goals of the college of Engineering...” A model to help underrepresented students succeed. [http://www.coe.utah.edu/diversity](http://www.coe.utah.edu/diversity)

Northern Arizona University - click on “Letter to the University College Commission” and see bullet points under “We have the following proposals,” [http://www.nau.edu/search.aspx?q=minority+retention](http://www.nau.edu/search.aspx?q=minority+retention)
Utah State University - The non-traditional student handbook itself is a great idea but the information on it is very good as well.

**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

*Council for Inclusion and Equity*

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**Strategy #4 - Create and implement an action plan to improve recruitment and retention for diverse staff and faculty to foster an inclusive environment.**

**Implementation leader: Director of Human Resources**

**Introduction and Background**

Inclusion Committee meetings have identified significant shortcomings in the representation of females and minorities among faculty and staff. It is generally recognized that a diversity of genders, races and cultures leads to a diversity of ideas and viewpoints that strengthen institutions of higher learning. Additionally, having diverse faculty and staff can make Dixie State University more appealing to students from underrepresented populations, and this can promote continued growth in the future. DSU has made significant improvements in diversity over the past few decades, but much more remains to be done.

This strategy seeks to address impediments to more diverse hiring practices, and proposes steps to increase the hiring and retention of minorities and people from other underrepresented groups.

**Contribution to Desired Outcomes**

3) By Fall 2020, the number of female administrators (deans or higher) will double.
4) By 2020, at least 10 percent of the administrative positions (deans or higher) on campus are filled by racial/ethnic minorities.

6) By Fall 2020, racial/ethnic minorities within the faculty and staff will have increased to at least 15 percent of the total number of faculty and staff.

7) By Fall 2020, the retention of racial/ethnic minority students has increased from 45.2 percent to 52 percent.

9) There has been an increase in courses that address diversity, equity, and inclusion in meaningful ways.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 3: Invest in faculty and staff recruitment, retention, and professional development.
- Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.

**Actions and Elements**

1) In 2015-2016, identify and implement hiring strategies which can increase the diversity of university personnel.

2) In 2015-2016, contact and work with regional and national institutions representing minority groups.

3) In 2015-2016, consider joining the Higher Education Recruitment Consortium (HERC) to increase access to more diverse faculty and staff candidates.

4) In 2015-2016, coordinate efforts with and communication among all DSU departments to find ways to increase diversity in hiring.
   a) Identify and implement strategies to increase retention of faculty and staff from diverse backgrounds.

5) In 2016-2017, advertise in publications which may better reach specific minority groups.
6) By 2017-2018, evaluate and strengthen mentor programs for minority and female faculty.

7) Monitor faculty retention, promotion, and tenure rates in order to identify common stumbling blocks for female and minority faculty and members.

8) Provide more assistance for faculty and staff members with children.

9) Evaluate diversity initiatives and produce a needs assessment.
   a) Monitor progress in hiring and retention for each department.
   b) Conduct surveys and interviews to identify minority faculty/staff needs and challenges.

**Potential Models**

The University of Maryland

The University of New Mexico http://diverse.unm.edu/about-dei/mission-and-vision.html

**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

*Council for Inclusion and Equity*

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**Inclusion and Equity Working Definitions**

**Academic Success** - The demonstration of student achievement in higher education through a series of indicators including, but not limited to grade point average, rigorous coursework, acceptance to programs, persistence towards graduation and graduation.

**Access or Accessible** - Refers to a student’s opportunities to participate in all of the education-related offerings provided by an educational institution. Traditional access-related initiatives in higher education seek to remove barriers and provide support for historically underserved or underrepresented students.
**Affinity Groups** – Groups or programs that connect individuals based on interests, identities, and circumstances. Such programs can be especially helpful to first-year students and students from underrepresented backgrounds.

**Campus Climate** – The cumulative and continuing perception of the context in which are based the current attitudes, behaviors and standards of students, faculty, staff, and administrators concerning the level of respect for individual needs, abilities and potential.

**Campus Community** - A university, college or school viewed as an academic, social and spiritual entity.

**Co-Curricular Learning** – Learning that takes place outside of a traditional classroom model (or curriculum) that directly relates to, or enhances one’s understanding of the targeted content area. Examples of co-curricular programs include study abroad, internships, symposia, conferences, and lectures.

**Culturally Relevant/Responsible** – Recognizing, understanding, and applying attitudes and practices sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives.

**Culture** – Denotes the way of life of a group of people; encompassing their ideas, values, beliefs, norms, language, traditions, and artifacts.

**Disability** - A condition (such as an illness or an injury) that damages or limits a person's physical or mental abilities.

**Diversity** - The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, while also recognizing our individual differences. Diversity may be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

**Domestic/local multicultural experiences** – Off-campus engagement opportunities with diverse communities (racial, cultural, socioeconomic, religious, etc.) within the United States (this distinction is made in response to traditional immersion activities outside of the United States or what is more commonly referred to as study abroad).

**Early Alert** – A system in which faculty can log student behaviors that have been deemed strong indicators for dropping out or disengaging from college. Such systems have become more popular in higher education as institutions seek to improve their abilities to identify high-risk behavior.
**Equity/Equitable** – The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient or even detrimental to equitable outcomes. An example is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure their equitable access to education.

**Ethnicity** – The shared sense of a common heritage, ancestry, or historical past among an ethnic group. Ethnicity is a distinct concept from race, as illustrated by the fact that Hispanics, designated an ethnic group in the U.S., may nevertheless be of any race, in accordance with the nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States.

**First-Generation Student** – A student whose parent(s)/legal guardian(s) have not completed a bachelor’s degree at a four-year college or university.

**Global** – Activities, events, programs, and other learning experiences that are directly connected to international communities, cultures, and contexts.

**Inclusion** – Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits.

**(Inter)Cultural Competence** – An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence consists of four main components: (1) awareness of one’s own cultural worldview; (2) attitude towards cultural differences; (3) knowledge of different cultural practices and worldviews; and (4) cross-cultural skills.

**Intercultural Engagement** – Refers to educational opportunities, events, and programs that invite individuals to step into new cultural contexts with the intent of developing greater cultural competence.

**Intergroup Dialogue** – A facilitated, face-to-face discussion with the objective of creating new levels of understanding by relating actions between two or more social identity groups.

**Interreligious Engagement** – Refers to events, projects, and curriculum designed to support activities related to the study and practice of religion in comparative and cross-cultural context.

**Learning Communities** – A group of people actively engaged in learning together, from each other, and by habituation.
LGBTQIA - Abbreviation or umbrella term that is used to refer to the community as a whole (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex and asexual).

Multicultural – Refers to a collective variety of cultures that can be defined along racial, gender, class, sexual orientation, language, religious, and education lines. Goals for multicultural education vary along a continuum that includes demographic inclusion, student empowerment, intergroup understanding, educational equity, and social transformation.

Personal Safety – A person’s sense of safety as it relates to social, intellectual, physical and cultural interactions and spaces.

Safe Spaces - Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

Sexual Assault - Assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities like forced sexual intercourse, forcible sodomy, child molestation, incest, fondling and attempted rape.

Underrepresented – Any individuals who are historically underrepresented in American higher education as well as Utah higher education in terms of race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, age, or spirituality/religiosity/philosophy.
Goal 5

Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.

(subcommittee co-chairs Glenn Webb and Jason Boothe)

Desired Outcomes

1) By 2016, recruit at least 100 mentors from the community to assist students and increase the number by 100 each year.

2) By Fall 2020, the university has achieved the Carnegie classification as an Engaged University.

3) By Fall 2020, the university has created a culture of engagement and service to the region.

4) By Fall 2020, 80 percent of students will complete a community service or service learning experience before completing a degree.

5) By Fall 2020, 20 percent of faculty and staff will hold positions of leadership in community organizations and agencies.

6) By Fall 2020, students, faculty, staff, and Alumni Board will contribute at least 250,000 hours of service to the community annually.

Strategy #1 – Create a unit for central, coordinated oversight of all university community service efforts.

Implementation leader: Managing Director of Experiential Learning Leadership Institute
**Introduction and Background**

Dixie State University has a long history of close cooperation with the surrounding community. The St. George community founded and nurtured the growth of the institution that has become DSU. DSU now seeks to make community engagement a tangible element that not only prepares students for opportunities and challenges but also impacts its community in a positive manner. To effectively accomplish this, a unit must be established that is completely focused on all community engagement efforts for the entire campus.

**Contribution to Desired Outcomes**

This strategy will contribute to all of the desired outcomes associated with this goal.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 6: Brand and identity - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

**Action and Elements**

1) Establish the unit by hiring a Director of Community Engagement.

2) Fund the department with an operating budget.

3) Hire staff to assist the Director of Community Engagement.

**Potential Models**

Weber State University [http://www.weber.edu/cce](http://www.weber.edu/cce)

Salt Lake Community College [http://www.slcc.edu/thaynecenter/](http://www.slcc.edu/thaynecenter/)

Southern Utah University [http://www.suu.edu/uc/cec/](http://www.suu.edu/uc/cec/)

University of Utah [http://engagement.utah.edu](http://engagement.utah.edu)

AASCU (Stewards of Place documents)

Northern Kentucky University  http://fueltheflame.nku.edu/stratplan.pdf

**Implementation Timeline:**

2015-16: Search for Director of Community Engagement

2016-17: Director of Community Engagement begins work

**Groups to be Consulted:**

*Internal and external stakeholders*

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**STRATEGY #2 - Using the Carnegie Framework, inventory the university’s current efforts in community service, engagement, community organization leadership, and develop an annual reporting methodology to record the amount of participation by students, faculty, and staff.**

**Implementation leader: Dean of Science and Technology and Managing Director of Experiential Learning Leadership Institute**

**Introduction and Background**

The Carnegie framework provides for excellent measuring tools to understand where Dixie State currently sits to be able to clearly determine the way forward for this goal. It will also allow for a methodology to measure efforts in the future.

**Contribution to Desired Outcomes**

1) By 2016, recruit at least 100 mentors from the community to assist students and increase the number by 100 each year.

2) By Fall 2020, the university has achieved the Carnegie classification as an Engaged University.
4) By Fall 2020, 80 percent of students will complete a community service or service learning experience before completing a degree.

5) By Fall 2020, 20 percent of faculty and staff will hold positions of leadership in community organizations and agencies.

6) By Fall 2020, students, faculty, staff, and Alumni Board will contribute at least 250,000 hours of service to the community annually.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 6: Brand and identity - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

Action and Elements

1) Use the Carnegie framework to measure current efforts and then continue to use the framework to create future plans.

2) Consult with resources available via the Utah Campus Compact.

3) Identify and implement an efficient system for reporting and recording efforts.

Potential Models

Weber State University [http://www.weber.edu/ccel](http://www.weber.edu/ccel)

Salt Lake Community College [http://www.slcc.edu/thaynecenter/](http://www.slcc.edu/thaynecenter/)

Southern Utah University [http://www.suu.edu/uc/cec/](http://www.suu.edu/uc/cec/)

University of Utah [http://engagement.utah.edu](http://engagement.utah.edu)

AASCU (Stewards of Place documents) [https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&orderdirection=ascending](https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&orderdirection=ascending)
Northern Kentucky University [http://fueltheflame.nku.edu/stratplan.pdf](http://fueltheflame.nku.edu/stratplan.pdf)

**Implementation Timeline:**

*Spring 2017: Implement reporting system*

**Groups to be Consulted:**

*Internal and external stakeholders*

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**STRATEGY #3 - Create a rubric to define mentor roles, community service, service learning, and leadership with community organizations.**

*Implementation leader: Dean of Science and Technology and Managing Director of Experiential Learning Leadership Institute*

**Introduction and Background**

Several campus groups are currently involved in community service and service learning. A rubric will help more programs and departments include service in their activities. The rubric will suggest activities for mentoring relationships. It will also suggest definitions of leadership in community organizations. The rubric will guide appropriate expectations and rigor in efforts across campus.

**Contribution to Desired Outcomes**

1) By 2016, recruit at least 100 mentors from the community to assist students and increase the number by 100 each year.

2) By Fall 2020, the university has achieved the Carnegie classification as an Engaged University.

4) By Fall 2020, 80 percent of students will complete a community service or service learning experience before completing a degree.

5) By Fall 2020, 20 percent of faculty and staff will hold positions of leadership in community organizations and agencies.
6) By Fall 2020, students, faculty, staff, and Alumni Board will contribute at least 250,000 hours of service to the community annually.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 3: Invest in faculty and staff recruitment, retention, and professional development.
- Goal 6: Brand and identity - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

**Action and Elements**

1) Survey existing mentoring projects in the Business Resource Center and academic departments.

2) Survey the existing service learning program on campus.

3) Survey existing community service programs in Dixie State University Student Association (DSUSA), Dixie State University Alumni Association (DSUAA), athletics, and other groups on campus.

4) Bring together a task force to identify activities that would meet the threshold of engagement in these areas.

**Potential Models**

Weber State University [http://www.weber.edu/cCEL](http://www.weber.edu/cCEL)

Salt Lake Community College [http://www.slcc.edu/thayncenter/](http://www.slcc.edu/thayncenter/)

Southern Utah University [http://www.suu.edu/uc/cec/](http://www.suu.edu/uc/cec/)

University of Utah [http://engagement.utah.edu](http://engagement.utah.edu)

AASCU (Stewards of Place documents) [https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&ordereirection=ascending](https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&ordereirection=ascending)

Northern Kentucky University [http://fueltheflame.nku.edu/stratplan.pdf](http://fueltheflame.nku.edu/stratplan.pdf)
Implementation Timeline:

2016-17: Establish rubrics

2017-18: Complete surveys

Groups to be Consulted:

Internal and external stakeholders

STRATEGY #4 - Continually promote all university efforts related to Dixie State’s positive impact on the community.

Implementation leader: Dean of Science and Technology and Managing Director of Experiential Learning Leadership Institute

Introduction and Background

Feedback received during Town Hall meetings indicates that public perception of DSU often relies on prior efforts and assumptions. As the University evolves, it will make efforts to keep the community informed regarding its engagement strategies and how the relationship is mutually beneficial.

Contribution to Desired Outcomes

2) By Fall 2020, the university has achieved the Carnegie classification as an Engaged University.

3) By Fall 2020, the university has created a culture of engagement and service to the region.

5) By Fall 2020, 20 percent of faculty and staff will hold positions of leadership in community organizations and agencies.

6) By Fall 2020, students, faculty, staff, and Alumni Board will contribute at least 250,000 hours of service to the community annually.
**Contribution to Other Goal**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 6: Brand and identity - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

**Action and Elements**

1) Create awards for outstanding students, faculty, staff, university departments, and community organizations to promote efforts.

2) Analyze Dixie Awards for current awards or honors to embellish or further promote such awards.

3) Refocus and expand the webpage [http://dixie.edu/community/](http://dixie.edu/community/) to allow efficient access to content publicizing community engagement efforts.
   a) Redesign the webpage to be more than a table of contents.
   b) Redesign the webpage to direct students, faculty, staff, community partners, alumni, and others to content prepared for each demographic and interest.

4) Create on the webpage a means for submission of engagement opportunities and sharing of engagement stories.

5) Create an engagement feature in each Alumni Magazine and Newsletter.

**Potential Models**

- Weber State University [http://www.weber.edu/cce](http://www.weber.edu/cce)
- Salt Lake Community College [http://www.slcc.edu/thaynecenter/](http://www.slcc.edu/thaynecenter/)
- Southern Utah University [http://www.suu.edu/uc/cec/](http://www.suu.edu/uc/cec/)
- University of Utah [http://engagement.utah.edu](http://engagement.utah.edu)
- AASCU (Stewards of Place documents) [https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&orderdirection=ascending](https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&orderdirection=ascending)
- Northern Kentucky University [http://fueltheflame.nku.edu/stratplan.pdf](http://fueltheflame.nku.edu/stratplan.pdf)
Implementation Timeline:

2016-17: Initial Awards Program

2017-18: Refocus and expand webpage; create engagement feature in Alumni magazine

Groups to be Consulted:

Internal and external stakeholders

STRATEGY #5 - Hold an annual Community Service Fair to identify mentors, assign them to individual departments, and place students in community service opportunities.

Implementation leader: Future Director of Community Engagement and Experiential Learning

Introduction and Background

One of the known obstacles to engagement between campus and community is identifying service opportunities. Expanded resources identifying opportunities to serve would assist individual students and campus groups. An annual Community Service Fair on campus would allow service organizations, charity groups, and community projects to reach out to interested students and campus groups. Community members and students would also benefit from a means of being matched up in mentoring relationships.

Contribution to Desired Outcomes

This strategy will contribute to all of the desired outcomes associated with this goal.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels
- Goal 2: Broaden and enhance academic programs to facilitate growth
• Goal 3: Invest in faculty and staff: recruitment, retention, and professional development
• Goal 6: Brand and identity - DSU will be known as a premier destination for academic excellence, pioneering innovation and cultivating opportunities.

**Action and Elements**

1) By Spring 2017, identify a “low-impact” date to hold the fair annually and then recruit participants.
   a) Reserve the Gardner Center for the fair including set up and teardown time.

2) By Spring 2017, design a means on the webpage for potential mentors and potential community service opportunities to register.

**Potential Models**

Weber State University [http://www.weber.edu/cce](http://www.weber.edu/cce)

Salt Lake Community College [http://www.slcc.edu/thaynecenter/](http://www.slcc.edu/thaynecenter/)

Southern Utah University [http://www.suu.edu/uc/cec/](http://www.suu.edu/uc/cec/)

University of Utah [http://engagement.utah.edu](http://engagement.utah.edu)

AASCU (Stewards of Place documents) [https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&ordertwirection=ascending](https://www.aascu.org/SearchResult.aspx?searchtext=Stewards+of+Place&folderid=74&searchfor=all&orderby=id&ordertwirection=ascending)

Northern Kentucky University [http://fueltheflame.nku.edu/stratplan.pdf](http://fueltheflame.nku.edu/stratplan.pdf)

**Implementation Timeline:**

*See Action and Elements section (above).*

**Groups to be Consulted:**

*Internal and external stakeholders*
Goal 6

Establish a strong brand and identity for the university.
(subcommittee co-chairs Christina Durham and Greg Layton)

Desired Outcomes

1) The mascot and nickname match the strategic direction of the University.

2) Student-athletes are known for excellence in the classroom, in competition, and in the community.

3) Fifty percent of alumni update their information annually; alumni donation dollar amounts increase by 25 percent annually; and the number of individual alumni donations increase by 25 percent annually.

4) Increase student involvement in co-curricular, social, and recreational programs by 20 percent.

5) Increase local, regional, national, and international media coverage highlighting academic, athletic, and institutional excellence. Geographic location and partnerships are incorporated in consistent branding and messaging.

6) Dixie State University increases as a top choice for potential students by 10 percent.

7) Improve the quality of content and consistency of engagement and interaction with DSU’s technological ecosystem, which currently includes social media and web.

Strategy #1 – Highlight the unique characteristics of the university’s academic programs and its location to local, national, and international audiences and align the university’s mascot and nickname with its strategic direction.

Implementation leaders: See responsible parties under Actions and Elements section
Introduction and Background

Students who are successful, engaged, and happy from their university experience can be some of the greatest marketing tools for recruiting and branding. Dixie State University desires to become a top choice for students seeking an engaged academic opportunity, a personalized education, a high-value proposition, and a unique and active student lifestyle.

This initiative focuses on programs that support and enhance a student’s university experience and strives to boost marketing abilities and relationships with media outlets. In order to strengthen DSU’s identity and appeal, it is pivotal to highlight and share the stories of students and alumni.

Contribution to Desired Outcomes

1) The mascot and nickname match the strategic direction of the University.

4) Increase student involvement in co-curricular, social, and recreational programs by 20 percent.

6) Dixie State University increases 10 percent as a top choice for potential students.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
- Goal 5: Engage with the Southern Utah region to strengthen civic, cultural, and economic life.

Actions and Elements

1) The mascot and nickname will match the strategic direction of DSU.
   a) Hire a marketing firm to assist in identifying the mascot and nickname.
   b) By 2015-2016, the marketing firm will advise in implementing and integrating with branding and public relations. (President)

2) During 2015-16, develop comprehensive marketing and recruitment approaches that are more academically focused but continue to market affordability and an exciting student lifestyle. (Director of New Student Programs)
3) By 2015-2016, redesign each academic school’s webpage and add high-quality video and social media content. (Webmaster)

4) By Fall 2015, purchase and implement new Customer Relationship Management (CRM) software to improve communication throughout each stage of the enrollment process. (Director of New Student Programs)

5) By Fall 2015, increase awareness of current and former students’ accomplishments, events, initiatives, involvement, and overall stories to show the Dixie experience. (Director of Public Relations, Publications, and Marketing)

6) By 2015-2016, grow stronger relationships with local news organizations and increase broadcasting coverage. (Director of Public Relations, Publications, and Marketing)

7) By 2015-2016, use and support the student association club system to provide personal involvement and to develop greater relationships with the region. (Director of Public Relations, Publications, and Marketing)

8) The following are actions to add value through community, regional, and global partnerships through mentoring participation, internships, leadership and experiential opportunities, community service and job placement. (Vice President of Development)
   a) By 2015-2016, improve website functionality for both business members and the local community.
   b) By 2015-2016, improve communication between the Alumni Office, the University, and the individual departments.
   c) By 2017-2018, upon website log-in, use "cookies" or other tag-based profile preferences and search keywords. Tailor emails and other promotional material to the interest of each person’s profile.

9) Highlight locally, nationally, and globally the unique academic relationships and experiences available at DSU. (Director of Public Relations, Publications, and Marketing)
   a) By 2015-2016, DSU geology program working with the National Parks.
   b) By 2016-2017, hospitality program collaborating with world’s largest hotel conglomerate.
   c) By 2016-2017, technology program’s world-renowned crime lab working worldwide.
   d) By 2015-2016, health degrees and programs interacting with world class leaders in health and wellness.
   e) By 2017-2018, outdoor recreation programs working collectively with global recreation organizations in our unique geographic location.

10) By 2016-2017, create degree-specific information sheets promoting unique academic offerings that attract prospective students. (Director of New Student Programs)
11) Identify and create programs and partnerships that highlight or demonstrate distinctiveness. (Director of Public Relations, Publications, and Marketing)
   a) By 2015-2016, conduct interviews with faculty experts in these areas.
   b) Promote stories of alumni and their experiences with these programs.
   c) By 2016-2017, increase the number of named buildings or facilities to increase recognition of these partnerships and programs.
   d) By 2016, develop and disseminate publicly an annual report.
      By 2015, develop and disseminate internally a briefing book. By 20
   e) By 2016-2017, create a distinctive program fund to aid in the development of programs that are innovative and contribute to the distinctive mission of the University.

12) By 2016, promote unique academic opportunities and experiences throughout the region by using a variety of media channels. (Director of New Student Programs)

13) By Summer 2016, create a new marketing campaign for student recruitment that focuses on DSU’s market position and highlights its unique academic opportunities and experiences. (Director of New Student Programs)

14) By 2016, promote alumni monthly and brag about what current and former students are accomplishing. (Alumni Board Vice President of Publicity)

15) By 2016, provide current employees with recruiting incentives. (Director of New Student Programs)

16) By 2017-2018, enhance recreation programs for students, faculty, and the community, to provide and encourage a healthy and active lifestyle. Implement 2017-18.(Director of New Student Programs)
   a) Increase available space for recreation—especially gym space.
   b) By 2017-2018, Health and Human Performance Center will be built.

17) Increase campus housing as a basic foundation of student involvement. (Director of Housing)

**Potential Models**

University of Oregon [http://studentlife.uoregon.edu/](http://studentlife.uoregon.edu/)

Oregon State University [http://sli.oregonstate.edu/](http://sli.oregonstate.edu/)

University of Iowa [http://receserv.uiowa.edu/facilities/campus-recreation-wellness-center](http://receserv.uiowa.edu/facilities/campus-recreation-wellness-center)

Northern Arizona University [http://nau.edu/campus-recreation/](http://nau.edu/campus-recreation/)

**Implementation Timeline:**

*See Actions and Elements section (above).*

**Groups to be Consulted:**

*To be determined*

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**Strategy #2 – Strengthen the athletics program in performance and competition in order to improve the visibility and image of the university.**

**Implementation leader: Athletic Director**

**Introduction and Background**

The Athletics Department is as a highly visible part of the institution. In a sense, it serves as the front porch for the institution. Successful teams in athletic competition, as well as in the classroom and in the community, are critical for Dixie State to exude a positive brand and message to the community and beyond.

**Contribution to Desired Outcomes**

2) Student-athletes are known for excellence in the classroom, in competition, and in the community.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 1: Promote student success and increase retention and completion rates at all degree levels.
- Goal 2: Broaden and enhance academic programs to facilitate growth.
• Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.

**Action and Elements**

1) Create a Student-Athlete Services Department to oversee all academic assistance programs for student-athletes.
   a) By July 2016, assign oversight to a current Athletic Department Administration staff member
   b) Analyze the current staffing roles and responsibilities to align job responsibilities for each staff member.

2) Launch a community awareness campaign for athletics.
   a) By July 2016, create an Annual DSU Caravan around southern Utah and the region.
   b) By 2016, visit local service clubs on a regular basis.
   c) By July 2016, host an annual Media Day.
   d) By 2016, host Chamber of Commerce events on campus (at sporting events).
   e) Coordinate with local tourism office to add DSU schedule of events to their calendar to ensure events are more widely distributed and known. Currently in place.
   f) By 2016, have post-game interaction activities on the field or court.
   g) By 2016, use of various forms of electronics (dynamic electronic signs around town) and social media to boost advertising of events.
   h) By 2016, use of videos spotlighting excellence and share with media outlets, including the local media outlets of the student-athletes.

3) Improve Athletic Facilities.
   a) In 2016, prioritize facility improvement projects and develop a fundraising plan to accumulate the necessary funding to complete the projects.

4) Achieve gender equity within the Athletic Department.
   a) Use the previously determined Title IX Gender Equity plan to add four new female team sports over the next five to seven years.
   b) Add Women’s swimming to begin competition during the 2016-2017 academic year.
   c) Add Women’s Sand Volleyball to begin competition during the 2017-2018 academic year.
   d) Add Women’s Track to begin competition during the 2018-2019 academic year.
   e) Add Women’s Lacrosse to begin competition during the 2020-2021 academic year.
   f) By July 2017, hire a Compliance Assistant. In order to manage the large increase in student-athlete numbers, an additional staff member to assist with NCAA compliance is necessary.

5) Bolster strength and conditioning programs within the Athletic Department.
   a) By September 2015, hire an Assistant Strength and Conditioning Coach in a full-time role and eventually several assistants in a part-time role.
b) If graduate degree programs are added in related areas, graduate assistants could be used to fill this role.

c) By July 2016, develop budget resources to create a budget for the Strength and Conditioning program to purchase new equipment and allowed nutritional supplements for the student-athletes such as milk, etc.

d) In 2016, incorporate capital fundraising efforts to include enhancements to the facility such as rubber flooring, new weight racks, artificial turf for conditioning, etc.

6) Achieve full funding for athletics.

   a) By July 2018, use the previously determined Title IX Gender Equity plan to chart the full-time coach positions that need to be added over a period of five years.

   b) The new full-time positions should be coordinated with newly created (or newly open) faculty positions on campus to minimize budget impact.

   c) Determine, by sport, the differences in scholarships needed to provide the maximum amount. Implementation ongoing.

      i) Initiate team specific fundraising efforts to help reach the scholarship goals.

      ii) As enrollment grows, manage the increased tuition waivers provided by the institution to increase the allotments per team.

Potential Models

West Texas A&M University

University of West Florida

Western Washington University http://www.wwu.edu/accreditation/historical/2010-11/Appendices/Appendix2.6.pdf

Implementation Timeline:

See Action and Elements section (above).

Groups to be Consulted:

To be determined
Strategy #3 – Forge alliances with local and regional businesses, alumni, and community members in order to engage the resources of the university with its service region.

Implementation leader: Managing Director of Experiential Learning Leadership Institute

Introduction and Background

The University must forge alliances with local and regional businesses, alumni, and community members. These partnerships will be integral in realizing the goals of expansion and creating synergy within its region. Through development of outreach programs that highlight alumni accomplishments, business partnerships, and mentoring programs, the university can spread its brand and image as an engaged partner.

Contribution to Desired Outcomes

3) Fifty percent of alumni update their information annually, alumni donation dollar amounts increase by 25 percent annually, and number of individual alumni donations increase by 25 percent annually.

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life.

Actions and Elements

1) Alumni updates and donations.
   a) By 2015-2016, refine process for identifying alumni donations.
   b) By 2015-2016, redesign website for ease of use for alumni (many alumni are older).
   c) By 2015-2106, provide necessary funding and manpower to update the alumni database. Use call centers manned by students to contact alumni, update information, and ask for donations to the Annual Fund.
   d) By 2017-2018, establish a DSU website log-in system that encourages users to create a profile that collects email, phone and other contact information. This information could be used to address the specific needs and interests of each user and should be accessible by both DSU and the Alumni Office.
e) By 2016-2107, communicate how alumni donations are used by the school. Give businesses the option to contribute as a "professional partner" with their business information passed on to current DSU students and potential hires.

f) By 2015-2106, identify faculty and staff incentives or recognition for donations, possibly donations to specific departments or programs.

2) By 2016-2107, use existing DSU resources such as the Communications Department to create videos and/or promotional material that celebrates DSU.
   a) Highlight university programs, accomplishments, and successful alumni.
   b) Create radio and TV spots to target local community;
   c) Provide YouTube links to be shared on Facebook, Twitter, and Instagram to target current and future students.

**Implementation Timeline:**

*See Action and Elements (above).*

**Groups to be Consulted:**

To be determined

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**Strategy #4 – Develop an aggressive communications and marketing strategy consistent with the university’s strategic plan.**

*Implementation leader: See individual responsible under Action and Elements section*

**Introduction and Background**

For Dixie State to achieve prominence in Utah, the region, and nationally, the university needs institutional infrastructure, support, and resources to properly build, promote, and connect all stakeholders to the university’s messaging and brand standards and to have those standards enforced by policy.

The current DSU Public Relations, Marketing, Publications, Trademark and Licensing Office consists of three full-time employees who are charged with managing all branding assets, which includes press releases, advertising, social media, photography, the management of
Creative and Visual Services, visual identity enforcement, event management, publications, etc.

With the recent change to university status, the Public Relations Department has seen an increase of media coverage locally, regionally, nationally, and, thanks in part to DOCUTAH, internationally. Over the past few years, each of the four Salt Lake City network-affiliated television stations have established St. George/Washington County bureaus to cover news and happenings in southern Utah.

In an effort to take advantage of these new media opportunities, Dixie State University will re-tool or create new strategies to use the news media to tell the stories of students, faculty, staff, and alumni. As an important institutional stakeholder, the media, through its coverage and storytelling of Dixie State, will provide the institution a unique opportunity to bolster its public image and branding that will allow DSU to be known for its unique academics and location. It will also provide stakeholders with the opportunity to recognize that DSU brings value to the area through mentoring, internships, leadership, community service, and job placement.

Additionally, the technological engagement with DSU's stakeholders is underused, and several technologies used are outdated. To help establish DSU as a premier destination school, DSU will bring itself up-to-date with the latest technologies and develop systems to consistently maintain and improve these engagements.

**Contribution to Desired Outcomes**

5) Increase local, regional, national, and international media coverage highlighting academic, athletic, and institutional excellence; geographic location; and partnerships that are all demonstrated through consistent branding and messaging.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- Goal 3: Invest in faculty and staff recruitment, retention and professional development.
- Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural and economic life.

**Actions and Elements**

1) By 2015-2106, assess current DSU PR/Marketing strategies and materials. (Marketing Coordinator)
a) Review current practices (advertising/social media/press releases/internal and external messaging, etc.)

b) Collect print collateral from programs across campus.

c) Review messaging and logo usage.

2) By 2015-2016, create formal policy to ensure branding standards are met; educate brand violators on proper usage. (President)

3) By 2015-2016, express the need for complete institutional support from the top down.
   a) For DSU to have a strong institutional brand, support must filter down from the President’s Office to the Vice Presidents, Deans, Chairs, and Directors to use DSU CVS, possibly through official policy. (Vice President of Development)
   b) The creation of a Visual Identity committee, consisting of representatives from relevant campus stakeholder groups. The function of the committee is to ensure consistent visual branding practices as it pertains to national trends in design and messaging. (Marketing Coordinator)
   c) Possible creation of a new Creative Team (see SUU/UVU structure) under the umbrella of Public Relations and Marketing. (Marketing Coordinator)

4) By 2015, continue to enhance and promote current Trademark and Licensing program. (Marketing Coordinator)
   a) Ensure campus entities which order DSU branded items (apparel and other branded materials) are using the bookstore for those orders and/or are ordering for an officially-licensed vendor. Implementation after policy creation.

5) By 2015-2016, restructure current Creative and Visual Services division. (Marketing Coordinator)
   a) Bring all current full-time and student graphic/media designers together under the CVS umbrella to streamline the process and allow for complete oversight and consistency in institutional branding and messaging.

6) By 2015-2016, assess current DSU PR/Media strategies and resources. (Director of Public Relations, Publications, and Marketing)
   a) Review current practices regarding press releases/reporter contacts/social media/internal and external messaging, etc.
   b) Propose producing fewer press releases and more story pitching to reporters in an effort to create more feature story ideas.
   c) By 2015-2016, contact Deans/Chairs/Directors either weekly or biweekly in search of interesting campus human interest stories to pitch to reporters.

7) By 2015-2016, produce and publish high quality content and regularly and consistently through technological ecosystem. (Director of Public Relations, Publications, and Marketing)
a) Develop an action plan annually to update and refresh content.
b) Provide consistent Updates.
c) Produce quality Photography and Video; Engaging and relevant copy.
d) Present consistent and professional visual elements.
e) Designate personnel to implement.

8) Social Media (Feeding approach). (Webmaster)
a) By 2015-2016, collect, develop, create, and implement daily sharing; this should be student driven with institutional support.

9) Web - Improve the engagement and organization of the dixie.edu for all stakeholders. (Webmaster)
a) Beginning Summer 2015, audit of current content by content owners.
b) Designate ownership of content.
c) By December 2015, roll out (dixie.edu.); Template updates for visuals; Update to Relevant Technologies.

10) By 2015-16, provide training for staff, faculty and students. (Director of Public Relations, Publications, and Marketing)
a) Provide enhanced resources for teaching and learning.

11) By 2016, review current branding guidelines, including print and web usage. (Marketing Coordinator)
a) Develop curriculum for training faculty and staff on use the DSU Creative and Visual Services website, including new employees as part of orientation.
b) Creative and Visual Services (CVS) will be a free campus design for small projects. Larger design projects will be subject to a nominal fee.

12) By 2016-2017, create and deliver media training for current and new faculty and staff. (Director of Public Relations, Publications, and Marketing)
a) Allow Public Relations Office to coordinate all media interview requests.
b) Provide “Best Practices” strategies and support to train employees who may not have previous experience dealing with the media.
c) Create media guide for journalists, complete with listings of expert faculty/staff on particular topics.

13) By 2017-2018, based on models currently used at peer institutions, develop a new Office of Communications and Marketing department. (Vice President of Development)
a) Create positions where each employee is tasked with managing specific jobs/roles inside the department. Suggested Director/Coordinator/Specialist roles may include Executive Director, Communications-Media Relations/Spokesperson, Social Media Content, Photography/Publications, Creative and Visual Services, Marketing
(Internal/External), Trademark/Licensing and Branding, Community Relations, Webmaster.

**Potential Models**
Southern Utah University Office of Marketing and Communication  
[http://www.suu.edu/mc/contact.html](http://www.suu.edu/mc/contact.html)

Utah Valley University Marketing and Communication Department  
[http://www.uvu.edu/marketing/contact.html](http://www.uvu.edu/marketing/contact.html)

Utah Valley University [www.uvu.edu](http://www.uvu.edu)

University of Nevada Reno [www.unr.edu](http://www.unr.edu)

University of Chicago [www.uchicago.edu](http://www.uchicago.edu)

Social Media, Amazon Student [https://twitter.com/amazonstudent](https://twitter.com/amazonstudent)

University of Michigan [https://www.pinterest.com/uofmichigan/tour-umich/](https://www.pinterest.com/uofmichigan/tour-umich/)

**Implementation Timeline:**

*See Action and Elements section (above).*

**Groups to be Consulted:**

*To be determined*