



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

2018-21

DIVISION OF STUDENT LIFE
TACTICAL PLAN

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LETTER FROM VICE CHANCELLOR VINCENT CARILLI



It is an exciting time to be at Tennessee! The Division of Student Life continues to grow and evolve with the dynamic nature of higher education. We are committed to establishing and offering programs and services that support student learning, growth, and development.

In an effort to continue to guide and improve our work, the division has collectively developed a new tactical plan.

This plan is the culmination of a process that began with researching the needs of our students and staff. We engaged a number of students, staff, and other stakeholders within the division, as well as the broader university community, to help identify the priorities and goals we believe are important at this time. From that collective exercise came a singular focus on providing an exceptional student experience.

While also complementing the university's strategic plan, *Vol Vision 2020*, our new tactical plan provides a framework that allows us to focus our efforts on supporting and engaging students. Moreover, it reaffirms our commitment to keeping the student experience at the center of what we do. Through our work, we strive to enhance student engagement and learning with the goal of offering students an unparalleled educational experience. We are committed to cultivating a campus culture and environment where students can grow and develop, preparing them to enter a global society. Through this work, we nurture students in living out the Volunteer Creed by shadowing themselves to give light to others.

My sincere thanks to all who contributed to the development of the tactical plan through their time, effort, and feedback. I am delighted to share this new plan and hope it provides a useful framework for our collective work.

My best,

A stylized, handwritten-style signature of Vincent Carilli in orange ink.

Vincent Carilli, PhD
Vice Chancellor for Student Life



MISSION

To foster the intellectual, cultural, social, and emotional development of students by providing a climate conducive to learning and personal growth, enabling them to become fully productive members of a global community.

VISION

To build and support an inclusive community that provides opportunities for all students to thrive as they lead, serve, and engage as Volunteers and citizens.

VALUES

STUDENT LEADERSHIP

We value leadership as a collaborative, relational, and developmental process in which students engage at varying levels.

INCLUSION

We value inclusion and strive to be an inclusive community that respects all of its members, promoting equal treatment and opportunity while working to eliminate all forms of discrimination.

COLLABORATION

We value intentional collaboration toward the common goal of providing dynamic student experiences.

ENGAGEMENT

We value engaging our students through opportunities that provide support and foster a sense of belonging.

SUCCESS AND WELL-BEING

We value the success and well-being of all members of our community.



PRIORITIES



PRIORITY 1: STUDENT DEVELOPMENT

Strengthen programs and support services that emphasize student development.



PRIORITY 2: COLLABORATIVE EXCELLENCE

Build meaningful partnerships across the division, the university, and beyond.



PRIORITY 3: INFRASTRUCTURE AND RESOURCES

Invest in infrastructure and resources that advance the work and mission of the Division of Student Life.



PRIORITY 4: THE VOLUNTEER EXPERIENCE

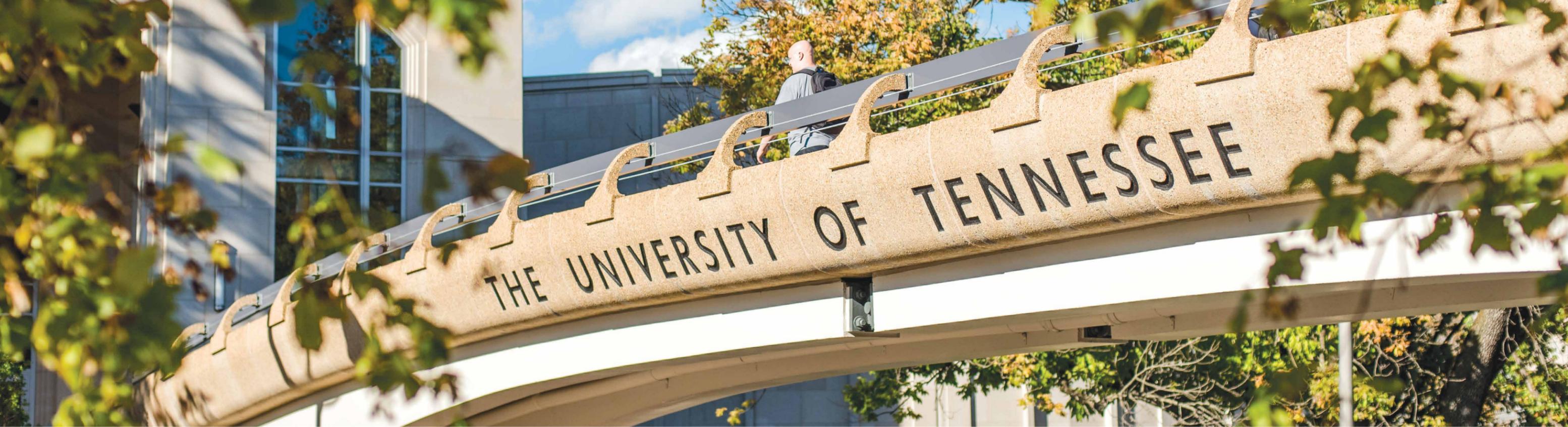
Cultivate opportunities for students to engage, serve, and lead locally and globally.



PRIORITY 5: CAMPUS CULTURE AND ENVIRONMENT

Foster a campus culture and environment that emphasize awareness, knowledge, and skills related to social justice and inclusion.





OBJECTIVES

PRIORITY 1: STUDENT DEVELOPMENT

Goal: Strengthen programs and support services that emphasize student development.

Objectives

- 1.1 Assess and enhance intentional opportunities for students to become connected early through high-impact programs.
- 1.2 Promote and expand programs and services that support all students (for example, transfer students, graduate students, undergraduate students).
- 1.3 Enhance education programs and support for student wellness (for example, safety and awareness, health and wellness, prevention, intervention).
- 1.4 Develop innovative programs, services, activities, and employment that reduce students' financial barriers.

PRIORITY 2: COLLABORATIVE EXCELLENCE

Goal: Build meaningful partnerships across the division, the university, and beyond.

Objectives

- 2.1 Connect students to departmental services through enhanced partnerships within the division.
- 2.2 Develop communication strategies to inform internal and external audiences about the work of the division.
- 2.3 Initiate and enhance programs and services in collaboration with campus partners to support academic success.
- 2.4 Cultivate relationships with external stakeholders (for example, families, alumni, organizations, employers, and nonprofits) to develop mutually beneficial partnerships.

PRIORITY 3: INFRASTRUCTURE AND RESOURCES

Goal: Invest in infrastructure and resources that advance the work and mission of the Division of Student Life.

Objectives

- 3.1 Develop and establish data-driven practices that impact operational effectiveness.
- 3.2 Create and implement innovative ways to increase efficiency through the use of technology.
- 3.3 Identify and secure resources (for example, time, space, money, people) to broaden support for initiatives, programs, and services.

PRIORITY 4: THE VOLUNTEER EXPERIENCE

Goal: Cultivate opportunities for students to engage, serve, and lead locally and globally.

Objectives

- 4.1 Foster a culture of commitment to civic engagement within and beyond the student experience.
- 4.2 Assess and expand community service experiences.
- 4.3 Implement common assessment measurements to demonstrate leadership development.

PRIORITY 5: CAMPUS CULTURE AND ENVIRONMENT

Goal: Foster a campus culture and environment that emphasize awareness, knowledge, and skills related to social justice and inclusion.

Objectives

- 5.1 Create and assess intentional education through which student participants will demonstrate enhanced social justice and inclusion.
- 5.2 Provide professional development to enrich understanding of social justice and inclusion as outlined in the professional competency areas for student affairs educators (ACPA, p. 30).
- 5.3 Develop and promote intentional opportunities to engage with diverse communities.

APPENDIX A: DEFINITIONS

GLOBAL

For purposes of this report, occurring outside the state of Tennessee.

HIGH-IMPACT PRACTICES

“Teaching and learning practices [that] have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts” (Association of American Colleges & Universities).

INFRASTRUCTURE

Within a student life context, infrastructure may include any of the following:

Allocation of staffing and distribution of staff roles and responsibilities

Allocation of other resources (time, space, money)

Physical space (buildings, campus layout, meeting spaces)

IT infrastructure (internet platforms, computer hardware, operating systems, enterprise software applications, networking/telecommunications, data management and storage systems, and consultants and system integrators)

LEADERSHIP

“Leadership is collaborative, relational, and can be developed. It is a process that one can engage in at varying levels and is not tied to a leadership position” (Center for Leadership and Service).

LOCAL

For purposes of this report, occurring within the University of Tennessee, Knoxville campus community, surrounding communities in Knoxville, or the state of Tennessee.

MUTUALLY BENEFICIAL OPPORTUNITY

Any exchange of resources between the campus community and an external stakeholder.

PARTNERSHIP

Across the division: Occurring within the leadership, departments, and staff of the Division of Student Life.

Across the university: Occurring with campus constituents (divisions, colleges, and entities) within the University of Tennessee, Knoxville, outside the Division of Student Life.

Beyond: Occurring with communities outside the University of Tennessee, Knoxville. This includes local communities (Knoxville and the state of Tennessee), national communities (within the United States), and international communities (outside the United States).

RESOURCES

Time, money, space, and people.

STUDENT DEVELOPMENT

“A learning process—a phased and often transformative process of meaning becoming clarified through expanded awareness, critical reflection, validating discourse, and reflective action as one moves toward a fuller realization of agency” (Mezirow, cited by Keeling). Student development occurs “in the active context of the students’ lives” (Keeling, p. 12).

THE VOLUNTEER EXPERIENCE

When you become a Tennessee Volunteer, you join the Big Orange family. We lead with passion, serve with compassion, and bear the torch to give light to others.

APPENDIX B: REFERENCES

ACPA: College Student Educators International & NASPA – Student Affairs Administrators in Higher Education (2015). ACPA/NASPA professional competency areas for student affairs practitioners. Washington, DC: Authors.

Association of American Colleges & Universities. High-impact educational practices. Retrieved from <https://www.aacu.org/leap/hips>

Center for Leadership and Service, the University of Tennessee. Leadership identity development model. Retrieved from <https://leadershipandservice.utk.edu/guiding-theories>

Keeling, R. (Ed.). (2004). Learning reconsidered: A campus-wide focus on the student experience. Washington, DC: National Association of Student Personnel Administrators & American College Personnel Association.

APPENDIX C: WORKING GROUPS

PRIORITY 1: STUDENT DEVELOPMENT

Laura Bryant, Director, Center for Health Education & Wellness

Judi Gibbons, Associate Director, Student Counseling Center

Spencer Gregg, Director, Student Health Services

Paul McAnear, Director, Student Counseling Center

PRIORITY 2: COLLABORATIVE EXCELLENCE

Jerry Bush, Director, Student Media

Stephanie Kit, Director, Center for Career Development

Rex Pringle, Director, RecSports

Tyvi Small, Executive Director of Talent Management, Diversity & Community Relations, Haslam College of Business

PRIORITY 3: INFRASTRUCTURE & RESOURCES

Sean Basso, Associate Director, RecSports

Alison Ward, Acting Associate Director, Student Union

Jenny Ward, Associate Director, Center for Career Development

PRIORITY 4: THE VOLUNTEER EXPERIENCE

Danny Glassman, Associate Dean, Office of the Dean of Students

Ashleigh Moyer, Director, Center for Student Engagement

Jessica Wildfire, Interim Director, Center for Leadership & Service

Meghan Woodward, Coordinator, Off-Campus & Commuter Services

PRIORITY 5: CAMPUS CULTURE AND ENVIRONMENT

Bonnie Johnson, Coordinator, Pride Center

Amber Thornton, Staff Psychologist, Student Counseling Center

**Division of Student Life
Diversity and Inclusion Committee**
Tanisha Jenkins, Director, Office of Multicultural Student Life (co-chair)

Jessica Wildfire, Interim Director, Center for Leadership & Service (co-chair)

Bonnie Benson-Palmgren, Diversity Coordinator/Staff Psychologist, Student Counseling Center

Thomas Boleyn, Hall Director, University Housing

Tee Ezell, Fitness Director, RecSports

Danny Glassman, Associate Dean, Office of the Dean of Students

Bonnie Johnson, Coordinator, Pride Center

Rebecca Juarez, Coordinator II, Center for Health Education & Wellness

Tenea Lowery, Assistant Director, Office of Sorority & Fraternity Life

Britton Sharp, President, Campus Ministers Council

TACTICAL PLAN STEERING COMMITTEE

Melissa Brown, Director of Assessment and Strategic Initiatives for the Division of Student Life (chair)

Mark Alexander, Assistant Vice Chancellor

Vince Carilli, Vice Chancellor

Frank Cuevas, Associate Vice Chancellor

Melissa Goldberg, Coordinator of Special Projects

Shea Kidd Houze, Assistant Vice Chancellor and Dean of Students

VALUES COMMITTEE

Gresham Collom, Graduate Research Assistant, Educational Leadership & Policy Studies

Michele Dorsainvil, Associate Director, Center for Health Education & Wellness

Alyssa Frohock, Undergraduate Student Representative

Jolyn Gray, IT Manager

Tanisha Jenkins, Director, Office of Multicultural Student Life

Brooke Squires, Administrative Specialist III, Dean of Students



Division of Student Life

515 Andy Holt Tower

Knoxville, TN 37996

studentlife@utk.edu **studentlife.utk.edu**