DSL as Educators –
The next phase of DSL’s Strategic Planning Efforts
Wrapping up Phase 1: DSL Strategic Plan 2011-2014

- Implementation Team timeline
- Most teams scheduled for D&D presentations
- Current & Expected Accomplishments posted
- Targeted Completion: June 25, 2014
- Appreciation & Thanks for participants
The next phase: Focus on DSL as Educators

- Support from
  - DSL senior leadership
  - Dean
  - Chancellor

- Natural “progression”
  - SP 2011-2014 – focus on DSL – who we are
  - SP 2014-2018 – focus on students

- Centered around 4 Educational Priorities
What are they?

- What do we want students to learn as a result of their experience outside of the classroom?

- Areas DSL can most impact student learning while at MIT

- Link division together – common goals

- Help to guide and focus our work

- Provide strategic direction

- Along with Core Values, serve as DSL’s Guiding Principles
Proposed Educational Priorities:

1. Intra & Interpersonal Development
2. Social, Emotional & Physical Wellness
3. Citizenship & Civility
4. Intellectual Innovation & Curiosity
How were they developed?

Developed & informed by:

- DSL mission statement

- MIT reports (incl. Student Task Force on Life & Learning)

- Best practices (AAC&U, CAS, Learning Reconsidered)

- Peer institutions (COFHE, department peers)
DSL Mission

The Division of Student Life is a leader in providing exceptional living and learning environments for MIT students through a rich variety of opportunities that inspire academic achievement, innovative thought, leadership, and global citizenship. As an integral part of MIT’s educational mission, the Division of Student Life fosters a safe, healthy, and supportive environment centered on well-being, a commitment to learning, and the development of critical skills for personal growth. We place serving students as the highest priority for our staff, programs, services, and facilities. We partner with others to create a dynamic campus community grounded in personal and group responsibility, fairness and respect, where individual differences are expected and appreciated.

-- The Division of Student Life Mission, adopted July 21, 2011
DSL Mission

Social, Emotional & Physical Wellness
  Safe, healthy, supportive

Intra & Interpersonal development
  Critical skills for personal growth
  Personal Well-being
  Leadership

Citizenship & Civility
  Global citizenship
  Personal & group responsibility
  Fairness & respect
  Differences expected and appreciated

Intellectual Curiosity & Innovation
  Inspire academic achievement (experiential learning)
  Innovative thought
  Commitment to learning
## Peer Mapping

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<th>VC</th>
<th>COFHE</th>
<th>AAUDE</th>
<th>STEM</th>
<th>DAPER</th>
<th>RLD</th>
<th>SD&amp;S</th>
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<th>Intra- &amp; Inter-personal Competency</th>
<th>Citizenship &amp; Civility</th>
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# Best Practices

## Essential Learning Outcomes (AAC&U, 2012)

- **Knowledge of Human Cultures and the Physical and Natural World**
  - Through the study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

- **Intellectual and Practical Skills**
  - Inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.

- **Personal and Social Responsibility**
  - Ethical reasoning and action.

- **Integrative and Applied Learning**
  - Synthesis and advanced accomplishment across general and specialized studies.

## Student Learning Outcomes (Learning Reconsidered 2, 2006)

- **Knowledge Acquisiton, Integration, and Application**
  - Understanding knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas, and experiences (integration); relate knowledge to daily life (application); pursuit of lifelong learning; career readiness; technological competence.

- **Cognitive Complexity**
  - Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration.

## CAS Learning Outcomes (CAS, 2012)

- **Knowledge Acquisiton, Construction, Integration, and Application**
  - Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; relating knowledge to daily life.

- **Cognitive Complexity**
  - Critical thinking, reflective thinking, effective reasoning, creativity.

- **Interpersonal Competence**
  - Realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity.

- **Intrapersonal Development**
  - Spiritual awareness, meaningful relationships, independence, collaboration, effective leadership.

- **Humanitarianism and Civic Engagement**
  - Understanding and appreciation of human differences, cultural competency, social responsibility.

- **Practical Competence**
  - Global perspective, social responsibility, sense of civic responsibility.

## Student Affairs Learning Domains*

- **Intrapersonal Competence**
  - Ethics and Values

- **Interpersonal Competence**
  - Leadership

- **Multicultural Competence**
  - CIVIC AND COMMUNITY ENGAGEMENT

- **Practical Competence**
  - RESPONSIBLE INDEPENDENCE

- **Healthy Living**
  - CAREER DEVELOPMENT

* Sustainability Learning Domain not included.

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**Division of Student Life**

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How can we put into action?

Division

Area

Department

Programs
Group discussion

1. How does DSL play a role in educating students?

2. Do others see us in this role? Why/why not?

3. How are DSL’s educational priorities reflected in your work?

4. How can we integrate into our work? (division, area, department, program)