Achieving Excellence
A Framework for Serving the UC Davis Community
2011 – 2015
UC Davis Department of Campus Recreation
Strategic Plan

History of the UC Davis Department of Campus Recreation

While the history of recreation on the UC Davis campus is long and storied, the history of the Department of Campus Recreation is relatively new. In 1999, UC Davis students passed the Facilities and Campus Enhancement (FACE) referendum, intended to provide $65 million to help build and maintain recreation, leisure and athletic facilities. The FACE initiative provided funding for a substantial expansion of the Equestrian Center and for the construction of the Activities and Recreation Center (ARC), which opened in 2004. This new inventory of dedicated recreation space and corresponding programming ultimately prompted campus administrators to identify a more comprehensive approach to the overall delivery of recreation services, programs and facilities on the campus.

In October 2006, John Campbell was hired as the Director of Campus Recreation to lead this process. The first step was to combine the administrative structure of the ARC/Pavilion with the existing Memorial Union recreation programs. This brought together staff from the ARC, Aquatics, Craft Center, Equestrian Center, Events and Conferencing, Fitness and Wellness, and Outdoor Adventures.

The department continued to grow rapidly over the next several years to include other programs and services. In April 2006, Intramural Sports and Sport Clubs were moved from Intercollegiate Athletics to the new Department of Campus Recreation. During the same period, youth programming was consolidated into a new unit within the department. In October 2008, the California Aggie Marching Band joined Campus Recreation. Lastly, the Mobility Assistance Shuttle program was moved to the department in 2010, which completed the transition to what has become one of the more comprehensive collegiate recreation departments in the country. Today, the Department of Campus Recreation features 13 programs and services, 15 facilities, 35 full-time staff members, and more than 600 student employees and volunteers serving UC Davis students, faculty, staff, alumni, retirees and the greater community.

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MISSION STATEMENT

The Department of Campus Recreation supports the academic mission of UC Davis by providing outstanding recreation and leisure experiences and fostering a culture of engagement and community.

In support of this Mission, the department facilitates and supports Wellness, leadership, collaborative partnerships and student development.

PHILOSOPHICAL STATEMENT

We, as members of the Department of Campus Recreation, are committed to the highest standards of professional excellence in the delivery and oversight of programs, services and facilities. This is demonstrated through the manner in which we conduct business on a daily basis. These standards dictate who our users are and how we deliver services to them. Additionally, they provide the framework for us to remain student-centered while also providing opportunities to faculty, staff, alumni, retirees and the greater community.

In providing these services, we support a pricing structure that indexes all user fees to the campus-based fees that students pay annually. Furthermore, we utilize various consultation and advisory groups to share ideas, present challenges, garner feedback, and seek advice on improving programs, services, and facilities. These groups are critical in involving constituents, student leaders, and campus partners to bring forth important matters and acquire valuable feedback.

We are committed to collaboration with key partners [on and off campus] to build relationships, foster community, and create efficient and mutually beneficial opportunities. We remain dedicated to providing students and staff with development opportunities by supporting personal and professional growth.

In alignment with the academic mission of the university, we dedicate our efforts to support the Division of Student Affairs in accommodating changing organizational needs and structures. We will highlight our contribution to the success of the university and broaden our exposure to be seen as an essential partner to those delivering the academic mission of our campus and division. While extending our visibility, our department staff will be seen as leaders within the field of recreation and beyond, with organizational and managerial competencies essential to the excellence of the Division of Student Affairs and the institution as a whole.
VALUES STATEMENT

As a department and invested member of the campus, and in support of the UC Davis ‘A Vision of Excellence’ and ‘Principles of Community’, we are committed to:

Students
We exist primarily to serve and support the students through the delivery of recreation and leisure opportunities. We also believe the involvement of faculty, staff, alumni, retirees, and the greater community enriches the student experience within our programs, services, and facilities.

Student Development
Through participation within our programs, services and facilities, as well as employment and volunteer opportunities, we facilitate learning, self-discovery, and leadership development.

Excellence
With attention to detail, we adhere to the highest standards, utilize resources effectively, and strive to exceed expectations in all that we do.

Progress
We embrace innovation, creativity, and imagination, resulting in a visionary approach to positive change and continuous improvement.

Professionalism
We employ individuals whom reflect high standards of professional knowledge and experience, and encourage professional development, staff achievement, and a superior quality of work.

Inclusivity
In support of the UC Davis Principles of Community, we remain committed to a diverse set of offerings, responsive to the needs of our users.

Integrity
We believe in honesty, fairness, and high ethical standards, embracing trust and respect as the foundation of our organization’s culture.

Consultation
We utilize advisory councils, focus groups, and other feedback mechanisms to actively seek the input of students, faculty, staff, alumni, retirees, and the greater community.

Collaboration
We foster mutually beneficial relationships and serve as good citizens of the university by partnering with students, campus entities, and the greater community to support common success.
IMPLEMENTATION OF THE PLAN

Achieving Excellence – A Framework for Serving the UC Davis Community is an ambitious plan for action over the next three to five years, and is intended to guide us in our decision-making as we embark on this journey. This framework will help us establish department-wide objectives that will prioritize and put into action the goals that we created. Over the next eight months, each individual unit within the department will create its own set of goals, strategies, and metrics. This will allow us to see application and meaning in the plan, and will allow us to achieve our ambitions through the attainment of these goals. Our unit specific planning and department-wide objectives will continuously support the UC Davis ‘A Vision of Excellence,’ and our efforts will demonstrate the department’s commitment to the University and to the academic success of the community.

GOALS, STRATEGIES, AND METRICS

Introduction
Over an eight-month period, the entire staff of the Department of Campus Recreation engaged in a series of planning retreats and exercises. We used ‘A Vision of Excellence’ as our primary foundational document. Additionally, we reviewed trends affecting collegiate recreation and higher education and how these trends might influence our programs, services, and facilities, as well as our constituents in the future. These trends reinforced the foundational resources and helped create a roadmap for the development of our strategic areas of focus. Subsequently, we did an organizational analysis to see how we were positioned to address these goals over the next three to five years. Finally an external review team evaluated our planning in coordination with department resources [human, financial and physical] to ensure our areas of focus were appropriate and attainable.

The result of all of these efforts is the creation of this strategic plan, Achieving Excellence – A Framework for Serving the UC Davis Community, 2012-2015. It includes a series of goals, strategies, and metrics that will guide our efforts, both as a comprehensive department and as individual units within our department. It will allow us to continue to achieve our mission, in ways that are consistent with our philosophic orientation and values, and our commitment to the greater objectives of our university.

The substance of this portion of the strategic plan stems from the UC Davis ‘A Vision of Excellence’ and ‘Principles of Community’ documents (Appendix A), foundational documents from the Division of Student Affairs, Campus Recreation’s Mission Statement, and findings from
the Peer Consultant Report (Appendix B). Additionally, core documents established during the Campus Recreation strategic positioning process were utilized (Appendix C).

**Goals**
In order to refine our focus for future planning, we chose to develop our areas of focus into core goals and supportive goals. Core goals are seen as “the reasons we exist,” answering the question, “What is the purpose of Campus Recreation at UC Davis?” Supportive goals are tools that will allow us to achieve our core goals. Both sets of goals are critical to our success. (See Appendix D for Core & Supportive Goals Diagram).

**Core Goals:**
- Wellness
- Student and Staff Development
- Community and Inclusivity
- Partnerships

**Supportive Goals:**
- Financial Resources
- Facilities
- Learning Outcomes and Assessment
- Risk Management
- Technology
- Sustainability
**Wellness**

Wellness will remain a core foundational value for our department in all that we do. While our organization has a diverse set of offerings, we are committed to keeping Wellness at the center of our mission. In the future, we need to define and diversify Wellness for a broad audience, and we will continue to collaborate with and support key Wellness partners in addressing all aspects of it.

**In Advancing This Goal, We Will:**

Ensure that Wellness, as a cornerstone and transcending value of our organization, is a foundational premise for all aspects of our staffing, programming, and operations.

- Define “Wellness,” and what it means for our department, the campus and our greater community. We will ensure that all department staff possess a consistent and familiar understanding of the Seven Dimensions of Wellness (Appendix E).
- Evaluate which Dimensions of Wellness the department currently addresses well and which ones we can strengthen through intentional programming. Additionally, determine which dimensions are best suited for campus partners and actively pursue and/or continue collaborative opportunities specific to Wellness.
- Educate our participants as to the Wellness benefits of their recreational and leisure pursuits, and encourage balance across various Dimensions of Wellness.
- Market Wellness effectively so members of the campus and greater community can easily distinguish the Dimension(s) of Wellness that are being addressed within a particular activity.
- Strive to be recognized for our collective expertise in Wellness. In doing so, we will stay abreast of national Wellness trends and we will reach out to students, faculty, staff, alumni, retirees and the greater community.
- Support and encourage staff, volunteers and student leaders within the department in their efforts to maintain balanced lifestyles and achieve their Wellness goals.

**We Will Measure Our Success in Achieving This Goal by Assessing:**

- Increases in staff awareness and the ability to effectively communicate the Seven Dimensions of Wellness.
- Improvements in our department’s ability to articulate a common message of our commitment to Wellness as a core foundational value.
- Increases in the number of Wellness-related partnerships.
- Increases in the number of Wellness-centric programs, activities, and services.
- Increases in awareness of what Dimensions our participants are currently engaged in and where voids may exist.
- Increases in communication efforts regarding how engagement in Campus Recreation programs, services, and facilities affect the Wellness of our staff, volunteers, student leaders, participants, and greater community.
STUDENT AND STAFF DEVELOPMENT

We are committed to promoting student success and developing students in a broad sense to facilitate and foster their educational success, life-long learning, and engagement. We are also dedicated to supporting the professional success of staff by promoting certifications and continuing education within areas of expertise and encouraging staff to be leaders in national organizations.

IN ADVANCING THIS GOAL, WE WILL:

Develop community, foster diversity, and promote global citizenship skills, through our unique participatory environment and numerous employment and leadership opportunities.

- Define student development and educate professional staff to establish a common understanding. Articulate our commitment to development and the value of these efforts.
- Benchmark our student development efforts against best practices.
- Commit to identifiable, common, and predetermined student development outcomes.
- Create a forum for student leaders throughout the department to share experiences, philosophies, and best practices.
- Support and encourage ongoing professional development opportunities for staff and students.
- Continue to dedicate funds specific to student and staff development opportunities.
- Pursue applicant pools representative of the campus and greater community.
- Expand student development concepts and efforts to participants.
- Develop and support a culture of excellence, where staff and students are aware of and encouraged to pursue award and recognition opportunities.
- Evaluate how student staff, volunteers, and leaders prefer to be recognized for their development efforts and achievements.

WE WILL MEASURE OUR SUCCESS IN ACHIEVING THIS GOAL BY ASSESSING:

- The development of department-wide learning outcomes:
  - Student learning outcomes specific to training and development activities.
  - Knowledge, skills, and abilities for staff and students to possess upon their exit from the department.
  - Ability for student staff, volunteers and leaders to articulate the skills they have attained through their department experience.
  - Student learning outcomes specific to participation in our programs, services, and facilities.
  - Increases in staff and student involvement and leadership in national associations, governing bodies, committees, organizations, etc.
  - Promote greater emphasis of staff and professional development within the campus’ personnel evaluation processes to document staff development and growth.
  - Increases in the demonstration of success, growth, and change specific to student and staff development, e.g. more staff involvement in on-campus leadership seminars.
  - Increases in award, recognition, and scholarship recipients.
  - Increases in awareness of the student experience to ensure:
    - A positive work and/or leadership experience within the department.
    - The retention rates of Campus Recreation student staff, volunteers and leaders are reflective of the greater campus rates.
  - Increases in the identification of valuable student development activities at the unit level.
  - Increases in the cross-promotion of unit-specific best practices throughout the department to increase leadership competencies of all student staff, volunteers, and leaders.
COMMUNITY AND INCLUSIVITY

The demographics of the campus and community are expected to change considerably. We will likely see changes in the age range of users, the number of international students, and increasing numbers of students from diverse cultural backgrounds and socio-economic statuses. We also anticipate an increased number of people with disabilities, people with sedentary lifestyles, veterans, transfer students and distance learners. This will provide us with the opportunity to expand our offerings to accommodate the increased diversity and needs of our users.

IN ADVANCING THIS GOAL, WE WILL:

Assess our constituents and their interests so as to develop diverse programming needed to serve the changing demographics.

- Remain committed to a diverse set of programs and services to serve a broad audience.
- Educate and train staff to foster an environment of inclusivity.
- Utilize participation and interest data in decision-making.
- Identify current and potential constituents and regularly assess programmatic needs.
- Broaden programs and services that include partners to:
  - Increase efficiencies to ensure responsible utilization of resources.
  - Improve ease of access for participants.
- Develop programs and services targeted to specific constituent groups:
  - Specifically develop programs and services for groups currently underrepresented within our department.
  - Identify and collaborate with partners who serve specifically underrepresented groups and utilize intentional marketing efforts to invite participation and student employment opportunities.
- Broaden our current understanding of community beyond campus boundaries.
- Provide programs and services to alternative venues both on and off campus.

WE WILL MEASURE OUR SUCCESS IN ACHIEVING THIS GOAL BY ASSESSING:

- Participation reports for all programs and services to ensure we understand whom we are serving.
- Increases in department awareness of the effectiveness of programs and services to ensure that the outcomes are in alignment with the intended goals.
- Increases in feedback mechanisms on constituent perceptions of our programs and services.
- Increases in the utilization of advisory councils and focus groups to broaden our understanding of constituent needs.
- Increases in the utilization of university-wide demographic data and our participant and employment data to ensure that we reflect the greater campus' demographics.
- Increases in the participation and retention rates of underrepresented groups in our programs and services.
PARTNERSHIPS

Partnerships allow for a sharing of resources and increased efficiency, while being mutually beneficial. They are supportive of the vision and mission of the division and campus, and enable us to be seen as ever central to the academic mission. Partnerships will include on-campus, divisional and academic partners, as well as off-campus organizations. It is anticipated that increasing numbers of students, staff and faculty may live at a distance from campus. Therefore, the potential for remote programs, facilities, and services, and the partnerships that would support such endeavors, would emerge.

IN ADVANCING THIS GOAL, WE WILL:

Pursue collaborations with both traditional and innovative partners.

• Clearly and consistently identify and communicate the department’s value for potential partnerships.
  • Commit to joint promotion of collaborative efforts with our partners.
  • Expand and strengthen current collaborations and initiate new partnerships.
  • Restructure current partnerships to ensure economic sustainability.
  • Seek and create mutually beneficial partnerships.
    • Establish and define criteria for partnerships.
    • Identify measurable benefits for partnerships.
    • Assess unmet needs of the greater community and seek partners for new opportunities.

WE WILL MEASURE OUR SUCCESS IN ACHIEVING THIS GOAL BY ASSESSING:

• The development of a department message specific to our philosophy regarding partners and potential partnerships.
• The development of department criteria and purpose for potential partnerships to ensure parameters for measurable benefits.
• Increases in the number of partnerships.
  • Increases in the number of mutually beneficial partnerships.
  • Increases in the number of new partnerships.
  • Increases in the number of partnerships with academic units.
  • Increases in the number of partnerships directed toward alumni and the greater community.
• Increases in the demonstration of measurable benefits for existing and potential partnerships.
FINANCIAL RESOURCES

The department will be realizing less financial support from some current funding sources, and in all likelihood, we must learn to rely less on subsidized funding (e.g. registration fee funds and limited state resources) to support our programs and services. We will establish alternative revenue sources, including development efforts, grants, sponsorships, and broadening our current fee-for-service practices. In order to ensure excellence in our facilities, programs, and services, we will be more entrepreneurial in our approach and savvy in our business practices, developing approaches that foster access for our participants.

IN ADVANCING THIS GOAL, WE WILL:

Adopt models that will promote more self-sufficient growth and will be mindful of the department’s financial, human, and physical resources.

- Develop plans for new sources of revenue such as grants and sponsorships to support programs, facilities, and services, and protect access for all students.
- Examine resources to expand or change our offerings in order to continue to meet constituent needs.
- Investigate the feasibility of a new FTE staff member dedicated to sponsorships and development.
- Analyze both existing and potential fund sources to ensure the benefits outweigh the costs of managing the funds.
- Review the intent and principles of fund sources to ensure appropriate utilization.
- Continually review our rates and fees to ensure they are reflective of cost recovery goals.
  - Solidify a methodology for determining fee structures.
- Identify programs and services that are for profit and ensure consistent profitability.
  - Solidify the framework to determine a scale for profit margins.
- Identify programs and services that require financial support and ensure consistent implementation of cost recovery.
- Continually assess ongoing operating expenses to ensure efficient use of resources.

WE WILL MEASURE OUR SUCCESS IN ACHIEVING THIS GOAL BY ASSESSING:

- The completion of defined plans for securing grants and sponsorships.
- Increases in sponsorship revenue.
- Increases in grant revenue.
- The successful launch of a long-range development campaign.
- Increases in the utilization of annual reports to project growth and respond to department and participant needs by addressing:
  - Fees and rates
  - Participation
  - Revenue
- The completion of a standardized pricing structure that includes direct and indirect costs.
**Facilities**

Emerging trends will require us to be mindful of our existing facilities, the need for future renovations, and construction of new facilities. Some of these emerging trends may include new or continued relationships with on and off-campus partners through the use of our facilities.

**In Advancing this Goal, We Will:**

Continue our participation and department involvement in special events, activities, and collaborations beyond traditional facility use in support of the academic mission and campus community.

- Construct new and adapt existing space to continually meet the needs of our constituents.
- Explore alternative and non-traditional facilities for programs and services.
- Strive to stay modern and sustainable.
  - Ensure use of the most efficient and effective management practices.
- Evaluate current use of space and prioritize usage based on trends.
- Continue to dedicate resources to the maintenance and upkeep of facilities.
- Ensure a sustainable funding model for the replacement of equipment in non-fee-structured facilities.
- Stay abreast of campus-wide planning initiatives to ensure that we are involved in discussions relevant to the department.

**We Will Measure Our Success in Achieving this Goal by Assessing:**

- Increases in the collection and analysis of data to determine the utilization of space.
- Increases in awareness of the features of our facilities.
- Increases in the attainment of measurable outcomes specific to facility usage.
- Increases in the usage of monthly checklists to ensure safe environments.
- Increases in facility usage.
LEARNING OUTCOMES AND ASSESSMENT

In alignment with the UC Davis ‘A Vision of Excellence’, we will be strategic in all planning efforts by utilizing assessment and evaluation, defined learning outcomes, metrics, and data-driven decision-making.

IN ADVANCING THIS GOAL, WE WILL:

Regularly benchmark ourselves with peer institutions, best practices, and industry standards to guide our departmental development. Additionally, we will continue to quantify and demonstrate our value to the division and the campus.

- Engage in unit-specific strategic planning.
- Utilize data-driven decision-making.
- Dedicate staff time to the development and regular use of learning outcomes and assessment tools.
- Develop common language, expectations, and tools for learning outcomes, assessment, and reporting.
  - Commit to an ongoing process for the development and utilization of assessment and learning outcomes.
  - Identify and benchmark against peer institutions.
  - Research best practices and utilize existing campus resources to develop learning outcomes and assessment tools.
- Utilize assessment to discover whom we are currently serving and whom we need to reach out to.
- Develop a meaningful way to tell our story using both quantitative and qualitative data.
  - Build department-wide practices for gathering staff, volunteer, and student leaders’ demographics, experiences, and outcomes in relation to their involvement in the department.

WE WILL MEASURE OUR SUCCESS IN ACHIEVING THIS GOAL BY ASSESSING:

- The department’s fulfillment of intended goals and outcomes.
- Increases in the utilization of assessment data to demonstrate our relevance in support of ‘A Vision of Excellence’.
- Increases in the utilization of defined learning outcomes and assessment.
- Successful alignment with the student learning outcomes of NASPA, CAS, and the UC Davis Educational Objectives (Appendix F).
**Risk Management**

We will continue to enhance our oversight of risk management and be transparent in our practices, particularly as we expand our reach and experience emerging technologies. Emphasis will be placed on education and awareness surrounding risk management practices. The changing demographics, needs of our constituents, and how we deliver our programs and services will affect our risk management practices. Particular attention will be paid to best practices and industry standards.

**In Advancing This Goal, We Will:**

Continue to educate ourselves and our participants to understand and manage the inherent risk in our programs, facilities, and services.

- Develop a common set of risk management considerations across all programs, services, and facilities.
  - Identify risk areas when developing new programs and activities, or serving new user groups.
  - Support professional development opportunities specifically related to risk management.
  - Stay abreast of industry standards and best practices to ensure we are at the forefront of risk management policies and procedures.
- Continue to support a dedicated risk management resources and personnel within the department.
- Maintain a department-wide database of certifications, skills, trainings, and licenses.
- Remain diligent and intentional in mitigating risk.
  - Prioritize risk management activities to ensure appropriate focus on the more critical items.
- Engage in peer review of unit area risk management practices.
- Continue to utilize an active risk management committee.
- Establish clear and reasonable goals when developing risk management policies.
- Develop and utilize a common incident review process.
- Educate our participants on the inherent risk prior to engaging in a specific program or service.
- Educate and train frontline staff, volunteers, and student leaders on implementation of risk management practices.
  - Develop a process for assessing appropriate participant skill level for higher risk activities.
  - Ensure staff, volunteers, and student leaders are communicating noteworthy issues and concerns to career staff.
  - Actively monitor and document incident trends within specific areas to ensure any necessary mitigation.

**We Will Measure Our Success in Achieving This Goal by Assessing:**

- Increases in the utilization of risk management data and reports to ensure appropriate response.
- The continuation of risk management related briefings at department meetings.
- Increases in communication to participants relating to the inherent risk of programs and services.
- Department staff participation at UCOP Risk Summit.
**Technology**

Technology is a transcending driver that is integral to all other identified goals and the operational approach of the department. It is crucial for communication, registration, promotion, marketing, etc., and must be multi-functional, student-centered and up-to-date. It is an avenue to take programs and services to constituents remotely. Overall, technology is fundamental to successful business operations, and can be a significant vehicle for efficiencies.

**In Advancing This Goal, We Will:**

Invest, evaluate, and integrate technology to adapt to our diverse programming and service needs.

- Educate and empower staff with technology.
- Assess needs and determine what technological solutions are available:
  - For programs, services, and facilities.
  - For constituent groups.
  - To create business solutions to enable ease of access for our participants.
- Maintain current and relevant social media tools and websites.
  - Create guidelines for appropriate use of department-related social media.
- Ensure efficient use of electronic communication.
- Support a dedicated FTE staff member within the department focused on maintaining and improving technological solutions.
- Utilize technology to reach diverse groups.
- Analyze effectiveness of technological solutions to ensure best use of resources.

**We Will Measure Our Success in Achieving This Goal By Assessing:**

- The utilization of technological solutions in support of the delivery of programs and services.
- Increased awareness of participant preference and satisfaction with various modes of communication.
- Increased awareness of the effectiveness and efficiencies of existing technology.
- Increased utilization of feedback mechanisms specific to technology.
SUSTAINABILITY

We need to be a strong partner in supporting the sustainable initiatives and efforts of the campus. Our commitment will be demonstrated in the operation and renovation of existing facilities, in the construction of new facilities, and in practices within operations among programs, facilities, and services.

IN ADVANCING THIS GOAL, WE WILL:

Practice sustainability in our environmental, financial and human services, and work diligently to bring education and awareness to the forefront of our efforts.

• Stay abreast of campus trends in relation to environmental sustainability, including water, energy, and waste.
• Educate staff, volunteers, student leaders, and constituents on our sustainable practices.
• Utilize technology to minimize the carbon footprint of the department.
• Create baseline standards for sustainability.
• Continue to utilize resources efficiently.
• Ensure we are in alignment with best practices on campus relative to environmental sustainability.

WE WILL MEASURE OUR SUCCESS IN ACHIEVING THIS GOAL BY ASSESSING:

• The development of quarterly reports specific to our sustainability efforts.
• Increases in effectiveness of sustainable systems in relation to energy efficiency, trash diversion and recycling, and material and cost savings.
• Increased participation by staff, volunteers, student leaders, and constituents in our sustainable efforts.

ADDENDUM FOR THE PLAN

In the very late stages of our planning process, significant organizational changes occurred within the Division of Student Affairs. The Departments of Campus Recreation and Campus Unions will now function within the same scope of leadership and with mutual values, philosophies and approaches to our work. While there are many commonalities between the departments, there may be additional areas of focus and strategic planning necessary to fully encompass the over-arching road map for all programs, facilities and services within Campus Unions and Campus Recreation.

As such, it is anticipated that this plan will evolve and change as the transition of the new organization necessitates such adaptation. Staff from throughout the newly defined organizational structure will participate in the additional planning and adaptation for the plan.
Appendix A  UC Davis Foundational Documents

A Vision of Excellence

http://vision.ucdavis.edu/

The Principles of Community

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

- We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.
- We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another’s point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.
- We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.
- We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.
Appendix B  Peer Consultant Report

Department of Campus Recreation
Strategic Positioning
External Review

University of California – Davis
August 1-3, 2011

Submitted
September 26, 2011

Prepared by:
Peer Consultant Team
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Overview

Campus Recreation is well-respected on campus and has been positioned to effectively to navigate the institutional culture. It provides a highly valued set of programs and services, well promoted to the institution and Davis communities and is becoming a focal point of campus life. The spirit and optimism of the organization is buoyed by the understanding that they are a lively and vital department, one that is firmly positioned to align with and contribute to the mission of the institution. Department leadership is exceedingly aware of the need to expand the organization’s reach, to tell its compelling story, and articulate its value in supporting the success of students.

The centrality of Campus Recreation within the Davis community was secured by two decisions. First, in 1998, the Facilities and Campus Enhancement Initiative [FACE] was passed by a student referendum. This initiative made it possible to provide for the debt service, capital maintenance, and operations for the new Activities and Recreation Center [ARC] and improvements to the Equestrian Center. Then, five years ago, a reorganization of campus recreation and leisure units was implemented with the opening of the ARC. Some of these units were long standing services once housed in the Memorial Union, Athletics, and Student Activities while others were conceived with the new facilities. Under the leadership of the Director, the administration of these units has become centralized into a large organization with common purpose and goals.

There is a large full-time staff with unique and complex responsibilities that aspires to be recognized as national leaders in campus recreation. Engagement in department and campus initiatives has been high and recognizing the current financial challenges, the department is now undergoing a strategic positioning process to prepare for whatever the future holds.

The Peer Consultant Team [PCT] wants to thank the department leadership and all staff members for their open and frank feedback, responsiveness to our questions, thoughtfulness in their preparation, and willingness to contribute to our review. It was clear to the PCT that all staff has great investment in this process and is anticipating the continual work on the Strategic Positioning for the department.

Purpose and Scope of Review
The purpose for the external review is to assess the Summary of Strategies, validate the intended direction of the department, determine organizational readiness to pursue the plan, and finally, to identify challenges and barriers that could hinder this effort. The review includes recommendations that will assist with advancement toward achieving departmental goals and objectives. It is anticipated that this review will infuse differing perspectives of organizational structure, policy, procedures and delivery of programs and services to the various populations served by the department. Insofar as this process is successful, it is expected that the entire university community will benefit. Sharing feedback on continual improvement in the delivery
of programs and services, enhanced and measurable quality control, staff and student involvement in decision-making, and innovations and creativity are the intended hallmarks of this review process.

Methodology

Committee Structure
The Peer Consultant Team [PCT] was comprised of three individuals who have extensive campus recreation and student affairs experience. Their background in facility development and operations, delivery of programs and services, academic connections, organizational management, student learning assessment and evaluation, and senior student affairs and institutional leadership provides assorted perspectives and expertise valuable to this review.

This group was formed because it collectively possesses many years of involvement in campus recreation and recognizes best and rare practices in the field, can assess higher education dynamics, and has the ability to evaluate organizational structure and design. Coupled with their experience of creating, developing and/or expanding the scope of responsibilities and the delivery of programs and services, the PCT is in a distinctive position to furnish a critical eye to the Strategic Positioning process for the University of California – Davis.

Review Process
The PCT began the review process in April 2011. A variety of materials were provided for background and understanding of the department followed by three teleconferences with department leadership staff to vet out questions, attain clarification, and prepare for the on-campus meetings. The on-site review occurred over a period of three days, August 1-3, 2011. The first day included a thorough tour of Campus Recreation facilities, concluding with a dinner meeting with all staff as an opportunity to introduce the PCT, provide overview of the next two days of meetings, and to answer any questions. The ensuing meetings were held with over 35 department staff, student affairs colleagues, partners and collaborators, and senior Student Affairs staff. All department program and service areas were represented in the meeting sessions with program/service area leadership. The PCT developed a set of questions to be used in each of the interviews to provide a consistent platform for obtaining common information. This was used as a foundation for our review. Finally, the PCT met with the director and associate director to share preliminary findings and to answer their questions.

The culmination of this review follows as a compilation of department-wide observations, recommendations, and challenges. We have attempted to highlight where Campus Recreation is now using “best practices” or acceptable standards in their approaches.

Finally, this report reflects consensus. All members reviewed and edited the report and, once a final document was completed, approved its content. Thus, this report reflects the PCT collective perspective, suggestions and recommendations.
Summary of Findings

The following are observations and findings of the Peer Consultant Team. Due to time constraints these observations and comments are from our perspectives only and although we don’t feel it is necessary to validate, you may find a need to substantiate these findings in some cases.

Department Readiness

- The staff is very engaged, excited and inspired by the planning process.
- A growing sense of community, team cohesion, shared values, and appreciation for diversity within the department is a result of plan process to date. There is a growing optimism about synergy and moving forward.
- There is a desire to see the plan process move forward and have sustainable utility rather than to be mere exercise.
- The process has been very well designed, is intentional, comprehensive, and inclusive of the department and others.
- All or nearly all staff understands the need for alignment with the ‘Vision of Excellence Goals’ and the goals and purpose of the Strategic Positioning Process.
- There is a commitment to student development. Most of the staff used the terms but didn’t fully understand the meaning and tangible ways to contribute to development through personnel management, program design/delivery, and marketing.
- The staff has general understanding of and commitment to the importance of articulating and measuring the values and outcomes of student development. There is a need to further equip them with the knowledge and skills to do so.
- There is a wide-spread belief the image of Campus Recreation is positive across campus, except perhaps in some corners with Athletics and Wellness [not as cooperative in some of those relationships].
- There is considerable pride in scope of the department while awareness that there are atypical components.
- The staff sees support from department senior leadership in the process and commitment to work on future outcomes. Some curiosity and uncertainty was expressed about how the effort would be sustained over time.
- The term ‘The Davis Way’ was referred to on variety of occasions, however it was not clear to the PCT what it meant and how it would or could impact the development and growth of department in relevance and positioning.
- There is an understanding about the seriousness of poor economic conditions and that the Strategic Positioning Plan can provide guidance when addressing fiscal matters.
Campus Relevance

- Campus Recreation and the Director, in particular, are well respected on campus.
- The department’s identity is too prominently linked to the ARC rather than the comprehensive offerings of the Department of Campus Recreation. Some also have concern that the department identity remains linked with Athletics.
- The department is not broadly recognized as an important service provider to faculty/staff in meeting their wellness or leisure goals.
- The Student Affairs administrators view Campus Recreation as an essential player in campus life, but it is not clear to the PCT in which ways that is so. There appears to be a lack of knowledge and understanding to the contributions the unit currently provides and potentially can deliver in the future.
- Campus Recreation is one of the ‘haves’ in Student Affairs and that can strain relationships with units in less stable financial circumstances. The department has already contributed financially to others who are in need of resources. Due to financial constraints on campus, the erosion of allocation of resources may continue in the future.
- The citizenship of supporting others by the department is being recognized on campus in positive ways.

Key Partner Observations

- Campus Recreation is viewed as good citizens, cooperative, good model of culturally diverse staff/personnel
- Others view Campus Recreation as an important campus asset
- Partners see the benefits of leverage marketing expertise with the new consolidation of service centers
- Partners see opportunity for scholarships to fund low-income student participation in programs/services
- Campus Recreation through their relationship with student employees and participants can build strong alumni relationships
- Partners see opportunity for building more partnership with academics for field trips, internships, service learning, and professional preparation.
- Key stakeholders share the view that student life be preserved as “co-curricular” rather than extra-curricular although there appears to be movement toward auxiliary enterprise
- There is a desire by key partners to see that a wellness culture grows and is nurtured at UC-Davis
- There likely will be changes occurring in coach/teacher model as the institution evolves to NCAA D-I status. May be a relatively major impact on historical relationship between Athletics and Campus Recreation
Student Employees Observations

- There is a very strong family atmosphere that fosters belonging and acceptance. This strengthens relationships and ‘ties’ the student employee to the department and in turn these employees serve as strong ambassadors for Campus Recreation
- It is clear that staff invests in student success as people and employees
- Student feel empowered by staff seeking out their input and feedback
- Student recognize their employment with the department results in learning transferable life skills: self-confidence and esteem, emotional maturity leadership, organization, time management, stress management, communication, interpersonal relations, competence and personal responsibility
- There are clearly presented opportunity for students to explore campus recreation as career

Senior Administration Observations

- Students are highly engaged in campus recreation and place a high value on the program/services
- Campus Recreation is viewed very positively on campus as a whole—creative, innovative, collaborative, and smart
- The department is viewed and experienced as good citizens, positive, problem-solvers, and goal oriented
- The department is recognized as key contributors to the wellness agenda
- Senior Student Affairs administrators understands the value of building community both on campus and with the City of Davis
- The Chancellor holds Student Affairs in high regard emphasizing that metrics and data-based decisions are expectations
- Senior Student Affairs administrators endorses the strategic priorities that have been identified by the department to date
- Senior Student Affairs administrators support movement, with discretion, towards sponsorship, fundraising, and other sources of revenue
- Senior administrators noted the history of strained relations with Athletics due to resource limitations

Recommendations & Challenges

The following are recommendations and challenges to be considered as the department proceeds with the Strategic Positioning process. Some of our comments stand alone and can be addressed or implemented without other considerations while others will require multiple or complex approaches due to the connectiveness of several or more of these ideas. The PCT advises the Leadership Team to carefully manage the department’s expectation to sustain momentum though an intentional communication plan. It will be important to determine a
clear organizational plan that identifies timeline, method of setting priorities, staging, sequencing, and tracking, adapting, and reporting.

**Summary of Strategies**
The PCT finds the specific strategies to be in line and consistent with the Executive Summary of the Collegiate Recreation Trends Survey, Self-Assessment of a SWAT Analysis, and consistent with the goals of the ‘A Vision of Excellence’ document. The nine-month journey by the department to learn more about themselves and to identify a direction has been very effective. The establishment of core documents [planning values and principles and strategic planning outcomes] has mapped an intentional and methodical means to designing the department’s future.

**Recommendations**
- Consider redesigning the Preamble to articulate department relevance. This should answer the question ‘why’ the department is a central player on campus, capitalizing on contributions made through strategic partnerships, effective stewardship and impact upon the curricular and co-curricular success of students.
- Delete Strategy #10 Campus Relevance from the Summary of Strategies and include in Preamble.
- Consider changing the title from Summary of Strategies to Areas of Focus or other descriptor that broadens the context so it can provide more flexibility over a longer period of time and will allow everyone to find them in the plan.
- Consider changing Strategy #2 Changing Demographics to Enhancing Community to broaden out the goal and to focus on positive outcomes rather than restricting content to a condition of campus demographics.
- Consider prioritizing strategies so focus can be placed on areas of most importance. This will also provide direction for staff as they begin to identify ways in which they may contribute to the goals.

**Challenges**
- This process will remain dynamic and will likely require adjustments and flexibility to respond to changing conditions and needs. Lack of attention to this condition could cause the process to lose staff engagement and make implementation more difficult.
- Taking on too much too soon may cause the process to be overwhelming, staff to be pulled in too many directions, and result in ineffective implementation. Be clear and realistic about what the multi-year plan will look like and what pieces will be addressed at which point throughout the life of the plan.
- Inadequate staging and sequencing with implementation will diminish effectiveness and the ability of staff to see the relationship and interconnectedness that exists.
Department Relevance

Embedded in the process of creating a Strategic Positioning Plan is the desire to further demonstrates the value of Campus Recreation on campus. As a relatively ‘new’ organization, it is imperative for the department to demonstrate its campus contributions, to build its reputation, to gain broad recognition, and to be identified as important partners. In five short years, the department has provided a strong foundation that will enhance its ability to accomplish this undertaking.

Recommendations

- Develop an intentional and robust metric to gather and utilize data for decision-making and to help “tell your story” of impact and contributions to student life, student learning, and wellness. Examples of such data may include: participation trends/patterns; participant satisfaction data; needs assessment; demographics [how to demonstrate who’s served and how compares to university population—gender, grads, internationals, class standing, etc.]; recruitment/retention impact; student learning and development outcomes and assessment; stewardship of resources; and lifestyle change.
- Collect information to capture the kinds of groups and activities you are enabling through facility uses. The variety and scope will demonstrate how you contribute additionally to the campus in ways both similar to and distinct from the programming provided through intramurals, fitness, clubs, etc.
- Identify the ways you support recruitment/retention of international students as one of the new focus groups in the enrollment management plan.
- Market the department’s identity to a comprehensive Department of Campus Recreation and away from what is currently prominently linked to the ARC. Determine to what extent there may be a student life brand within which you may be expected to be absorbed—if so, advocate for co-branding.
- Broaden campus understanding of the department’s contributions to faculty and staff as an important wellness service provider and nurture that relationship through the delivery of strategic programs and services and collaboration with others.
- Pursue specific opportunities for broader contributions to the academic mission of the institution through teaching, internships, graduate assistants, professional service and collaboration with research.

Challenges

- The department’s identity is too prominently linked to the ARC rather than the comprehensive offerings of the Department of Campus Recreation. If not corrected, there is a danger that Campus Recreation will be viewed as simply a building in
which physical activity occurs. Although this is an important aspect of the department, it will be limiting in broadening the ‘reach’ and building partnerships in important areas such as wellness, student learning, and academic contributions.

- For some, the department identity remains linked with Athletics. As the difficult transition to NCAA-I continues there is a concern that Campus Recreation could be seen as a partner only to leverage revenue or provide of other resources such as personnel and facilities.
- As one of the ‘haves’ within Student Affairs, others may be setting expectations that the department will be a source for future ‘giving’ of both financial and human resources. Although contributing to the larger ‘purpose’ is worthy and important, the department needs to clearly articulate the consequences of reduced resources and constraints meeting priority goals and initiatives.

- **Department Positioning**
  Similar to department relevance, positioning the department strategically on campus is important for success. Identifying key allies who can ‘carry’ your message, influence outcomes and decision-making, and position department staff in well-suited roles to further contribute to broad campus initiatives are critically important priorities.

**Recommendations**
- Find ways Campus Recreation can benefit from the new reporting structure. Identify mutually beneficial ways to partner within Student Affairs leadership to advocate for Campus Recreation. Build upon shared interests in improving the health and wellness of students, faculty and staff by articulating a vision for how the department can support this institutional goal.
- Extend membership on the advisory board to key allies and campus partners who can help as watchdogs and advocates. Consider a representative from ASUCD, physical plant, alumni association, faculty, staff, student union, etc.
- Follow up on expressed interest of senior Student Affairs leadership to leverage the experience of the director for active engagement in campus-wide responsibilities, particularly in such job-related opportunities as Master Planning and Wellness.
- Communicate the percentage of student fees that are returned to students via employment as a form of financial aid, good business practice, and contribution to student success.
- Work more closely with the Alumni Association and the Development Office to establish intentional fundraising/sponsorship/development programs consistent with expectations of UC Davis.
Challenges

• Senior Student Affairs leadership bears multiple responsibilities and time demands. It is critical that these leaders receive further education about the compelling benefits of Campus Recreation.

• The institution is experiencing unprecedented change in fiscal resources, academic focus, and campus demographics. This will undoubtedly impact campus culture that the department needs to carefully monitor in order to make necessary adaptations with priorities or operations.

• Campus and Other Relationships

Building partnerships is important to department success in many ways. It provides opportunities to build positive relations, leverage existing resources, broaden the units reach, showcase its abilities and contributions, reduce redundancy, create commonalities, and demonstrate willingness and readiness to support broad initiatives and others’ efforts.

Recommendations

• Consider ways to demonstrate collaboration and support of the academic mission whether it be service learning, professional preparation, internships, research projects, etc. Learning Reconsidered and Learning Reconsidered II are good resources to consider in mapping future efforts.

• Establish an alumni relations outreach to assist with advocacy, fundraising, and obtaining testimony about the impact of campus recreation.

• Seek ways to increase the support from student leadership on campus.

• Communicate how you contribute to serving the Davis community in building on the ‘town-gown’ relationship.

• Build stronger alliances within the health & wellness cluster and across campus to help clarify roles on campus to curb redundancy.

Challenges

• As the department focuses its energy on the campus wellness initiative, a number of university units who also contribute to overall well-being to the campus community may feel challenged or threatened by Campus Recreation. It will be imperative that these relations be formed and nurtured so all resources can be leverage in contributing to the common outcomes.

• The relationship with Athletics is somewhat strained and can become more so if their financial issues cannot be resolved. There are inherent differences in the focus and goals of the two units that can be compromising to Campus Recreation. It will be important to maintain a positive relationship with Athletics and two-way communication to keep abreast of implications for resources. It is also essential to
keep senior campus leadership educated about the contributions of the department to institutional goals.

- **Student Learning and Values**
  Student learning outcomes are fundamental to articulating the benefits of campus recreation for students who are employees, program leaders, and participants. The degree to which you are successful in the assessment and evaluation of these outcomes will determine, in part, the relevance that Campus Recreation plays in the future of the campus.

**Recommendations**
- Encourage greater intentionality to help staff understand how to articulate their contributions in student development by incorporating student learning outcomes (especially ones identified as priorities for the institution) and by assessing outcomes and capturing testimonials.
- Provide more focus on student involvement in the operation of Campus Recreation.
- Provide professional development opportunities for staff to gain knowledge and understanding of student development theory, application, and assessment.
- See recommendation above on Department Positioning – metric and data-collection.

**Challenges**
- It will take time to build bridges with academic units who may not be familiar with ways to partner with a service provider like Campus Recreation. As the department develops an intentional program for student learning outcomes, align yourself with existing criteria or other metrics already in place. Find ways to ‘team’ with academic units in this effort as a means to further galvanize your contributions to institutional goals and student success.
- Consideration will need to be given to the time required for staff to give greater intentionality to incorporating academic collaboration into their priorities. Give consideration to where it’s most logical to start building these bridges.

- **Additional Recommendations & Considerations**
  Below are a variety of recommendations that are important for the department success but do not correlate with the above categories.

**Recommendations**
- Continually revisit whether all of the ‘right people are on the bus and in the right seats’. 
• Suggest that changes in the current coach/teacher model will likely change as the institution evolves with NCAA D-I status. This may have a major impact on the historical relationship between Athletics and Campus Recreation.
• Review fiscal model to identify specific ways to address cost reduction, cost containment, and revenue generation.
• As the Shared Service Centers are being developed, assist with role clarity and workflow process resulting from consolidation.

Challenges
• None

End of Report
Appendix C  Strategic Positioning Core Documents

Campus Recreation Strategic Plan Values & Principles
Established on May 19, 2011

As we move through the SP process over the next several months, it is important that we are:
• Utilizing an efficient and organized process with appropriate planning.
• Transparent, effective, and timely with our communication.
• Utilizing clear and realistic timelines/benchmarks.
• Establishing clear roles and expectations.
• Mindful of resources and restrictions (human, physical and financial).
• Flexible with the process and adjust course, if necessary.
• An active, creative think-tank with an eye on reality.
• Creating processes that are mindful and inclusive of all perspectives.
• Utilizing people’s best strengths, skills, and preferences.
• Balancing process vs. outcome: sometimes big picture/sometimes focus on details.
• Creating an environment of department-wide thinking.
• Involving our participants, stakeholders, and partners
• Mindful of customer service and our end user or result.
Campus Recreation Strategic Plan Outcomes
Established on May 19, 2011

As we establish specific outcomes for the Strategic Plan, the following assumptions will guide our thinking:

- Be realistic in our expectations, visionary in our thinking, and support excellence.
- Promote department relevance on campus and community.
- Be fiscally sustainable.
- Directly reflect the department’s philosophy and be aligned with both the vision and mission of the Division of Student Affairs and Campus.
- Be environmentally sustainable.
- Uphold university standards, policies, and ethics.
- Be an efficient and effective roadmap with easily referenced language.

Outcomes

Given the assumptions, the Strategic Plan will strive to:

- Be a flexible, amendable document that reflects the changing environment and guides more specific planning.
- Be mindful of whom we serve.
- Be student-life driven, always mindful of opportunities for student development and success.
- Reflect departmental diversity and acknowledge opportunities for organizational synergy.
- Be a bridge from the campus to the community.
- Promote work-life balance.
- Set clear criteria/roadmap for decision making.
- Mirror the guiding values and history of Campus Recreation.
- Be mindful of our mission – Recreation & Wellness.
- Promote a learning cooperative between students and departmental staff.
- Support and value staff and staff development.
- Include tools for evaluation.
UC Davis Department of Campus Recreation
Strategic Positioning
Areas of Focus

Introduction
The substance of this document stems from the UC Davis ‘A Vision of Excellence’ and Principles of Community documents, foundational documents from the Division of Student Affairs, and the Department of Campus Recreation’s vision and mission. Additionally, core documents (strategic planning values and principles and strategic planning outcomes) established during the initial stages of Campus Recreation planning were utilized.

Department Philosophy
As a department and invested member of the campus, we will highlight our contribution to the success of the university and broaden our exposure to be seen as an essential partner to those delivering the academic mission of our campus and division. While extending our visibility, our department can be seen as leaders within the field of recreation and beyond, with our staff skill sets transcending traditional recreational opportunities. In support of the academic mission of the university, we will partner within the Division of Student Affairs as well as academic and administrative units, to accommodate changing organizational needs and structures, and position ourselves accordingly to foster additional opportunities.

Goals
In order to refine our focus for future planning, we have chosen to split our areas of focus into core goals and supportive goals. Core goals fall into the category of “reasons we exist,” answering the question, “What is the purpose of Campus Recreation?” Supportive goals are tools that will allow us to achieve our core goals. Both sets of goals are critical to our success. (See Appendix I for diagram.)

As a result of a two-day retreat, the Campus Recreation staff created a document to address emerging trends, constituent needs, and an organizational review within the context of strategic planning. Ten goals were identified that include foreseeable changes and trends, the implications of these trends to users, and response strategies by our department. The four Core Goals include: Wellness, student and staff development, community and inclusivity, and partnerships. The six Supportive Goals include: financial resources, facilities, assessment, risk management, technology, and sustainability. These goals lay the foundation for the department’s strategic plan and create a framework from which to initiate the planning processes.
Core Goal #1: Wellness
Wellness will remain a core foundational value for our department in all that we do. While our organization has a diverse set of offerings, we are committed to keeping Wellness at the center of our mission. In the future, we need to define and diversify Wellness for a broad audience, and we will continue to collaborate with and support key Wellness partners in addressing all aspects of it.

In response to these trends and needs, we will ensure that Wellness, as a cornerstone and transcending value of our organization, is a foundational premise for all aspects of our staffing, programming, and operations.

Core Goal #2: Student and Staff Development
We are committed to promoting student success and developing students in a broad sense to facilitate and foster their educational success, life-long learning, and engagement. The department is also dedicated to supporting the professional success of staff by promoting certifications within areas of expertise and encouraging staff to be leaders in national organizations.

In response to these trends and needs, we will develop community, foster diversity, and promote global citizenship skills through our unique participatory environment and numerous employment and leadership opportunities.

Core Goal #3: Community and Inclusivity
The demographics of the campus and community are expected to change considerably. We will likely see changes in the age range of users, the number of international students, and increasing numbers of students from culturally diverse backgrounds and socio-economic statuses. We also anticipate an increased number of people with disabilities, sedentary lifestyles, veterans, and distance learners. This will provide us with the opportunity to expand our offerings to accommodate the increased diversity and needs of our users.

In response to these trends and needs, we will assess our constituents and their needs to develop diverse programming to serve the changing demographics.

Core Goal #4: Partnerships
Partnerships allow for a sharing of resources and increased efficiency, while being mutually beneficial. They are supportive of the vision and mission of the division and campus, and enable us to be seen as ever central to the academic mission. This will include on-campus divisional and academic partners, as well as appropriate off-campus organizations. It is anticipated that increasing numbers of students, staff, and faculty may live at a distance from campus. The potential for remote programs, facilities, and services may emerge.
In response to these trends and needs, we will pursue collaborations with both traditional and innovative partners.

**Supportive Goal #1: Financial Resources**
The department will be realizing less financial support from current funding sources, and we must learn to rely less on registration fee funds and limited state resources to support our programs and services. We will establish alternative revenue sources, including development efforts, grants, sponsorships, and broadening our current fee-for-service practices. In order to ensure excellence in our facilities, programs, and services, we will be more entrepreneurial in our approach and savvy in our business practices, and develop approaches that foster access for our participants.

In response to these trends and needs, we will adopt models that will promote more self-sufficient growth, and when doing so we will be mindful of the department’s resources, including financial, human, and physical assets.

**Supportive Goal #2: Facilities**
Facilities have been identified as a strategy that will be affected by emerging trends requiring us to be mindful of our existing facilities, the need for future renovations, and construction of new facilities. Some of these emerging trends may include new or continued relationships with on and off-campus partners through the use of our facilities.

In response to these trends and needs, and in support of the academic mission and campus community, we will continue our participation and department involvement in special events, activities, and collaborations beyond traditional facility use.

**Supportive Goal #3: Learning Outcomes and Assessment**
In alignment with the UC Davis ‘A Vision of Excellence,’ we will be strategic in all planning efforts by utilizing assessment and evaluation, defined learning outcomes, metrics, and data-driven decision-making.

In response to these trends and needs, we will regularly compare ourselves to peer institutions, best practices, and industry standards to guide our departmental development. Additionally, we will continue to quantify and demonstrate our value to the division and the campus.

**Supportive Goal #4: Risk Management**
We will continue to enhance our oversight of risk management and be transparent in our practices, particularly as we expand our reach and we experience emerging technologies. Emphasis should be placed on education and awareness surrounding risk management practices. The changing demographics, needs of our constituents, and how we deliver our programs and services will affect our risk management practices. Particular attention should be paid to best practices and industry standards.
In response to these trends and needs, we will continue to educate ourselves and our participants to understand and manage the inherent risk in our programs, facilities, and services.

Supportive Goal #5: Technology
Technology is a transcending driver that is integral to all the other identified trends that follow, as well as the operational approach of the department. It is also a mechanism by which we may promote and support partnerships and institutional relevance. It is crucial for communication, registration, promotion, marketing, etc., and important that it is diverse, student-centered, and up-to-date. It is an avenue to take programs and services to constituents remotely. Overall, technology is fundamental to successful business operations, and can be a vehicle for efficiencies.

In response to these trends and needs, we will invest, evaluate, and integrate technology to adapt to our diverse programming and service needs.

Supportive Goal #6: Sustainability
Our department needs to be a strong partner in supporting the sustainable initiatives and efforts of the campus. Our commitment will be demonstrated in the operation and renovation of existing facilities, in the construction of new facilities, and in practices within operations among programs, facilities, and services.

In response to these trends and needs, we will practice sustainability in all of environmental, financial, and human services, and work diligently to bring education and awareness to the forefront of our efforts.
Appendix D  Core and Supportive Goals Diagram

Areas of Focus

Core Goals
“What is the reason we exist”
1. Wellness
2. Student & Staff Development
3. Enhancing Community & Inclusivity
4. Partnerships

Supportive Goals
“What are the tools that will allow us to get there?”
1. Financial Resources
2. Facilities
3. Assessment
4. Risk Management
5. Technology
6. Sustainability
Appendix E  Seven Dimensions of Wellness

SEVEN DIMENSIONS OF WELLNESS

Wellness is a lifelong process that produces a positive state of well being; a dynamic process of change and growth. Wellness is largely determined by the decisions one makes about how to live one’s life. The dimensions of Wellness interact continuously, influencing and being influenced by one another. Individually and collectively, the Wellness dimensions are associated with an enhanced quality and quantity of life.

Physical Wellness: includes a healthy approach to exercise, nutrition, drugs, and & alcohol. Optimal physical health requires eating well, exercising, avoiding harmful habits, making responsible decisions about sex, learning about and recognizing the symptoms of disease, getting regular medical and dental checkups, and taking steps to prevent injuries.

Emotional Wellness: includes trust, self-esteem, self-acceptance, self-confidence, self-control, and the ability to bounce back from setbacks and failures. Maintaining emotional Wellness requires monitoring and exploring one’s thoughts or feelings; identifying obstacles to emotional well-being and finding solutions to emotional problems, and if necessary, with the help of a therapist.

Spiritual Wellness: is a set of guiding beliefs, principles or values that give meaning and purpose to one’s life, especially during difficult times; involves the capacity for love, compassion, forgiveness, altruism, and fulfillment. Spiritual Wellness does not adhere to any particular religion, however, organized religions help many people develop spiritual health, while many other people find meaning and purpose in their lives on their own.

Intellectual Wellness: includes the use of and continual striving for information and intellectual growth. An active mind is essential to Wellness; it opens to new ideas, has the capacity to question, think critically, and is motivated to master new skills; and includes a sense of humor.

Social Wellness: includes the ability to maintain intimacy. Developing social Wellness means learning good communication skills, developing the capacity for intimacy, contributing to one’s community, accepting others different from oneself, and cultivating a support network of caring friends and/or family members.

Environmental (planetary) Wellness: includes the ability to promote measures that improve the standard of living and quality of health in the environment. The health of the planet depends upon safety of food and water supply, infectious diseases, violence in a society, ultraviolet radiation, air and water pollution, and second hand tobacco smoke.

Occupational Wellness: includes the ability to balance work and leisure time. Striving for occupational Wellness adds focus to one’s life & allows one to find personal satisfaction in life through work.
Resources:
Appendix F  UC Davis Educational Objectives

Introduction

The Educational Objectives for Students were adopted by the Academic Senate in April 2002. The UC Davis Educational Objectives:

- Articulate what we aspire for student learning.
- Help to establish campus priorities and guide decision making related to student development.
- Guide academic programs in the review of how their classes and course requirements interact with the goals to demonstrate educational effectiveness.

Educational Objectives for Students

1. Develop effective communication skills.
   • Written, oral, interpersonal, group.

2. Develop higher cognitive skills.
   • Critical thinking, creativity, analytical ability.

3. Cultivate the virtues.
   • Ethics, responsibility, honor, tolerance, respect for others, empathy.

4. Develop focus and depth in one or more disciplines.

5. Develop leadership skills.
   • Ability to stimulate and direct collaborative learning and collaborative action.

6. Develop a global perspective.
   • Broad intellectual and cultural experience through active engagement, an understanding of the interactions among the individual, society, and the natural world.

   • Independent thinking and learning, learning to find information, asking the right questions.
Appendix G   Glossary of Terms

CAS – Council for the Advancement of Standards in Higher Education
NASPA – National Association of Student Affairs Professionals – Student Affairs Administrators for Higher Education
NIRSA – National Intramural Recreational Sports Association
Staff – career (professional) and student employees
Student Leaders – California Aggie Marching Band and Sport Club officers.
Targeted Populations – specific populations identified through assessment for marketing and programming opportunities. Examples could be residence hall populations, 55 and older populations or transfer students.
Volunteers – a non-paid position in the department with many (if not the same) responsibilities as staff