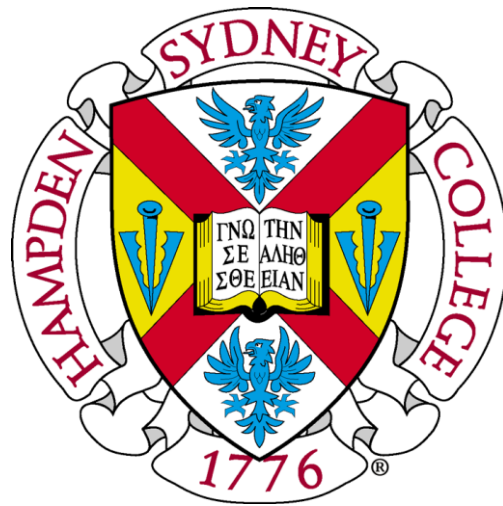


Hampden-Sydney College

# Student Life Master Plan



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# **Student Life Master Plan 2017**

## **Introduction**

The goals of the Student Life Master Plan are as follows:

- to create a distinctive, unified student experience for young men, bringing together our students' in-class and out-of-class lives
- to describe the ways in which all aspects of student life at Hampden-Sydney can be improved, focusing both on current activities and programs and on new initiatives, including those for residence life, student government, fraternities and student clubs, the Honor Court, and the Society of '91
- to significantly improve our freshman-to-sophomore year retention rate and our four-year graduation rate
- to empower our students by offering them more opportunities to shape their experience here, giving them more responsibility, and holding them accountable for their actions
- to offer specific recommendations on programs, activities, and facilities, including standards for what residence hall renovations are needed, when these renovations should be done, and how we should balance on-campus and off-campus housing

In short, the goal of the Student Life Master Plan is to create the most distinctive student life program for young men of any college or university in the United States. This is a lofty goal, but it is within our reach.

## **Guiding Principles**

We believe that the college's mission statement provides the best guiding principles for the Student Life Master Plan. We want to contribute to the formation of good men and good citizens, and we want to create the best atmosphere for sound learning. We believe that the key to forming good men is to focus on the power and relevance of our Honor Code and our Code of Student Conduct. We believe that the key to forming good citizens is to teach students that they must take responsibility for their own lives and that they must learn what it means to be an active participant in their community. And we believe that the key to supporting an atmosphere for sound learning is to teach students to have respect for themselves and to treat one another with respect.

### ***Forming Good Men***

The process of forming good men involves a complex set of factors, many of which begin before students arrive at Hampden-Sydney. Once they are students here, their study of the liberal arts is a major contributing factor, but the habits of behavior they develop while here are very important as well. We believe that a thoughtful and continuing focus on our Honor Code, combined with a serious implementation of our Code of Student Conduct, can help our students

develop into good men. Even under the best conditions, not all men can become good men, but we can give students guidance in living an honorable life and we can help them develop good habits of behavior.

### *Honor*

We have one of the most serious and most profound codes of honor in the country. This is something of which we are justly proud. The question is this: do we do a good job of forming honorable men? Part of what needs to be done is assessment. We should be able to document how well our Honor Code works, and this would help us determine what needs to be done to strengthen it. What do our students and faculty think of the Honor Code? How many Honor Code cases (and what type of cases) are there every year? We have to have continuing data about these things. Moving forward, how can we make the Honor Code a living part of every student's life? We have our treasured Honor Ceremony, but research shows that honor codes are most effective when they are reviewed frequently and dynamically. Currently, we schedule several events, including the mock Honor Court event during orientation and several follow-up discussions in the residence halls. The new faculty liaison between the Honor Court and the faculty has potential to keep faculty support for the Honor Code strong. But we need to strengthen the long-term focus on the Honor Code to include regular discussions and events for faculty and upper-class students as well.

#### Action Items:

1. Develop a long-term plan to strengthen support for the Honor Code among students and faculty.
2. Prepare an assessment plan to measure engagement of students and faculty with Honor Code.

### *Conduct*

Students at Hampden-Sydney College should act as gentlemen at all times and in all places. We know this is an idea that we will never fully realize, but we should always strive to do as well as we can to implement this idea. The Code of Conduct is not as fully integrated into the life of our students as is the Honor Code. Students need to be connected to the Code of Conduct and believe that it is important to their lives. At this point, most do not see it that way. Students need to understand the rationale behind the Code of Conduct and not see it merely as a set of rules that only matter if someone is caught violating them. Why do we have these rules? But the key to good conduct is developing good habits of behavior. Students need to "practice" good conduct. One way we can help them has already been addressed this fall in the residence life program. Resident Advisors have been taught for the first time to confront all improper behavior when they encounter it. This means that students will not act improperly over and over again. The first time they act improperly, they will be set right by their Resident Advisor. And the next time. If this is done consistently over time, there will come a time when the student acts properly without assistance. But more needs to be done. The Honor Code teaches that students will not lie, cheat, steal, or tolerate others who do. We need to teach students not to tolerate violations of the Code of Conduct in the way that they know not to tolerate violations of the Honor Code. At

the very least, we need regular, long-term discussions and events for faculty and upper-class students on the Code of Conduct.

Action Items:

1. Develop long-term plan to strengthen support for the Code of Conduct among faculty and students.
2. Prepare an assessment plan to measure this support.
3. Reorganize the Key so that everyone can find topics and issues easily.

### ***Forming Good Citizens***

We believe that there are two key dimensions to forming good citizens: 1) developing in students a deep sense of responsibility for their own actions, and 2) helping students to become active participants in the life of the college. The first step in the process of helping students develop a deep sense of responsibility for their own actions is to empower them in their residence halls. We are currently doing this by involving students and R.A.'s in developing a residence hall system based on the concept of citizenship. This new system will bring residence hall governance to students for the first time, and it will involve residents in conflict resolution, problem solving, and resource allocation. The Office of Student Affairs (OSA) supports the college's mission statement by dedication to providing experiences to all students without regard to race, national origin, sex, age, sexual orientation, or religion. Experiences include educational, social, and service programs that give students an understanding of themselves and others in the world. The Office of Student Affairs is committed to the idea that education is the making of a man in all facets of development. The Office of Student Affairs creates an environment that challenges our students to take responsibility for their own education and personal development, preparing them for a satisfying and productive life characterized by self-discipline, sound values, a spirit of service, a commitment to something larger than themselves, and a life-long zeal to live life to its fullest.

Hampden-Sydney College requires all students to live in residence halls. The department of Residence Life developed a residence hall philosophy that addresses the difference between residence halls and dorms. When higher education started in America, students stayed in large buildings containing only a few rooms. Often, the entire student body slept in the same room and these "dormitories" were constructed to suit that particular purpose. In a similar manner, the term "housing" became associated with the management of these facilities.

The terms "residence life" and "residence halls" describe the philosophical approach taken in the management of facilities that are currently available to college students. These facilities are divided into small components and include common areas that are intended for a variety of uses. In other words, residence halls are places to live, not just sleep! Residence life is the administrative plan used to ensure that these facilities are places to live.

Residence life strives to support the academic thrust and movement towards excellence of Hampden-Sydney College. The residence life program tries to maintain and improve the

residence hall environment and facilitate the informal learning process which occurs through interaction with peers from a variety of cultural, ethnic and social backgrounds by encouraging academic excellence, being responsive to maturity, valuing development and recreation, integrating students into whole persons and encouraging low-risk lifestyle choices.

We believe that the differences in residence halls and dormitories are important. The identification of these facilities as residence halls rather than dorms reflects both understanding of, and support of, Hampden-Sydney College's efforts to provide living quarters, which share in the College's goals and objectives in pro-active ways rather than serving merely as places to sleep.

Action Items:

1. Develop a dynamic new plan for residence life.
2. Prepare an assessment plan to measure its success.

### ***An Atmosphere of Sound Learning***

A student's life is an organic whole, including his academic work and his life outside the classroom. The environment on campus needs to be a learning environment. This has significant implications for a number of aspects of college life that are not usually understood as part of the learning that takes place on campus. We have planned and have begun implementation of a completely new residence life program and a new approach to life on fraternity circle.

#### Residence Life

Our new residence life program is defined by three major changes: 1) implementation of a new, theme-based living environment; 2) a heightened and intensified presence of staff; and 3) consistent enforcement of policies and rules. See the appendix for details.

The first change that was made in residence life was to create a structure and a culture to promote citizenship. The theme of citizenship is the defining characteristic of our new residence life program. As it is with the Academic Master Plan, learning by doing is the approach. Students are not lectured on how to be good citizens; they learn how to be good citizens by taking increased responsibility for their living environment and coming together as citizens to make their lives better. For the first time, each residence hall has what we are calling Hall Councils. These councils can propose actions endorsed by the residents which are sent to the office of the Dean of Students and then, if necessary, to the Senior Staff Cabinet for a vote and implementation. This means that students can actually have an impact on their own lives. Before this change was made, students felt that their opinions didn't matter and that they had no power to accomplish anything. This has all changed. In addition, we have already begun to implement a heightened and intensified presence of staff. We have established offices around campus for R.A.'s to hold "office hours." We have put into practice regular schedules for R.A.'s to conduct

rounds of buildings, and we have a clear weekend schedule for what staff members are responsible. Perhaps most importantly, we have trained our R.A.'s for the first time to enforce policies and rules consistently. This has already had a tremendous effect on campus. Students know what kind of behavior is appropriate, and they know they will be held accountable—not just by one R.A. here or there, but by every R.A.

Over the long term, the college (subject to the availability of resources) should also consider enhancing its residence life program by renovations of existing residence halls and the building of new residence halls. Some details on this topic are in the appendix.

The next great challenge will be to take the improvements in residence life that have already been implemented and move those successes to fraternity circle. Currently, there are no residence life staff living in fraternity circle. House managers do live in fraternity circle, but they do not have the same responsibilities of R.A.'s. Our plan is to move residence hall directors into the circle, and supplement their presence with R.A.'s. The goal is to provide an adult presence and mentors for the students in fraternity circle. This cannot be done in one year, although we have an ambitious plan to make improvements beginning in the fall of 2017. See the appendix for details.

#### Programs to Enhance our Residence Hall Experience

What can we do outside of our residence halls to enhance our students' experience at Hampden-Sydney College. Currently, we are planning a number of new programs in outdoor education.

#### **Outdoor Education: Beyond the Hill- Implementation Summer 2017**

A Series of summer adventures using staff, faculty, alumni, and current students as trip leaders. Possible trips include fly-fishing, introduction to martial arts, backpacking the Appalachian Trail, horse packing, paddling the Colorado River, biking the Blue Ridge Parkway, paddling Virginia's rivers, urban immersion, Scuba in the Keys, climbing in WVA, etc. Trips will be scheduled throughout the summer based upon trip leader availability.

#### **Pre-professional Wilderness Educator certificate program (PWE)- Implementation Fall 2018**

Offer a variety of training for certified competencies that students may take during their four years at H-SC that reflect their particular interest. Certificates awarded on basis of completed courses. Core requirements will be embedded in the requirements for certification by the Wilderness Education Association at the Outdoor Leader level. Certifications, as much as is possible, will be those which are recognized by the National Registry. Courses to include: Wilderness First Aid, Wilderness First Responder, Wilderness EMT, Basic and Advanced Watercraft, Basic and Advanced Navigation, Wilderness Survival, Basic and Advanced Search

and Rescue, Basis and Advanced High Angle Rescue, Basic and advanced Swift Water Rescue, SCUBA, Environmental Stewardship, Leave No Trace, Leadership and Group Dynamics, Federal, State, and local agencies and their spheres of responsibility, etc. Strong emphasis will be placed upon intellectual and skill-based rigor of study to include courses such as Environmental Biology, Introduction to Psychology, and a capstone practicum.

### **Outdoor adventure offerings and trip leader training curriculum- Implementation Spring 2018**

This SLMP expands the offerings from Beyond the Hill with an emphasis on service, leadership, adventure, and responsible stewardship of natural resources. Student trip leaders will have the opportunity to continuously enhance their credentials by participating in pre-professional Wilderness Educator classes. Trip leaders will be expected to lead trips during the year. Trip leaders have the chance to “earn back” their cost for certification courses they have taken through the PWE program. We will continue to offer the traditional BTH Service and Adventure trips.

### **High Adventure Program- Implementation Spring 2018**

The High Adventure program will take you to new heights - literally. Take in the beauty of Virginia from the back of a horse, from atop a mountain peak, or from the door of a plane before you take the plunge and skydive. The High Adventure program can give you a taste of the real adventure in our state, and plans excursions throughout the academic year.

### **High Adventure Vision**

Our vision is to provide Hampden-Sydney College (H-SC) students and the greater community with quality outdoor experiences that ultimately promote personal enrichment and community enhancement. Through well-organized outdoor adventures, participants will have the opportunity to develop life-long recreational and leadership skills, enhance their abilities to work with others, and gain an appreciation for the natural environments in which we live. Participants of all skill levels are welcome and encouraged to take part.

### **Who Can Participate?**

The High Adventure program at Hampden-Sydney College makes it possible for everyone on campus to get out and enjoy the outdoors. Participants take part in adventures that are both enjoyable and challenging. During the summer and fall months students can experience the thrills of hiking, backpacking, rock climbing, mountain biking, fly fishing, whitewater



kayaking and rafting, and horseback riding. In the winter and spring our adventures include skiing, snowboarding, snowshoeing, winter camping, cross country ski trips, ice-skating, and sledding. Our activities are open to all students on campus and built to be enjoyable, educational, and challenging for beginners as well as experienced outdoor lovers! Students are also encouraged to serve as leaders and guides within the program!

## **Why High Adventure?**

A High Adventure Program at H-SC would create that “Wow Factor” that all students look for in choosing a college and create memories that will keep them engaged for years to come. Those who have already experienced the wonders of outdoor adventures can attest to the amazing benefits of spending time outside. Integrate wilderness and outdoor activities into your life and you will be raving about the benefits! Such experiences not only promote a healthy lifestyle rich in adventure and fun, but also encourage a sense of connectedness to place and enhance relationships with those around us.

## **Ropes Course- Implementation Spring 2018**

### **Description**

A Challenge Ropes Course is designed to elicit a sense of adventure, suspense and fun through a variety of experiential activities in the adventure education model. Participants are encouraged to go beyond their perceived boundaries within a supportive group environment as they encounter a merging of intellectual, social, physical, and emotional types of learning.

### **The Ropes Course program has three goals:**

#### **To help first year students make friends.**

It will give students the chance to meet other peers in addition those in their orientation group as well as faculty members and upper-class students.

#### **To strengthen students leadership and team work skills.**

It challenges students both individually and as a team. The challenge activities help students develop in the areas of leadership, problem solving, communication, self-esteem, trust, decision-making and teamwork.

#### **To help students establish a firm basis for college success.**

One of the keys to succeeding in college is the ability to adjust to change. A Ropes Course is designed to help students adjust by providing them with the opportunity to meet their peers as

well as faculty and returning students. Participating also gives students a better feel for what college life is like and an opportunity to ask faculty and upper-class students any questions they may have.

### **Team-Building Activities**

- Ice breakers
- De-inhibitizers
- Communication-building activities
- Trust-building activities
- Personal safety and spotting
- Group problem-solving initiatives
- Non-traditional games
- Climbing equipment and knots
- Low-challenge course elements
- High-challenge course elements

### **The Civic Engagement and Service Initiative- Implementation Fall 2017**

The process of becoming a good man and good citizen at Hampden-Sydney begins in the classroom. The liberal arts curriculum provides opportunities for students to explore social, economic, political, and moral issues and to begin to consider how they can be involved in productive ways of addressing them. The culture of the College, particularly the centrality of the Honor Code and Code of Conduct, also plays an important role in forming men of good character. The missing piece in this puzzle is the connection between the world of the campus and the world beyond the gates. Structured, considered engagement with that outside world provides young men with challenges and opportunities that help them grow into responsible men and informed, active citizens.

Civic Engagement programs are now a priority at colleges and universities across the country.<sup>i</sup> For large research universities, these programs are a means of re-focusing a portion of research and teaching to solving local community needs. For smaller liberal arts colleges, the programs recognize pathways to developing good citizenship and innovative experience-based learning. Given the importance of citizenship formation in the mission of Hampden-Sydney, continuing to expand the distinctive program for Civic Engagement and Service will be part of the College's plan to become a model for the education of young men.

Good citizens: In Hampden-Sydney's Education Goals, the notion of a good citizen ties the value of civic responsibility. Instilling a genuine, personal commitment to civic responsibility in each student is the challenge. Civic Engagement and Service programs provide

an important channel for experiences that instill this value. They are a way for students to develop habits, knowledge, and commitments that make active citizenship in their communities a regular way of life. Habits of volunteer service can become a valued part of a busy life when you can see the difference you make in a child's life. Similarly, insight into social problems can take on different dimensions when seeing situations first-hand. Commitments can grow from these encounters, particularly when there are opportunities to reflect on them.

Many students come to college with previous volunteer experience. This common experience provides a reservoir the College can tap in its mission to form good citizens. The role and responsibility of the College is to deepen and regularize these experiences, and to encourage reflection about them, so that they are integrated into a young man's developing sense of himself and his role in the world. Some students will have a spark fueled that leads them to a career in community service, public service, or the non-profit world.

Modeling core values: In addition to supporting the development of civic responsibility in its students, a Civic Engagement program is also an opportunity for the College itself to model civic responsibility. Civic Engagement programs are thus key components of good citizenship. Developing strong partnerships in the Farmville/Prince Edward community is a way for the College both to model good citizenship and to provide opportunities for students to become involved in ways that develop their own commitments to service and active citizenship.

Co-curricular links to other College programs: A well-developed Civic Engagement program also provides a mechanism for coordinating the links to service developed in other College departments and offices. Be it service learning, vocational reflection, career-development internships, or leadership training, all of these programs provide students with opportunities to participate in service work, to reflect and learn from their experience, and to come away from this process with strengthened capacities. As the desire for these opportunities increases among faculty and staff, there needs to be a structure that can: (a) provide faculty and staff with the requested connections to the local community; and (b) provide the Farmville/Prince Edward community with consistency and reliability in their relations with students, faculty, and staff.

## **Hampden-Sydney Civic Engagement and Service Program- Implementation Spring 2018**

**Volunteer Service** – using personal time to support the community

**Engaged Learning** - faculty and students engaged in the community

**Community Partnerships** - connecting the College and the community

Over the past seven years, the Civic Engagement program has been able to tap considerable enthusiasm on campus for positive engagement in the community. Service clubs,

fraternities, honor societies, and individuals have responded well to an increasing range of service opportunities that have arisen from this greater community connection. A number of faculty and staff have long been involved in serving the community, while others have expressed interest in participating in some of the newer service projects. Given this experience and interest, the College can further develop a significant program that aims to have an impact both on the lives of Hampden-Sydney students and on the Farmville/Prince Edward community.

There are three areas proposed for this program: volunteer service, engaged learning, and community partnerships.

- The first area highlights the main channels for contributing to civic and community needs: giving one's time and/or giving one's money. Students using their time to support and benefit the community through volunteering and benefiting the community through donating and channeling funds to community service, students learn to become men fully engaged in their communities.
- The second and third program areas focus on creating a strong model of civic engagement – both in supporting engaged learning that connects the classroom with the direct experience; and in creating partnerships that bring the resources of the college community to bear on the issues in Prince Edward and Farmville.

Volunteer service and community partnerships have been a focus over the past few years and are ready for increased activity. The engaged learning area is a new one with considerable potential, but it will take some time to develop.

#### Volunteer Service:

*Goal:* Encourage students to give their time and talents to the needs of the community, so that life-long habits of volunteering are developed.

*Objectives:* Broaden the base of service volunteers; increase the number of clubs and fraternities with signature philanthropies; develop a structured reflection process for service work.

This area is the core of the Civic Engagement program. Its focus is helping students discover, continue and even expand their commitments to service. This involves support to a growing number of service clubs to deepen their connections to the local community. It also involves working with fraternities and student organizations to develop service components to their activities. Apart from working with these groups, this area also supports special campus-wide days of service such as the Freshmen Service Projects during Orientation, the MLK Jr. Day of Service, The Big Event and philanthropy challenges such as the Hampden-Sydney College \$10,000 United Way pledge. In addition to increasing the numbers of students involved in

volunteer service, this program area also needs to develop a regular reflection process for students. There is considerable potential for service to become an accepted part of how student groups understand themselves at Hampden-Sydney.

#### Engaged Learning:

*Goal:* Provide students the opportunity to integrate classroom-based learning with experiential learning, in ways that support the growth of civic responsibility.

*Objectives:* Support faculty wishing to integrate community engagement into their teaching and research through assistance with community placements, links to service-learning resources, and funding for experiential program costs.

Involvement with real-life problems in local communities gives students the opportunity to integrate classroom-based learning with experiential learning. Through class lectures and reading assignments, community service placements and guided reflection, students can engage fully and creatively with their subject. In addition, students learn about civic responsibility, and communities supported in addressing local needs.

One current example is the inter-disciplinary course Philanthropy in Theory and Practice. Taught by Dr. Saranna Thornton, the course explores ideas and practices of philanthropy through course readings and lectures. In addition, all students placed in internships in local non-profits. Through a grant from the Learning by Giving Foundation, students in the class receive \$10,000 to grant to local non-profits at the end of the course. They work with their community partners to develop grant proposals and then serve as a foundation board in deciding how to award the course funds.

#### Community Partnerships:

*Goal:* Enable the College to model civic responsibility and to make a focused, significant contribution to the local Farmville/Prince Edward community.

*Objectives:* Continue developing partnerships with Prince Edward Public Schools and local non-profits in ways that engage students, faculty, and staff.

One of the most significant issues in Prince Edward County, as in many rural counties, is improving the quality of K-12 education and assisting local non-profits. At the start of the Civic Engagement program, we identified Prince Edward County Public Schools as a focal point for Hampden-Sydney efforts to serve the community. Thus, a partnership between Hampden-Sydney and the public school system developed. This partnership involves students, faculty, and

staff working with the local public schools. Some projects enable H-SC students to serve as role models and mentors, while other projects target academic enrichment.

- Elementary School: The Hampden-Sydney Mentor Program is a service club that pairs H-SC students with elementary students in a “Big Brother” program.
- High School: In 2017, we have developed a relationship with the Horticulture staff and are assisting in building an outdoor classroom that includes a nature trail, low ropes course and butterfly garden.

In addition to assisting with public education, the College also has long-standing connections to a number of local institutions. These partnerships include: Habitat for Humanity, FACES food pantry, Prince Edward Farmville Youth Association (PEFYA), Friends of the Appomattox River, Longwood Center for the Visual Arts (LCVA), Southside SPCA, Twin Lakes State Park, The Woodlands, Clean Virginia Waterways, GLC Horse Haven Farm, Piedmont Senior Resources, Pregnancy Support Center, STEPS, Heartland Horse Heroes, Madeline’s House, Moton Museum, Fuqua School, and the Southside Virginia Family YMCA. The program continues to support and deepen these important relationships, as well as establish connections with other local organizations serving the community.

Hampden-Sydney’s mission to “form good men and good citizens” provides a compelling reason to continue our distinctive Civic Engagement and Service program. This program provides needed opportunities for young men to develop their abilities and commitment to public service. It also supports a more active civic role for the College in the Farmville/Prince Edward community. In so living out its mission, Hampden-Sydney can strengthen its identity as a model institution for the education and development of young men into responsible, informed, and active citizens.

### **Bicycling- Implementation Fall 2017**

The proposed ‘Hampden-Sydney Bicycle Project’ will benefit the entire campus community. The College’s core land area is 400 acres; the full campus including landholdings is 1,340 acres. Core holdings comprise the primary area for campus functions, including the day-to-day activities of classes, business, dining, and co-curricular activities. In addition to students, most faculty live on campus with their families. Bicycling is a significant means of travel for both students and families – it is not unusual to see students moving back and forth between classes and residences by bicycle and it is just as typical to see staff, faculty, and their children bicycling around campus. With just under 1100 students, 114 faculty and about 240 staff, bicycle transportation offers the advantage of ease of use with abundant paths, paved roads and sidewalks for travel and no concerns about limited campus parking for vehicles.

Despite its physical beauty and an advantageous layout of the campus, which supports increased bicycle usage as a primary mode of transportation, what the College lacks are some equipment attributes that encourage additional bicycle usage. Rental bikes for students, staff and faculty who cannot afford a bicycle or who do not routinely bring one to campus will facilitate ease of use. Cycling education will support safety in use, and will be applicable to all ages. Bicycle maintenance stations will help to ensure that cycling can be adopted a primary means of transportation for the long term.

Together, rental bicycles, cycling education, and maintenance as components of a ‘Hampden-Sydney Bicycle Project’ will provide our campus community with safe, secure and efficient cycling environment while setting a regional example of the safety and ease in choosing alternative transportation. The Project will also promote the positive health and environmental impacts of those choices, and by doing so, will encourage more students, faculty, staff and families to enjoy cycling for both transportation and recreation.

Funds for the ‘Hampden-Sydney Bicycle-Friendly Project’ will be used to:

1. Purchase 20 bicycles for no-cost-rental to the campus community.
2. Purchase one bicycle parking rack for the new student center, and bicycle locks for general distribution. This is especially important as the College completes a first-ever student center, for which no external furnishings have been purchased. We hope that bicycle racks will be part of the center and provide a strong visual statement to both encourage and remind students to use alternate transportation.
3. Install two DIY bicycle maintenance stations in key locations throughout campus.

The proposed project is a completely new initiative for our campus. We hope that, in the long term, a student activities club will manage bicycle maintenance and rentals, as well as create an on-going campus community cycling programming. For the first academic year the ‘Hampden-Sydney Bicycle-Friendly Project’ is in place, we anticipate

- An average of 20 rentals per day by approximately 70 clear days for a total of 140 check outs for each of the semesters (fall and spring).
- Installation of two DIY repair stations in strategic campus locations. Maintenance will be at no cost, but we will monitor the number and type of maintenance so that the College may project both program participation and the types of maintenance most useful. These numbers will help us consider complimentary services in future planning.
- Install one high-capacity bicycle rack at the new student center. This will be measured both in its completed installation and by monitoring the average daily usage of the rack. We will be interested to see if the rack remains full and overflow bicycles are parked in the area; a regular occurrence of overflow will support planning for additional bike-friendly features at the student center and on campus.
- The Student Affairs Office will sponsor a minimum of two bicycle safety courses each academic year. The courses will be free and open to the full campus community. The activity will be monitored by attendance, visual accounting of safe practices around campus, and demand for additional education opportunities related to bicycling.
- Purchase of 20 bicycle locks.

## **Wellness Initiative- Implementation Fall 2017**

### Goal I. Promoting institutional wellness at H-SC

- Working with the H-SC wellness committee and consultants from American College Health Association (ACHA) as well as the National Association of Student Personnel Administrators (NASPA), establish an institutional definition and model for wellness (e.g., [The Six Dimensions of Wellness](#)).
- Join and participate in ACHA's [Healthy Campus 2020](#) program.
- Establish "The Iron Tiger" competition that promotes wellness on campus. Program goals include:
  - raising awareness and encouraging responsibility for personal health (screenings, information sessions, speakers)
  - introducing members of the campus community to various forms of physical fitness (fitness center tour, pool activities, etc.)
  - familiarizing members of the campus community with wellness resources (on campus, in the community, online)
  - encouraging community-building through activities centered on wellness concepts (during programs, mini competitions, games)

### Goal II. Balance Direct Services with Health Promotion and Prevention

The Wellness Center formed in 2010 by combining Student Health Services, Counseling Services, and Substance Education. The intention was to bring these three departments together in the pursuit of enhancing the overall wellness or well-being of students on campus. To date, while the umbrella notion of wellness exists, the three departments remain predominately focused on providing direct services in each of the respective areas to maintain the health and safety of the campus community. The development of a comprehensive, planned, and well-coordinated wellness program for the campus would reach a higher portion of the campus population. This program is a proactive approach to reach students before crises arise and those who would not necessarily ever use direct services. This concept of process complementing service requires a shift in thinking about how to effectively and efficiently coordinate programs that are high impact and low cost (time, efforts, personnel, and budget).

- Implementing health promotion and prevention programming during the Iron Tiger.
- Identifying and engaging community wellness partners (Red Cross, Centra, etc.) to sponsor and/or present wellness programming.



- Facilitate conversations with appropriate stakeholders to identify programmatic needs associated with health promotion and wellness coaching for our rising number of students with chronic illnesses. Should the kinds and volume of needs warrant it, these conversations might lead to advocacy for the addition of a full-time wellness coach to the Wellness Center's staff.

### Goal III. Promoting health and safety through alcohol, tobacco, and other drug (ATOD) programming

Work collaboratively with campus partners to provide educational interventions appropriately matched to their target population's level of risk following the Institute of Medicine (IOM) model of prevention planning and implementation.

To meet the critical need of individuals and organizations working collectively at altering perceptions, mindsets, and behaviors recommendations include:

- Build capacity of Hampden-Sydney College Collegiate Recovery Community
  - Acquire SPACE on campus for students to gather and meet
  - Secure STAFF to conduct related trainings and workshops, execute administrative and support functions of project activities including large and small-scale event coordination, and sustain outreach with students, alumni, faculty-staff, and community members
  - This project targets universal, selective and indicated populations. Project aim is to increase awareness of the addictive process, promote healthy social alternatives, enhance collective responsibility, and create a supportive environment for students seeking independence from addictive behavior.
  - Targets mind set, behavior, perception
- Form ATOD Prevention Team ([360 Proof](#))
  - The mission of this team is to utilize an environmental approach for the college's alcohol and drug education/prevention programming recognizing the interdependence that we share as a community in creating a culture of wellness. Team intent is to coordinate and assist with implementation of Task Force proposals meant to reduce the incidence and severity of substance abuse and related harm among students and to maximize student success.
  - Member representation to include: Residence Life, Greek Life, 1<sup>st</sup> Year Transition, Admissions, Student Health, Counseling Services, Academic Skills, Athletics, Judicial Affairs, Campus Police, Students
- President's Task Force for Substance Education
  - The task force's charge includes all stakeholders in the Hampden-Sydney College community including students, parents, faculty, staff, alumni and friends, as each have a role in ensuring effective substance education. To that end, the President's Task Force for Substance Education exists as an ongoing group committed to addressing substance abuse issues on campus.

- Member representation to include Alumni, Parents, Faculty, Student Affairs, Provost, President, Vice Presidents, Campus Police, Wellness Center, Student Body President

### **Dining Services/The College Food Committee- Implementation Spring 2017**

- College Food Committee (CFC) meets on a monthly basis to continue its goal of improving the student dining experience on campus, as well as to address any underlying issues that students may have with the dining experience. The CFC body consists of 20 official voting representatives, to include Student Government, the President of the Student Body, Thompson Hospitality, members from the Office of Student Affairs and appointees.
- To give students increased transparency, monthly emails will be sent out regarding the attendance of voting members, agenda progress, responses to student concerns, information about improvements, and/or potential changes to the dining experience. Furthermore, the Student Senate will review all business by the CFC.
- The CFC shall be open to all members of the Hampden-Sydney student body. New members shall be recruited through the Student Body President, officers of the CFC and the Office of Student Affairs. The Secretary of the CFC shall prepare and maintain an annual list of members. Those members that regularly attend the CFC meetings will be considered active members of the CFC. Students that express interest but do not participate in the CFC meetings will be considered inactive members. Only active members of the CFC are allowed to vote in elections for officers and other business.
- The CFC has three officers: President, Vice President and Secretary. All officer positions have a term of one year. Although elections are to be conducted annually, officers may be reelected to their position (or another one); there is no limit on service. Officers are to be elected annually by active members of the CFC, through a procedure of open nomination and secret ballot voting. Officers should be nominated and elected on the basis of their past participation in the CFC, their leadership skills, and their standing as good role models and examples for other students. Ideally, officers shall be upperclass students (seniors and juniors). The primary role of the President is to coordinate CFC meetings and activities, and to oversee the duties of the other officers and members. The primary role of the Vice-President is to assist the President in his duties and to learn about CFC business, thereby gaining experience that will be used in fulfilling the office of the President. The Vice-President position is by precedent a “President-elect” position, so that this office should normally be filled by a non-senior. The primary role of the Secretary is to record minutes (or other written records) of the meetings and other CFC

business, maintain a list of CFC members, and be responsible for notifying members of upcoming activities. The CFC shall also have an advisor, preferably from the Office of Student Affairs. The advisor shall provide the officers and other members with guidance/supervision in planning and coordination of meetings; however, the final decision on all matters rests with the elected student leaders. Although the advisor is not a voting member of the CFC, the advisor, as an unbiased arbiter, will oversee all elections of officers and other matters determined by a vote among student members.

### **Brotherhood**

One of the most important features of being an all-male college is the feeling of brotherhood that we have on campus. The bond that exists among students helps them gain the confidence they need to perform well in the classroom. But this brotherhood needs nurturing in order to make it better and stronger. We need to teach students that the brotherhood is a feeling that we share because we are committed to all becoming good men and good citizens. This brotherhood is not based on being from the south, on being wealthy, or on being a member of a particular race or religion. Our brotherhood is based on the respect we have for one another. This can be addressed in our residence life program, but it should also be stressed in all situations involving conflict resolution. The Office of Student Affairs will work to develop programs throughout the year to promote this idea of brotherhood.

### **Freshman Orientation**

We currently have a successful freshman orientation program that covers a number of important topics freshman need to know as they begin their time at Hampden-Sydney. We need a new approach to orientation that focuses on integrating students into the life of the college, into each other's lives, and one which involves a partnership with academic affairs. Efforts have already begun to involve the office of the Dean of the Faculty with the preparation of freshman orientation. And we have already implemented a new approach to orientation, which includes two summer orientation programs. Plans are in place to increase the number of summer orientations in the summer of 2018. Our hope is that summer orientation programs will help deposited students bond with the institution and make it likelier that they will, in fact, enroll in the fall.

### **Curricular Proposals**

In addition to these outdoor and civic engagement programs, Hampden-Sydney College should consider curricular changes to attract and retain students. Adding a minor or major in physical education and kinesiology would be an attractive option. An addition of a minor or eventually a major in outdoor leadership or outdoor education would be beneficial to our

students in the work place. The nearest school to my knowledge that has such a program is Warren Wilson College in NC. Some of the classes that we might offer would be History and philosophy of Outdoor Adventure Education; Leadership for Adventure Education; Wilderness First Responder; Outdoor Recreational Activities (Canoeing, Orienteering, Ropes Course, Mountain Biking, Back Packing, etc.); and other classes. Schools that have this program such as Warren Wilson or University of Northern Colorado (my examples because I am familiar with these two) have a number of students in these programs. There are reports of students that go to those schools just for the major or minor. Any curricular changes would have to be proposed to the Academic Affairs Committee of the faculty and be brought to the full faculty for a vote.

### **First Year Experience (FYE) Program**

**Mission Statement:** The Hampden-Sydney College (H-SC) First Year Experience (FYE) Program will introduce freshmen to on and off campus experiential activities assisting their college transition and success, including academic and social skills, team building, student / citizen service learning and leadership, and career path planning. H-SC FYE is designed to give freshmen an ideal first year college experience. They will form more valuable relationships, become socially and academically more comfortable, and learn to express their voice as a freshmen class community.

Tiger 101: FYE Course (two credit hours) students make up cohorts. During the fall semester, instructors, student leaders, and other faculty and staff serve as cohort mentors as students begin group work and team building on such activities as community service projects and SGA bill writing. Orientation Leaders attend and mentor class meetings. Guest speakers will present in Tiger 101 classes and during freshman only convocations each semester. Topics include: note taking, learning types, memory retention, textbook reading, popular education approaches, time management, student empowerment, conflict management, knowledge of personal strengths and challenges, institutional mission and history, career inventories, leadership, self/social-evaluation and test taking.

The First Year Experience serves as the campus hub for positive interactions with all cultures in the Hampden-Sydney community. Our vision is to equip all students to cultivate meaningful, diverse relationships, to support students from underrepresented groups, and to promote a culture of inclusion, respect, and global consciousness on campus. We coordinate educational, cultural, and social programs throughout the academic year that promote awareness and teach students to appreciate all identities as good men and good citizens.

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## **Conclusion**

The Student Life Master Plan has as its goal the creation of the best and most distinctive student life program in the nation. We believe that in collaboration with Academic Affairs, this is within our reach, and we have already begun an aggressive program of implementation, which has yielded significant results. A complete transformation of student life cannot be accomplished quickly, but we believe we are on our way. Students, faculty, and staff have already noticed a change in student attitudes and student behavior. We want to preserve the best of Hampden-Sydney's traditions, while making changes that will heighten the quality of life here on campus. We want to be able to ensure that we do a better job than ever before to form good men and good citizens in an atmosphere of sound learning.

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## Appendix

### **Residence Life Structure- Implementation Fall 2016**

Establish 4 Resident Assistant (RA) offices on campus being staffed from 7:00PM-12:00AM 7 days a week.

Rounds of building(s) and outside conducted during this time to increase visibility in residence halls and build relationships with residents.

RA role will modify to being on duty in the residence halls one night a week and approximately 3 weekends a semester.

Each RA is responsible for conducting 2 programs a semester that include a citizenship theme. Timeframe-Fall 2016-Spring 2018 academic years.

Overhaul residence hall work order system fall 2016.

Residence Life *Citizenship* Extravaganza- Implementation Fall 2017

4 focus groups will be established fall 2016.

Defining Citizenship

Hall Governance

Conflict Resolution and Problem Solving

Resource Allocation, and Structure.

### **Residence Hall Staff - Implementation Fall 2017**

3 Professional Resident Directors

#### **Duties and Responsibilities**

- I. Perform night duty rounds approximately once every three days and weekend duty rounds approximately every third weekend.
- II. Participate in development and implementation of programming activities, both on and off campus.

Full administrative needs including, but not limited to,

Room inspections

Accompanying pest control services

All check-in and check-out procedures

Changing distribution of residents

Completing occupancy reports

Completing incident reports

Keeping office in his area stocked with all necessary paperwork and supplies

Respond to lock-outs

Follow-up with all work orders generated within specific area of supervision.

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Select, train, directly supervise, evaluate and terminate, if necessary, all paraprofessional Resident Assistant and Desk Assistant staff employed in areas of supervision.  
Familiarize myself with fire safety procedures and general evacuation procedures, and instruct staff and residents in those policies.

IV. Various forms of involvement in the College judicial system.

V. Respond to emergencies in the residence halls, defuse residential conflicts and crises, and mediate with residents.

VI. Each Resident Director will coordinate **one or two of four** specific areas.

**Room Assignment Coordinator**

Assign rooms to all residential students

Coordinate all summer phone calls made by RDs & RAs double checking residents status

Receive and return all phone calls regarding room assignments from incoming & returning students

Assist in design of, and proof, all mailings regarding room assignments

**Residential Work Orders Coordinator**

Coordinate all residential work orders during academic year.

Ensure all are completed and student is satisfied with result.

**Residential Life Programming Coordinator**

Co-advise the Student Activities Committee

Work with Assistant Dean of Student Activities to supervise select weekday, evening, and weekend programming

Supervise student volunteers

Other duties as assigned

**RA Personnel and Training Coordinator**

Coordinate and execute the selection process for Resident Assistants

Coordinate and execute Resident Assistant Training at the beginning of each semester

Coordinate all In-Service Trainings throughout the academic year

Monitor and maintain records of all Resident Assistant Programming

VII. **Other duties as assigned by the Director of Residence Life**

Our residence life plans are the result of creative thinking on the part of staff in Student Affairs and Academic Affairs and reflection on the examples of

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colleges such as Lincoln Memorial University, Glenville State College, Gannon University, Knox College and the College of Wooster.

### **Facilities Improvements**

Construct new residence halls to accommodate anticipated enrollment growth and to encourage new forms of interaction among students.

Create an enhanced residential atmosphere by renovating common room spaces, bedroom and bathroom spaces, fixtures, lighting, finishes, security, and outdoor spaces. An allocation of \$400,000 for 5 years is needed.

Update technology in residence halls that include printers, study rooms with computers, smart boards, updated wireless connectivity, projectors, etc. to enhance living learning communities.

Continue to provide a healthier and vibrant campus experience by moving students from off campus residences on to campus. Off campus residential facilities should be turned into faculty and staff housing.

Swipe card/access control in every residence hall.

Cameras in strategic locations.

Replace residence hall furniture every 7 years.

Paint interior of residence halls on a yearly cycle.

### **Student Fraternities and Organizations**

#### **Fraternity Properties and Policies- Implementation 3-5 years**

Create an enhanced residential atmosphere in fraternity houses by renovating common room spaces, bedroom and bathroom spaces, fixtures, lighting, finishes, security, and outdoor spaces at all fraternity houses.

Apply keypad entry to all exterior doors at fraternity houses.

Installation of cameras on fraternity circle.

Create outdoor social space for use by each fraternity.

Convert game rooms located in several of the fraternity houses into education space.

Desks, tables, white boards, projector and drop down screens, updated wireless capabilities, etc.

Key pad entry

Renovated chapter rooms in to more viable meeting spaces

New furniture, fixtures, lighting, flooring, paint, etc.

Key pad entry



House manager position becomes a resident assistant position.  
 3<sup>rd</sup> semester pledging for fraternities.  
 Enhancements to fraternity houses will allow conversion to upperclassman  
 (junior and senior) housing.

**Software for Managing Data for Activities and Organizations** **1-3**  
**years**

Software that is compatible with Jenzabar  
 Manages forms and calendars  
 Manages assessment of programming

Below you will find details and cost estimates for the outdoor education  
 programs described earlier.

**Challenge Course Costs**  
**Estimate of costs.**

Short Term Costs	Long Term Costs
Design and planning fees	Staffing and wages--it will be vital to
Arboreal fees for courses built in trees	have at least one person to oversee the
Course construction and installation	maintenance and long-term use of the
Grounds maintenance and	course
improvements	Program overhead
Equipment and hardware	Training and staff development--for
Facility costs--equipment storage,	some programs this may be a cost
grounds development, woodchips	incurred annually; larger programs will
Staff training fees	incur costs more regularly
Indirect expenses	Annual safety inspection by a
Consultation fees--insurance provider,	professional builder--some programs
lawyer	may require more frequent inspections
Course and project approval--especially	Maintenance and upkeep
for schools	Equipment and hardware replacement--
Program development	an amortization schedule is
	recommended
	Program development
	Liability Insurance

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## **Element Costs**

The following price list is designed to convey an idea of general costs involved in constructing and maintaining a challenge course. Prices do not reflect the cost of initial site visits, utility poles, guy wires and anchors, specialty equipment for custom jobs, or cost of site preparation (clearing, woodchips, landscaping, or building alterations).

### **Group Initiative and Low Elements**

Portable group initiative elements generally run between \$125 and \$750; Constructed group initiative and low rope elements run between \$500 and \$2500. A modest course of 10 to 12 constructed elements can generally be installed for \$15,000 to \$25,000.

### **High Ropes Courses**

There are several different options in regards to safety systems and operating costs. The two most common belay or safety management systems are 1) static and 2) dynamic. Static systems attach participants to overhead safety cables or tracks via sling lines (adjustable ropes with fasteners at the end). Obstacles on static courses are often designed as traversing activities and the participants are always required to take a more active part in managing their own safety. Once a participant is up on the course, they generally remain on the course, completing several obstacles in a row before coming down by way of ladder or a dynamic element (zip line, big swing, or rappel). Participants who fall are able to self-rescue and continue on the course. Two trained staff members are recommended for a group of up to 16 participants. This number will vary according to course size, layout, population, and safety procedures implemented.

Dynamic belay courses attach a participant to a climbing rope that runs to a high anchor above the element and back to the ground. As the participant climbs, a person or persons are required to belay (to manage the slack and secure the rope in the event a fall) the climber. Dynamic belay course are frequently higher off the ground. Elements are either vertical in nature or participants are required to climb a ladder, climbing wall, or staples to access the event. When a participant falls they are lowered to the ground by the belay. One trained staff member is recommended for each active participant unless time permits to effectively train participants to a level of basic belay mastery.

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In general, high elements run between \$3000 and \$5000 each before the cost of utility poles, guy wires, anchors, etc. A thirty-foot, four element dynamic course with little clearing would cost roughly \$8000 to \$12,000. A twenty-foot, 12-15 element static course would cost roughly \$25,000 to \$31,000. Custom courses, including either steel frames or built into an existing structure can be considerably more expensive and will be bid out separately. Travel, training, and equipment are not included in projected costs above.

### **Outdoor Climbing Walls and Towers**

There are many configurations for outdoor climbing walls and towers, some of which may also incorporate dynamic-belay high elements. Climbing towers are generally designed with three to five poles, thirty to sixty feet in height. The objective of most towers is to challenge the individual's perceived limits and fear of heights. Climbing "structures" generally offer shorter routes, maximizing the number of opportunities for participants to climb, and focus on technical skill development. Both structures can be built with fixed or modular holds and specialty features—bulges, overhangs, slabs—can be added to vary the level of complexity. Interior staircases and roof structures are also a possibility. Climbing surfaces can be built with planks, textured wood panels, or imitation rock paneling.

Due to the number of options available, it is difficult to present an accurate idea of costs. After pole installation, a forty-foot, three pole tower is likely to cost between \$18,000 and \$30,000. For each additional pole, add \$4000 to \$8000 more. Travel, training, and equipment are not included in projected costs above.

### **Equipment for High Element Courses or Climbing Walls**

The overall cost of challenge course equipment will vary greatly depending on the type and amount of equipment desired. In some cases, all participants will need to be fully equipped. In other cases, participants may share harnesses or climbing shoes. If a wide clientele is served, different harness sets will be needed for children than for adults. Additional equipment may be opted for to serve disabled populations. The amount and level of use will determine an overall amortization schedule for equipment retirement and replacement. Heavy use may require replacement on an annual or semi-annual basis. Smaller programs may find that their equipment lasts the full length of the manufacturers anticipated use period.

### **Staff Development and Technical Certification Training**

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Depending on the size and type of course installed, training will range from one to five days. The cost of training will run between \$1000 and \$4000 for up to 12 participants before travel expenses are included. A system of follow-up training and supervision should be sought to ensure that skills are maintained and safety and program standards are not compromised. It should never be expected that even three days of rigorous training will sufficiently prepare a facilitator to safely or effectively manage a challenge course program. Ongoing assessment and development programs should be structured ahead of time to ensure that standards are met by all staff.