

The nine dimensions and their associated curriculum have been rigorously evaluated for both short and long-term effectiveness in establishing and supporting successful student organizations on campus. The evidence-based curriculum will serve as the basis for our plan develop and maintain successful, sustainable, non-hazing student organizations, in accordance with the [Institutional Rules on Student Services and Activities](#) and [Change Starts Here, UT's 10-Year Strategic Plan to Increase Impact](#).

The primary objective of the comprehensive curriculum is to help student organizations minimize high-risk behavior by developing and bolstering positive organizational culture. The nine dimensions are designed for every organization to systematically build and sustain their desired culture with accountability so that each dimension is explored and practiced before moving to the next dimension. The objective is to provide student organizations with tools and resources to self-identify core values and goals to build successful membership, operations, and programs.

The curriculum supports and provides intervention for organizations at different behavioral stages. The curriculum can be applied as a whole, or in sub-components targeted to the specific behaviors displayed by the organization.

Categories of Engagement with the Nine Dimensions of Successful Student Organizations

1. Student organizations seeking to maintain best practices and grow in alignment with university expectations.
2. Organizations exhibiting behaviors inconsistent with university standards and who can make changes before any formal violations or conduct sanctions.
3. Organizations that have engaged in the student conduct process and have been found responsible for policy violations but have not met the threshold for being removed from campus.
4. Organizations that have been removed from campus for any reason, including hazing or demonstrated behavior inconsistent with university rules, that are seeking to return to registered student organization status.

The nine dimensions outlined below provide the required steps for organizations seeking to return to campus after a removal for disciplinary reasons. Organizations displaying emerging behaviors, found responsible for a policy violation, or seeking to maintain successful practice may be directed to use sub-components of the dimensions that align to specific behaviors and organizational needs. It is the sole

prerogative of the Office of the Dean of Students to assign or adjust any required components for organizations participating because of Student Conduct intervention. The curriculum is paced to allow for a deep understanding of each dimension, as well as the necessary work to achieve change. Each of the dimensions must be completed in the order assigned. The organization will make a report to the Office of the Dean of Students of its activities at the completion of a given dimension before starting the next one. Allowing a steady and unrushed pace for each dimension ensures organizations can complete the work to achieve meaningful change to culture and avoid reverting to problematic behavior.

The Nine Dimensions of Successful Student Organizations

- I. **Self-Reflection:** This dimension focuses the organization on understanding and accepting its past; sharing it with former members (where applicable); engaging in open conversation among various constituents.
- II. **Organizational Identity:** This dimension redefines and clearly articulates the organizational identity, including a focus on purpose, characteristics, values, and behavioral competencies.
- III. **Operations/Governance:** This dimension requires a deep dive into six key operational areas, including identity (listed above), membership composition and recruitment pipeline, cohesion, community and service, accountability, and education while establishing appropriate governance, onboarding and development programming and oversight support.
- IV. **University Alignment:** This dimension reestablishes a critical connection with the university and ensures alignment and adoption of the previously completed culture and organizational framework
- V. **Anti-Hazing Culture:** This dimension includes steps to identify and clearly articulate the organization's approach to ensure a non-hazing culture, develop non-hazing curriculum, and implement or obtain training for members. This dimension will also include development of clear accountability measures for any members that fail to report hazing activity.
- VI. **Safety and Risk Management:** This dimension includes steps to create and implement risk management and safety plans including setting relevant expectations and defining appropriate risk management training.
- VII. **Fostering Healthy, Purposeful Communities:** This dimension will outline the learning curriculum associated with the overall organizational identity, health and well-being initiatives, and learning goals of the organization.
- VIII. **Re-emergence:** This dimension includes the steps to allow the student organization to rejoin campus, including the development of 30, 60, 90 and 180-day plans and any relevant membership recruitment and marketing materials.
- IX. **Ongoing Evaluation and University Connection:** This dimension requires an on-going plan of engagement and scheduled evaluations with the Office of the Dean of Students to support ongoing success.