

# **POLICIES AND PRACTICES MANUAL**



**John Carroll University  
Division of Student Affairs  
2011-2012**

# TABLE OF CONTENTS

<b>4</b>	<b>INTRODUCTION TO THE DIVISION OF STUDENT AFFAIRS</b>
4	Purpose of Manual
5	Mission and Strategic Priorities
6	Divisional Organization Chart
7	Divisional Learning Goals
9	Divisional Philosophy Statement
10	Divisional History
13	Student Affairs Committee of the Board of Directors
<b>14</b>	<b>DEPARTMENTAL DESCRIPTIONS AND CONTACT INFORMATION</b>
14	Athletics and Recreation
15	Campus Ministry
15	Campus Safety Services
16	Center for Student Diversity and Inclusion
16	Dean of Students
17	Health Education and Promotion
17	JCU Dining
17	Liturgical Music and Musical Arts
18	Orientation and Leadership Programs
18	Residence Life
19	Student Activities
19	Student Health Center
20	University Counseling Center
20	Vice President for Student Affairs
21	Violence Prevention and Action Center
<b>22</b>	<b>ADMINISTRATIVE POLICIES</b>
22	Absences and Leaves
22	Assessment Policy and Practices
23	Cash Handling Procedures
24	Communication
25	Death and Injury Notices
27	Dress Code
29	Emergency Procedures
29	End of Year Reports
29	Identification Card/Carroll Card
29	JCU Dining
30	Keys
30	Meetings
31	Notification of the Vice President
32	Office Hours
32	Parking

32	Performance Appraisals
32	Professional Development
34	Recreational Facilities
35	Responsible Use of University Funds and Equipment
37	Standard of Conduct
38	Student Group Activity/Demonstration Policy
39	Tickets and Discounts
39	Website Maintenance
<b>40</b>	<b>PRINCIPLES FOR GOOD PRACTICE IN STUDENT AFFAIRS</b>
<b>46</b>	<b>STATEMENT OF ETHICAL PRINCIPLES AND STANDARDS</b>
<b>55</b>	<b>REFERENCES</b>

# **INTRODUCTION TO THE DIVISION OF STUDENT AFFAIRS**

## **Purpose of Manual**

The purpose of this manual is to provide staff members of the division of student affairs with important information regarding divisional policies and practices. The policies and practices in this manual are meant to complement and support the John Carroll University Employee Handbook for Staff and Administrators, which is the official human resource policy guide.

The nature and scope of these policies and practices are defined in more detail in the sections that follow. When appropriate, the division may choose to deviate from, or make exceptions to, some of the policies contained in this manual. The division shall always have the right to modify or alter these policies or practices on a case-by-case basis. Should these policies or practices be modified for a particular circumstance, the division is not required to make the same modification again.

## **Mission and Strategic Priorities**

### **Mission**

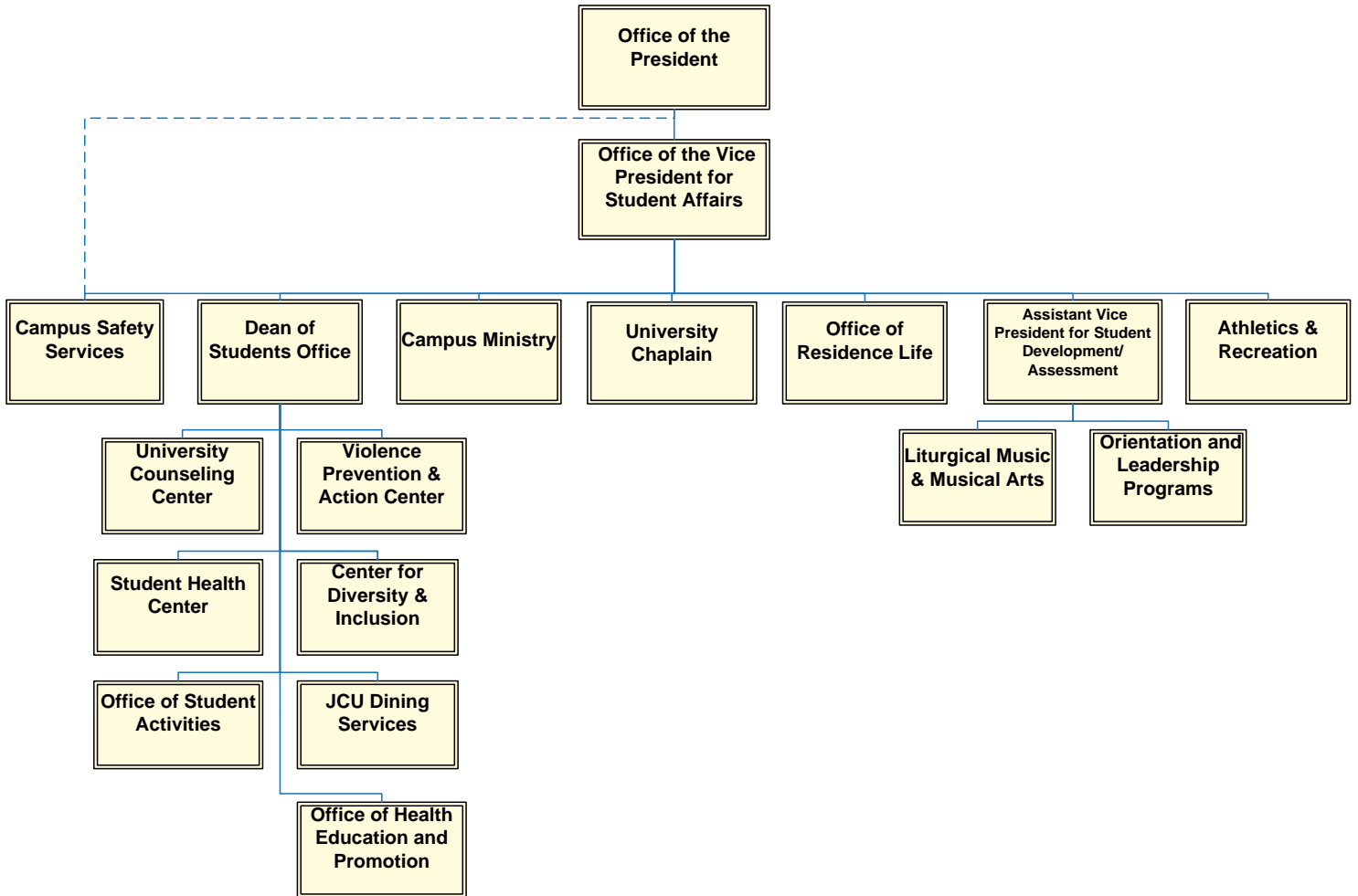
Informed by the mission, vision and core values of John Carroll University, the Division of Student Affairs offers programs and services that foster a vibrant, diverse and inclusive learning community as well as the development of individuals of intellect and character who will lead and serve by engaging the world around them and around the globe.

### **Strategic Priorities**

- Strengthen the sense of community by fostering a campus climate that is inclusive and enhancing the overall safety, health and spiritual well-being of all students.
- Foster a more seamless and integrative learning environment through active collaboration with Academic Affairs and the design of programs that complement and contribute to shared learning outcomes related to diversity and inclusion, social responsibility, leadership and holistic development.
- Increase student engagement by promoting purposeful involvement with peers, FSA's and community members and supporting student success through the design and delivery of high quality services and programs.

# Divisional Organizational Chart

**JOHN CARROLL UNIVERSITY**  
**Division of Student Affairs**  
**Organization Chart by Office**  
**2011-2012**



## **Divisional Learning Goals**

### **Diversity and Inclusion**

We strive for inclusive excellence, to engage in authentic dialogue with others, to respect the inherent dignity of all peoples, and to create a community where differing points of view and experience are valued as opportunities for mutual learning as we aim to prepare our students for today's global reality. John Carroll graduates will demonstrate cultural competencies that reflect the value of inclusivity and diversity that is inherent in our Jesuit Catholic character.

- Students will understand and value their own socio-cultural identity.
- Students will engage in diverse interactions and activities with civility and respect.
- Students will articulate the advantages and challenges of diversity in community and society.
- Students will actively work towards creating a more inclusive community.

### **Social Responsibility**

In the service of faith and the promotion of justice, we are committed to responding to social challenges and to sharing our gifts in service to the community. John Carroll graduates will engage in informed political and social action, rooted in personal responsibility as members of their communities.

- Students will be aware of local, national, and global issues.
- Students will engage in service to others.
- Students will participate in their communities as engaged citizens.
- Students will work for positive change on the behalf of others and the community.

### **Leadership**

As men and women for others, John Carroll graduates will be reflective, collaborative change agents who identify themselves as leaders, integrate faith and reason; and understand how their gifts can meet the world's needs.

- Students will articulate their goals, values, and skills.
- Students will claim their identity as leaders.
- Students will live ethically and in congruence with their personal values.
- Students will work collaboratively with others toward common goals.

### **Healthy Lifestyles**

In the spirit of cura personalis, we are committed to the intellectual, spiritual, emotional, and physical development of each student. As the ability to pursue academic excellence and lifelong learning depends in part on the well-being of the individual, John Carroll graduates will practice healthy lifestyles grounded in mature decision making, caring for mind, body, and spirit.

- Students will show respect and responsibility for their personal health and the well-being of others.

- Students will develop a personal belief system that guides their behaviors and decisions.
- Students will seek help and support from others to achieve well-being and personal goals.
- Students will develop and maintain satisfying interpersonal relationships.

## **Divisional Philosophy Statement**

The student affairs profession is grounded in the belief that learning is a “comprehensive, holistic, transformative activity that integrates academic learning and student development . . . throughout and across the college experience” ([American College Personnel Association](#) and [National Association of Student Personnel Administrators](#), 2004, p. 5). As such learning is an institutional responsibility, which means that all members of the campus community must work together to accomplish this goal. Student development and the adaptation of learning to students’ lives and needs are fundamental parts of engaged learning and liberal education.

The role of student affairs is to encourage intellectual openness and the consideration of varied perspectives, while engaging students in active learning; to help students to examine their own and others’ beliefs, actions, and values; and to facilitate the development of coherent values and ethical standards. We accomplish this role through the use of systematic inquiry to improve student and institutional performance, by forging educational partnerships that advance student learning, and by building supportive and inclusive communities (Principles of Good Practice for Student Affairs, ACPA, <http://www.acpa.nche.edu/pgp/principle.htm><http://www.acpa.nche.edu/pgp/principle.htm>, 1998). We provide a developmental and contextual perspective that strives to integrate all aspects of students’ lives, to relate students to others as social beings, to construct an effective educational climate, to facilitate informal and incidental learning, and to transform learning grounded in particular contexts and individual experiences into broader understandings (Powerful Partnerships: A Shared Responsibility for Learning, AAHE/ACPA/NASPA, 1998).

We are committed to student development and learning informed by the Jesuit, Catholic mission of the institution. We believe that we must contribute to students’ ability to become men and women for others, to develop the skills and character to lead and serve, and to work towards social justice. We challenge students to choose lives of integrity, responsibility, and self awareness; to lead with compassion; and to celebrate difference. We strive to create a campus culture that values and encourages respect for all human differences, that is conducive to study and scholarship, and that supports the development of individual talents. We assist in the development of personal values and standards and strive to develop responsible citizens who contribute to the betterment of society. We believe that John Carroll University graduates should be engaged citizens with the ability and desire to effectively address major societal challenges.

## **Divisional History**

The division of student affairs at John Carroll University finds its' start in 1961, when L. Morgan Lavin was dean of men, and Reverend Joseph Schell, S. J. was headmaster of student residence halls. Reverend William Millor, S. J., then executive dean of John Carroll, hired Dr. James Lavin, Morgan's brother, to fill the newly created position of director of student personnel services. Fr. Millor said "We feel that this will enable us to give a more complete service to the individual student and to expedite the existing services." Under the direction of Fr. Millor, the new director supervised guidance and counseling, student activities, and served as advisor to foreign students. A campus programming committee was appointed "to plan and coordinate campus activities in relationship to the community, so that maximum cultural exposure can be realized on as broad and varied a base as possible." This body gave approval for all events where the public was involved.

Dr. Lavin's title was changed to dean of student affairs in 1963. He served in that capacity until October 1968 when Reverend Joseph Schell, S.J., then president, created the division of student affairs and named Dr. Lavin the first vice president with the following statement: "It is evident that students have become an increasingly assertive force on the American college campus and the importance of the university's ability to channel this force toward constructive, not destructive, change has never been more apparent."

Under the leadership of Fr. Schell, the University officially became co-ed in 1968. Mary Kirkhope was named as the dean of women and Joe Farrell became the dean of men under the new divisional structure. The headmaster of student residence halls then guided male residents in Bernet, Dolan, Pacelli, and Murphy Halls, and women residents in a wing of Murphy Hall.

As the newest division was beginning, Reverend Conry, S.J., the chief academic officer, suffered a heart attack. Because Fr. Conry would be absent for several months, Fr. Schell moved the duties of the registrar, admission and financial aid to student affairs. For the registrar's office, this proved to be a temporary move and this office returned to academic affairs. Under the direction of Dr. Lavin, the following areas of responsibility were designated to student affairs: dean of students (discipline, activities, Parents Weekend, orientation, and student government); assistant dean of students (formerly dean of women); housing; counseling and testing; infirmary; music; athletics; placement; admission and financial aid; food service (contracted); and international students. In 1978, ten years after the University officially became co-ed, the first co-ed residence hall officially opened.

During the presidency of Reverend Thomas O'Malley from 1980 to 1988, the Recplex was opened (now called the D.J. Lombardo Student Center) as well as Millor Hall. In 1981, Fr. O'Malley created the position of dean of Admission and financial

Aid, reporting directly to the president. In 1982, Fr. O'Malley combined placement and the co-op office, expanded their scope and moved the duties to academic Affairs. Fr. O'Malley was also instrumental in the planning and building of Hamlin and Campion Halls in 1988 and 1990 respectively. Dr. Max Keck became the first dean of student development and was responsible for career planning, placement and co-op opportunities.

In 1988, Joe Farrell returned to John Carroll as the dean of students and the office of student activities was established. In addition to advising the Student Union Senate, this office also gave assistance to the local Greek organizations and many clubs, oversaw Parents Weekend, Homecoming, Christmas Carroll Eve, Senior Dinner and Summer Orientation, and brought professional entertainment to the campus in the form of magicians, hypnotists, and comedians.

In 1993, after 31 years of service to John Carroll University, Jim Lavin retired from student affairs. Reverend Richard Salmi, S.J., became the second vice president for student affairs in September 1994 and served until June 2002. Also in 1994, the Wellness Program was established under the guidance of the counseling center. In 1995, all international student paperwork was moved to academic affairs which housed the international studies center. In 1996, the first full time director of the student health center gained its first full-time director and the department of security moved from the division of services to student affairs.

Patrick Rombalski was hired to succeed Joe Farrell as dean of students in 1997. In 1998, Rombalski brought new services and programs to the division. The office of judicial affairs and orientation was created, along with a specific coordinator for commuter and off campus affairs. Also in 1998, residence life professionalized its staff, moving from graduate student hall directors to area coordinators with master degrees in college student personnel/higher education administration.

The office of student disability services was established in 1999. The creation of this office enabled students to seek advice and appropriate accommodations from one central place concerning academic and facility needs. Since its inception, the office has grown from a client base of 30 to over 200 and continues to increase each year.

In 2000, campus ministry, formerly the office of religious affairs established under Fr. Schell, joined the division of student affairs. The department of security became an official police force in 2001 and became known as campus safety services. As a police force, officers received more extensive training and were able to offer the community more services. The department was able to perform more extensive investigations and took on a new service-oriented approach. A bike patrol was established in 2004, which gave the department more positive exposure and the ability to be more comprehensive in covering the campus. The office of campus safety services is now also home to the student-founded and student-led John Carroll University emergency medical services department.

Dr. Patrick Rombalski became the third vice president for student affairs in the summer of 2002. During his tenure as dean of students, he led the division in the area of assessment. This commitment continued as vice president and the position of assistant to the vice president for student affairs was created to advance divisional assessment and website development. He also established a focus on developmental programming to coordinate division-wide educational programming related to alcohol, sexual assault, gender issues, diversity, and relationships.

Dr. Sherri Crahen joined the division in June 2004 as dean of students. In the summer of 2006, Dr. Rombalski assumed responsibility for leading the Mission Coordinating Team. This University-wide team serves to advance the mission and identity of the institution after the departure of Reverend Howard Gray, S.J., assistant to the president for mission and identity in the spring 2007. Given his broader responsibilities, the division of student affairs organizational structure was changed to reflect new roles and responsibilities. In August 2007, the Reverend James Prehn, S.J. joined the division as the dean for student development. His primary responsibility was to help create and sustain a vibrant community for resident students and to explore and initiate programs and services to further the spiritual development of all students. In August 2009, Fr. Prehn left John Carroll for a new position working for the Chicago Province of the Society of Jesus.

The office of multicultural affairs joined the division of student affairs in April 2008. In June 2008, the office of services for students with disabilities transferred to the academic affairs division. After eleven years of service, Dr. Rombalski assumed the vice president for student affairs position at Boston College in June 2008.

The current vice president for student affairs is Dr. Mark McCarthy. Dr. McCarthy spent 25 years in numerous senior leadership roles in student affairs at Marquette University prior to joining the division in August 2008. Since his arrival, Dr. McCarthy completed several major initiatives: reorganization of the Department of Campus Safety Services; expansion of the Office of Residence Life to include apartment units housing 100 students; renovations and improved service delivery in Schott Dining Hall; and creation of a new wrestling practice room.

Additionally, Dr. McCarthy initiated a reorganization of the Office of Multicultural Affairs into the Center for Student Diversity and Inclusion; secured a \$200K multi-year grant from the Xavier-Nichols Foundation to enhance staffing and programming to further the emotional health and spiritual well being of students; created the Office of Health Education and Promotion staffed by a professional health educator; worked closely with facilities to develop plans for residence hall renovations; an aerobic center addition to the recreation center; and the complete replacement of the track and field.

## **Student Affairs Committee of the Board of Directors**

The John Carroll University Board of Directors is comprised of a number of sub-committees including the Student Affairs Committee whose members include the following:

- Ms. Annette L. Haile, Chairperson
- Mr. William Donnelly
- Mr. Harold Hawk
- Mr. Bob Heltzel
- Rev. Michael Marco, S.J.
- Rev. Martin Schreiber III, S.J.
- Rev. Lorn Snow, S.J.
- Dr. Mark McCarthy, Vice President for Student Affairs
- TBA, Faculty Representative
- President of the Student Union, Student Representative
- Rev. Robert Niehoff, S.J., President, Ex-officio member
- Mr. David Short, Chairman of the Board, Ex-officio member

Committee membership changes are usually announced in late August by the Office of the President. Members of the committee are responsible for ensuring the best interests of the students remain the primary focus of the institution. The charge of the Student Affairs Committee of the board is as follows:

- Represents students' interests in the Board's policy-making activities;
- Ensures that adequate resources are allocated for student affairs programs and services;
- Ensures that Board policy keeps pace with the changing needs of a diverse student body; and
- Promotes the campus as a vibrant, engaging, and inclusive learning community.

The Committee shall also consider and make recommendations concerning matters related to student life, including programs and policies in the following areas:

- Residence life
- Student activities and government
- Athletics and recreation
- Student diversity and inclusion
- Student conduct system
- Health and counseling services
- Campus safety services
- Campus ministry

## DEPARTMENTAL DESCRIPTIONS AND CONTACT INFORMATION

### Athletics and Recreation

The athletics and recreation department offers updated sports facilities, a strong, organized athletic program, and recreational opportunities of many kinds to all students. John Carroll currently sponsors intercollegiate competition in 21 sports. The department also oversees the club sport programs, which offer competitive opportunities for students who desire a more structured recreational program. Additionally, the intramural program provides competitive opportunities for approximately 1,500 students.

The intramural and recreation department offers a large variety of fitness and dance classes to students, faculty and staff. The on-campus athletic facilities include the Johnson Natatorium, the Fitness Studio, and the Tony DeCarlo Varsity Center which includes a 1,300 seating capacity in the varsity gym. The Center also contains a newly renovated wrestling room, equipment room, full training and rehabilitation room as well as the offices of the athletic department. The second indoor facility, the recreation center, provides additional recreational facilities; two all purpose courts for basketball, volleyball and tennis and badminton, three racquetball courts, an indoor banked running track, and locker facilities.

The Ralph Vince Fitness Center, dedicated on February 23, 1991, offers recreational opportunities for all students, staff and faculty. Cybex and free weight equipment provide state-of-the-art fitness and weight training settings. Elliptical machines, bikes, treadmills, and climbers offer a variety of opportunities for cardiovascular improvement. The outdoor facilities consist of the Don Shula Football Stadium, Wasmer Field, Bracken softball field, Schwieckert baseball field, and tennis courts. The Don Shula Stadium is home of the Blue Streaks' football, soccer and track teams. Adjoining the stadium are three tennis courts, which are used for intercollegiate, instructional, and recreational play.

Location: Tony DeCarlo Varsity Center, Room 107

Contact Information: (216) 397-4416

Senior Director of Athletics and Recreation: Laurie Massa, M.Ed.

Location: Recreation Desk

Contact Information: (216) 397-3092

Director of Recreation, Intramurals & Club Sports: Courtney Farver, M.Ed.

## **Campus Ministry**

The office of campus ministry encourages students, faculty, staff, and administrators of JCU to integrate personal faith into the academic and social environment of the university. We value the university's commitment to academic pursuits, and welcome the opportunities we have to bring a Catholic and Ignatian faith perspective to bear on issues and trends that may surface in various disciplines. We have identified the following statements as our purpose:

- We embrace the Jesuit, Catholic intellectual tradition as an indispensable partner in the search for truth and wisdom.
- We promote a faith that does justice through education, advocacy, service and reflection.
- We foster the development of whole persons who are servant leaders in their local, global, and faith communities.
- We provide an open, caring, hospitable and collaborative atmosphere that supports the mission of the University.
- We establish a sense of community through vibrant worship, retreats, and small faith communities, with Eucharist as the primary spiritual experience.
- We advocate for a community comprised of a diversity of faith and spiritual perspectives that seeks both wisdom and a fuller spiritual life.

Location: Lombardo Student Center  
Contact Information: (216) 397-4717  
Director: John Scarano, M.A.

## **Campus Safety Services**

As the University's law enforcement agency, we will endeavor to make sound and thoughtful decisions, perform in a prudent and reasonable manner and discharge our duties to ensure and provide for the safety, security and well being of John Carroll University and its community. Our goals are:

- to provide law enforcement capability to ensure the safety, security and well being of John Carroll University and its community;
- to provide investigative capability for criminal, student conduct, regulatory compliance and university policy matters; and
- to provide effective parking, shuttle services, event support, access control, EMS and other support services to the University community.

Location: Lombardo Student Center, Ground Level  
Contact Information: On Campus, dial 4600; Off Campus, dial (216) 397-1234  
Director/Chief: Tim Peppard

## **Center for Student Diversity and Inclusion**

Guided by John Carroll University's mission, vision and core values, the Center for Student Diversity and Inclusion focuses on supporting historically underrepresented students to become successful and fully engaged in their educational experiences at John Carroll University. The Center nurtures a sense of belonging for students from diverse backgrounds and encourages them to participate actively in their curricular and co-curricular learning, including campus and community organizations, leadership opportunities, and intercultural experiences. In collaboration with other University departments, the Center coordinates programs and services that foster an inclusive campus environment, promotes a welcoming and just university community, and encourages and values the contributions and perspectives of all students.

The goals of the Center for Student Diversity and Inclusion are as follows:

- To develop, implement and evaluate programs and services that support historically underrepresented students in their personal development and transition throughout their John Carroll University experiences.
- To provide leadership opportunities for historically underrepresented students that focus on engagement in campus and community organizations.
- To provide campus-wide programs that further all students' development of cultural competence and respect for diversity and social justice.
- To identify, examine, and recommend organizational changes that remove barriers to inclusion and promote student success.

Location: Administration Building, Room 126

Contact information: (216) 397-4185

Director: Danielle Carter, M.A.

## **Dean of Students**

The primary purpose of this office is to enhance student learning on campus reflective of the values and traditions inherent in the Jesuit vision of education. In order to better serve and educate students, the dean of students assures the effective facilitation and management of both services and programs. In fulfilling this role, the dean provides assistance to the vice president in leading and directing the division of student affairs. The dean of students' office is comprised of an administrative assistant and the associate dean of students.

In addition, the office is responsible for overseeing the general administration, staffing, and policies of several departments including the following: the university counseling center, the center for student diversity and inclusion, the violence prevention and action center, the office of student activities, the health education and promotion office and the student health center. The dean of students has

responsibility for the overall administration of the university disciplinary system, which is coordinated by the associate dean of students. The associate dean of students is also responsible for supervising JCU Dining and the Carillon Yearbook and coordinating efforts to improve community relations with surrounding cities.

Location: Lombardo Student Center, Room 207  
Contact Information: (216) 397-3010  
Dean of Students: Sherri Crahen, Ph.D.  
Associate Dean of Students: Donna Byrnes, M.A.

### **Health Education and Promotion**

The coordinator of health education and promotion is responsible for the planning, promotion, implementation, and evaluation of theory- and evidenced-based health promotion strategies, policies, programs, and services. The coordinator develops strategic plans, goals, and measurable objectives for health promotion and services. Additionally, the coordinator collaborates with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health for students.

Location: Lombardo Student Center, Room 207  
Contact Information: (216) 397-1973  
Coordinator: Megan E. Davis, MPH, CHES

### **JCU Dining**

JCU Dining, by ARAMARK HE, provides three levels of service including retail, student dining, and catering. The associate dean of students supervises the JCU Dining operation.

Location: D.J. Lombardo Student Center, offices located in The Underground  
Contact Information: (216) 397-4552  
General Manager: Tyson Dubay

### **Liturgical Music and Musical Arts**

The production of music is deeply rooted in both the Catholic and Jesuit historical tradition. In accord with this tradition, the mission of the John Carroll University Liturgical Music and Musical Arts department exemplifies the mission of the university in promoting the qualities of learning, leadership and service. The study, promotion and production of music promote these three qualities. Specifically, the pursuit of diverse musical endeavor engenders personal growth, development and ultimately outreach in the greater realm of self, spirit and community. The goals of the Liturgical Music and Musical Arts department are:

- Contributing to student development through music;

- Experiencing cultural diversity through music; and
- Infusing musical arts into the campus culture.

Location: Lombardo Student Center, Ground Level

Contact Information: (216) 397-1609

Director: Cynthia Caporella, Ph.D.

## **Orientation and Leadership Programs**

The office of orientation and leadership programs serves four main purposes. The primary function is to plan and coordinate all of the orientation and new student transition programs for incoming students. The office also coordinates programs and initiatives to keep the parents/guardians and family members of students connected to the John Carroll community. The office coordinates division-wide student leadership development initiatives. Finally, this office serves as a contact point and provides programs for all students who will be commuting from home.

Location: Lombardo Student Center, Room 201

Contact information: (216) 397-1983

Director: Kyle O'Dell, Ph.D.

## **Residence Life**

The residence halls at John Carroll University provide more than just a room in which to study and sleep. The community living environment and developmental programs offered in the halls support and enhance the educational goals of John Carroll University. The Residence life staff is committed to providing a safe and healthy environment conducive to sound academic pursuit, promoting the concepts of community living by emphasizing self-responsibility and respect for others, creating opportunities for student involvement and personal development, and offering advice and information to residents.

Undergraduate students known as resident assistants serve as peer advisers, facilitators, administrators, and community builders for residents in their living environments. The director of residence life assumes overall responsibility for the development of an environment conducive to student's personal, academic, and social development in the residential units. Area coordinators live on campus and serve as the administrator and supervisor of a group of residence halls or a single hall.

Eight residence halls offer living options ranging from traditional two residents per room with community bathroom accommodations to suite-style living quarters for seniors. Additionally, one and two bedroom apartments on Fairmount Circle and duplexes on Warrensville Center offer accommodations for 100 upper-class students. The total maximum capacity of the residence halls is 1,964 residents.

Location: Lombardo Student Center, Ground Level  
Contact Information: (216) 397-4408  
Director: Lisa Brown, M.A.

## **Student Activities**

The office of student activities (OSA) encourages involvement, promotes leadership development of student organization leaders, and provides a wide range of social, cultural, recreational and educational programs for and with students. By creating and advising co-curricular experiences, the OSA assists students in gaining the knowledge, skills, and attitudes necessary to be servant leaders in the Jesuit tradition.

The OSA advises and organizes the following: student programming, student organizations, fraternity and sorority life, Student Union, Student Union Programming Board, tickets to local theater and music productions, Christmas Carroll Eve, senior week activities, homecoming, winter formal, Relay for Life, Millor Orator award process, and the spring concert. Additionally, the office provides a number of student organization resources including: fleet vehicle reservations, sound system reservations, program planning assistance, publicity requests, and the University posting policy. The goals of the office of student activities are:

- to create, initiate and maintain an active and vibrant campus culture that enhances student learning, encourages student engagement, and promotes leadership development;
- to help students gain the knowledge, skills and attitudes necessary to be servant leaders through the creation and advisement of co-curricular experiences, innovative technologies, assessment data, professional development and ethical relationships with others; and
- to encourage students to make positive social change in their community through reflection and thoughtful conversation.

Location: Lombardo Student Center, Room 201  
Contact Information: (216) 397-4288  
Director: Lisa Ramsey, M.Ed.

## **Student Health Center**

The student health center (SHC) provides a number of clinical services to students including: massage therapy, blood work, consultation with a nutritionist, consultation with eating disorder specialists, a GYN clinic, free over-the-counter medications, allergy injections, TB testing, Menactra vaccine for Meningitis, Flu vaccinations, immunizations for immersion program participants, and transportation to off-campus medical appointments. During the academic year, the

SHC is staffed by registered nurses from 9:00 a.m.-5:00 p.m. Monday through Friday. Physicians are available between 9:00 a.m.-10:00 a.m. Monday through Friday.

Location: Murphy Hall, Ground Floor  
Contact Information: (216) 397-4349  
Director: Jan Krevh, R.N.

## **University Counseling Center**

The university counseling center (UCC) provides mental health counseling to the students of John Carroll University, both graduate and undergraduate. Over the past several years, increasing numbers of college students arrive on campuses across the country already experiencing anxiety and/or depression. The UCC supports those students and others struggling with issues such as:

- adjustment to college
- family difficulties
- life trauma or personal crisis
- loneliness
- roommate problems/relationships
- self-esteem building
- stress management

The UCC is also available for consultation to all members of the campus community who may have concerns about a student and in search of guidance or support. A psychiatrist is available to students one half day, twice each month during the academic year. These services are free of charge, but subsequent medication is the financial responsibility of the student.

Location: 2567 S. Belvoir Blvd. 2<sup>nd</sup> house from tennis courts  
Contact Information: (216) 397-4283  
Director: John Ropar, Ph.D.

## **Vice President for Student Affairs**

The vice president for student affairs is the administrative leader for the division providing vision and support for all areas of student development. The vice president oversees all functions of the division and directly supervises the following divisional administrators: the dean of students, the senior director of athletics and recreation, the assistant vice president for student development and assessment, the university chaplain, the director of campus ministry, the director of residence life, the director of campus safety services, the assistant to the vice president for student affairs and an administrative assistant.

Location: Lombardo Student Center, Ground Level, Room 3  
Contact Information: (216) 397-4213  
Vice President: Mark McCarthy, Ph.D.

Location: Lombardo Student Center, Ground Level, Room 4

Contact Information: (216) 397-1972

Assistant Vice President for Student Development and Assessment: Kathleen Lis Dean, Ph.D.

Location: Lombardo Student Center, Ground Level, Room 10

Contact Information: (216) 397-1936

Assistant to the Vice President: Mary Ann Hanicak, M.A.

### **Violence Prevention and Action Center**

The program coordinator is responsible for the daily operation of the Violence Prevention and Action Center, including a 24-hour hotline to provide the John Carroll community with support and immediate response to incidents of sexual assault, relationship violence, and/or stalking. The program coordinator will establish and facilitate on-campus and off-campus services, educate and train John Carroll community on issues related to violence against women, and coordinate the Campus Coalition Against Violence and the Prevention and Response Task Force.

Location: 2567 South Belvoir Blvd. 2<sup>nd</sup> house from tennis courts

Contact Information: (216) 397-2175

Program Coordinator: Amanda Rolf

# ADMINISTRATIVE POLICIES

## **Absences and Leaves**

All absences and leaves, with the exception of sick days, must be approved by a supervisor in advance of the date of absence or leave. In the event of an unexpected illness, employees are expected to contact their supervisor to advise him or her of their absence on or before the date of sick leave. More specific information regarding absences and leaves, including the numbers of vacation, personal, and sick days per employee, is available in the JCU Employee Handbook. Administrators should report any time-off that they have taken each month. They must submit a leave report even if no time-off was taken. Access the Leave Reporting website to access all information you will need to complete this process.

John Carroll faculty, staff and administrators can update personal information such as home address and phone number and view payroll information online through Banner Self-Service. To access this service you will need your Banner ID and pin number that will be given to you at the time you are hired. If you do not know this information, contact the office of human resources at extension 4976.

## **Assessment Policy and Practices**

### **Policy on the Acceptable Use of Divisional Data**

The division of student affairs serves as a steward for multiple sources of national and local data. These data are intended for internal and university use only. Any data intended for public use in any form (e.g., brochure, report, poster, conference or university presentation, etc.), must be approved by the assistant vice president for student development and assessment in student affairs.

### **Practices**

1. In order to coordinate both content and timing of surveys and other data collections, staff members must work with the assistant vice president for student development and assessment in student affairs. Students requesting assistance to conduct surveys must also meet with the assistant vice president for assessment and planning in student affairs.
2. While many assessment instruments do not need University Institutional Review Board approval if the information gathered is to be used solely for internal improvement of services or programs, some may require approval if:
  - a. the topic is of a sensitive nature (e.g. relationships, mental health, alcohol abuse, sexual behavior, etc.).
  - b. the information gathered will be distributed to the public (e.g. conference presentations, articles, campus newsletters, etc.);

- c. an outside agency is coordinating collection and analysis (e.g. NSSE, EBI Surveys, CORE, etc.); or
3. All professional staff should be familiar with the survey data available within the division. Information is available on from the assistant vice president.
  - a. Data from surveys and other assessment tools administered by the division will be published as they become available.
  - b. Summary findings will be distributed to appropriate members of the division as soon as they are available.

## **Cash Handling Procedures**

Cash and checks collected from special events, fundraisers, ticket sales, concessions, membership fees, etc. will be secured through the Office of Campus Safety Services (CSS). Student Affairs Departments and student organizations will follow the cash handling procedures listed below.

### **Procedures**

- All cash and/or checks collected will be placed in a University approved cash bag(s) and placed into the cash bag drop box located outside of Campus Safety Services (CSS) office immediately following collection or routinely by the end of each business day. There will be two different types of bags used for drops.
  1. Deposit Bags – These bags, color coded or labeled as “green” will be used for deposits only, (a deposit slip must accompany the cash and/or checks in the bag).
  2. Hold Bags – These bags, color coded or labeled as “red” will be used to temporarily secure cash and/or checks until they can be retrieved by the appropriate department at some later time.
- Deposits – All persons needing to transport a deposit bag to the drop box will contact the CSS dispatcher at X1234 to request an escort to the drop box location and to facilitate the creation of a CSS log entry to document the transaction. This log entry is the communications mechanism apprising our staff that monies have been deposited in the drop box. This information will alert our day shift to transport the deposit bag to the Cashier’s Office the first business day following the drop. To minimize disputes and assure the accuracy of deposit amounts, it is recommended that, when possible, the accuracy of the deposit be verified by an identified third party prior to placing the deposit bag in the drop box. If a departmental representative wishes to accompany CSS to the cashier’s office to perform the actual deposit transaction, notice should be made to CSS at the time of the drop or early on the day of the anticipated transportation of the deposit bag.

*NOTE: CSS personnel are not authorized to perform the actual deposit transaction. The department head or their respective designee is responsible for establishing the deposit protocol between their respective department and the Cashier's office.*

- Holds – All persons needing to transport a hold bag to the drop box shall contact the CSS dispatcher at X1234 to request an escort to the drop box location and to facilitate the creation of a CSS log entry to document the transaction. This log entry is the communications mechanism apprising our staff that monies have been deposited in the drop box. This information will alert our day shift of the pending need to release the hold bag to designated departmental personnel. The department head will provide a list of persons designated to retrieve the hold bag(s) for their respective department. Hold bags will be released only to designated persons displaying a valid JCU I.D. card. The designated persons list will be updated by the department head or their designee as needed. After normal business hours, persons wishing to retrieve hold bags should contact the CSS dispatcher at X1234.

As a general rule, there are to be no cash and/or checks kept overnight in offices. On occasion, during peak use times, a maximum amount of \$200 in cash may be locked in a designated area in an office during regular business hours.

## **Communication**

All members of the division of student affairs are expected to maintain open and honest lines of communication with supervisors and colleagues at all times. It is always preferred that sensitive or difficult conversations are done face-to-face and not over e-mail, letter, or phone.

Use of university e-mail, web, and phone are intended for business purposes. Staff members should use discretion when using these communication resources for non-University related functions. A number of means of mass communication are used within the Division and University including, but not limited to, the following:

- Inside JCU
- Campus newspaper
- Departmental meetings
- Divisional meetings
- Divisional newsletters
- FSA email announcements – Require approval by the VP for Student Affairs
- Memos and letters
- Websites

## **Death and Injury Notices**

The Dean of Students Office is responsible for timely notification in the event of a student death/serious injury. Please notify the Dean of Students Office if you become aware of a situation and the Dean of Students will take responsibility for notifying the appropriate offices.

### **The Dean of Students will follow these notification procedures for the death of a member of a students' immediate family (parent, sibling):**

- Notify the appropriate Assistant Dean in the College of Arts and Sciences or the Boler School of Business. The Assistant Dean will email the students' faculty to let them know the student will be missing classes.
- If the student is an athlete, notify the Athletic Department.
- Notify Residence Life (Director & Assistant Director) to determine where the student lives. They will notify the AC and RA as appropriate.
- Notify the Vice President for Student Affairs who will notify the President.
- Notify the University Chaplain.
- Notify Campus Ministry. They will find out information regarding services for the deceased and will send a representative to the wake/funeral service if the service is in the Cleveland area. Campus Ministry will send an announcement to the President and Vice Presidents regarding the death and funeral arrangements. If Campus Ministry is unable to attend the wake/funeral they will contact the student directly and will also send a mass card to the family. (If the student is not Catholic, Campus Ministry will send an appropriate sympathy card.) They will also notify the Resident Minister if the student lives on campus. (In general, Campus Ministry does not send out FSA or all-stu emails for the death of a students' family member, unless requested by the student.)
- A week or so after the service, a Campus Ministry representative will follow up with the student to check to see how they are doing with their classes and to offer support services on campus (i.e. Counseling Center, Campus Ministry).
- Notify the Associate Academic Vice President for Academic Programs and Faculty Diversity.
- Notify Financial Aid.
- Notify Student Affairs department heads, if appropriate.

### **The Dean of Students will follow these notification procedures in the event of a serious student injury:**

- Contact the students' family.
- Notify the Vice President for Student Affairs, who will notify the President.
- Work with the appropriate Assistant Dean to determine who will be a point of contact for the student and the students' family.
- Notify Residence Life to determine where the student lives. Depending on the length of the absence, the student may get a partial credit for room/board.
- Notify the University Chaplain.

- Notify Campus Ministry. If the student is hospitalized in the area, the University Chaplain or a Campus Ministry representative will go to visit the student.
- Notify the Manager of Regulatory Affairs and Risk Management.
- Notify the Director of Media Relations.
- Notify the Associate Academic Vice President for Academic Programs and Faculty Diversity.
- If the student was injured while on a JCU trip, determine who to send to the hospital.
- Notify the Counseling Center.
- Notify Student Affairs department heads, if appropriate.

**The Dean of Students will follow these notification procedures in the event of a student death (this process will vary depending on circumstances):**

- Notify the Vice President for Student Affairs, who will notify the President and the other Vice Presidents.
- Notify the Associate Academic Vice President for Academic Programs and Faculty Diversity who will notify the appropriate Academic Dean, department chair and academic advisor.
- Notify the University Chaplain.
- Notify Campus Ministry, who will talk with the family to get information about the wake/funeral service. If appropriate, a memorial service will be held on campus. The University Chaplain or a representative from Campus Ministry will attend the wake/funeral.
- If the student lived in university owned housing, notify Residence Life, who will determine amount of room/board refund and report this to the Bursar's Office. Work with the student's family to return personal property. Provide support to roommates/residence hall community.
- The Dean of Students Office will notify the campus community with information about the student death and the wake/funeral services. The Dean of Students will be the primary contact with the family.
- Notify the Counseling Center.
- Notify the Bursar's Office, who will handle closing the student's account, and if appropriate, will mail all refunds due to the estate of the deceased student.
- Notify Financial Aid, who will deactivate the student's financial aid and will communicate with Bursar's Office regarding refund.
- Notify Information Services, who will deactivate the student's email account.
- Notify the Registrar's Office, who will update the banner record to code the student as "deceased". Determine amount of tuition refund and communicate with Bursar's Office.
- Notify the Student Employment coordinator to determine if the student was employed on campus and notify on-campus employer.
- Notify the Manager of Regulatory Affairs and Risk Management.
- Notify the Director of Media Relations.

- If the death is a crime of violence caused by another student, notify the next of kin of their right to receive a report of the disciplinary proceedings (In compliance with HEA Sec. 487).
- The Dean of Students Office will notify Student Affairs department heads.

**The Dean of Students will follow these procedures in the event of an Alumni death:**

- Notify the Alumni Office, who will notify the campus community, as appropriate.
- If the individual is a recent alum, notify the Associate Academic Vice President for Academic Programs and Faculty Diversity, who will notify the appropriate Academic Dean, department chair, and academic advisor.
- Notify the University Chaplain.
- Notify Campus Ministry.
- Notify the Vice President for Student Affairs.
- Notify Student Affairs Department Heads, if appropriate.
- Notify the Director of Media Relations.

## **Dress Code**

### **Academic Year**

During the academic year while school is in session, all division of student affairs employees are required to adhere to the following dress code:

#### **Men**

- Pants: Casual pants (i.e. “Dockers” or tailored “khaki” pants) will be permitted. Shorts and blue jeans are unacceptable.
- Tops: Shirts should be button down and collared. Shirts may be short sleeve. Business style sweaters/vests are permitted.
- Footwear: Casual loafers are permitted. No athletic shoes or sandals are allowed. Socks must be worn at all times.

#### **Women**

- Pants/skirts: Casual skirts/dresses and pants (i.e. “Dockers” or tailored “khaki” pants) are permitted. Shorts and blue jeans are unacceptable.
- Tops: Shirts/blouses must have sleeves (though short sleeves are permitted) and may not expose the mid-rift or back. Business style sweaters/vests are permitted.
- Footwear: Casual, business style shoes are permitted. Business style sandals may be worn when weather permits, and feet must be clean and well-groomed.

**Please note:** Professional meetings with members of the campus community outside of the division or with parents or other constituencies of the university require professional dress.

Professional dress for men includes trousers, button down shirt, and tie or business style sweater/vest. Suits/jackets are optional.

Professional dress for women includes trousers or skirt/dress, blouse or business style shirt or business style sweater/vest. Suits/jackets are optional.

### **Exceptions**

- Special event days constitute exception to this policy. These should be approved by your department head.
- Coaches and graduate assistants are exceptions to this policy; however their dress code is subject to the approval of the senior director of athletics and recreation.
- Employees who are required to wear uniforms are expected to wear them in their entirety.
- Some positions do require a higher level of/more frequent professional dress.

Supervisors will monitor employees' compliance with the dress code and, if necessary, will address any concerns.

### **Summer and Student Break**

During the summer months and dates when classes are not in session during the academic year, all division of student affairs employees are required to adhere to the following dress code:

#### Men

- Casual pants (i.e. "Dockers" or "khaki" pants) are permitted.
- Shirts should either be button down and collared or that of the "Polo" (golf) type.
- Denim shirts that are professional in appearance are permitted.
- Shorts and blue jeans are not permitted.
- Tennis shoes and "beach" or "sport" type sandals are not acceptable footwear.
- Casual loafers are permitted. Socks must be worn at all times.

#### Women

- Casual skirts, dresses, and pants, including Capri pants, are permitted.
- Appropriate sleeveless blouses or sweaters are permitted but may not expose the mid-rift or back.
- "Polo" (golf) shirts and knit tops are allowed.
- Denim that is professional in appearance is permitted.
- Shorts, blue jeans, and strapless tops are not permitted.
- Tennis shoes and "beach" or "sport" type sandals are not acceptable footwear.

- Socks must be worn at all times with the exception of dressy, professional sandals and feet must be clean and well-groomed.

Please note: Professional meetings with members of the campus community outside of the division or with parents or other constituencies of the university require professional dress.

## **Emergency Procedures**

Visit the JCU Emergency Procedures website for detailed information. Additionally, all new employees receive an Emergency Response Guide during their orientation.

## **End of Year Reports**

Department heads are expected to write an End of the Year Report that summarizes and analyzes their department's work (including learning assessment findings) throughout the year. The office of the vice president for student affairs will provide the report template.

## **Identification Card/Carroll Card**

The Carroll Card is the official identification card of John Carroll University. Visit the Carroll Card website for detailed information. The card provides access to many campus programs and services including the following:

- check-cashing privileges
- Grasselli Library access and use
- Express Dollars
- Carroll Cash
- recreation center access and use
- admittance to campus athletic events

## **JCU Dining**

ARAMARK HE provides food service for John Carroll University. All employees are welcome to dine in Schott Hall (the student dining room), the student coffee shop "The Cubby", or the Inn Between all located in the lower level of the Lombardo Student Center; Einstein Brothers Bagel Company which is located on the lower level of the Administration Building; and the Java City Café in the lower level of the Library. Hours of operation for each facility vary. All locations accept cash, Carroll Cash, Flex Dollars, debit, and credit cards.

## **Plus Points**

Employees may obtain a prepaid account that acts as a debit card for purchasing food and drinks at any JCU Dining location on campus. You may purchase Plus Points through the JCU Dining website or by visiting the JCU Dining office located in the Underground in the basement of the D.J. Lombardo Student Center.

## **Keys**

Staff members are required to follow JCU policies regarding the proper use of keys. The policy can be found on the office of facilities website.

## **Meetings**

All members of the division of student affairs are expected to attend departmental, divisional, and university meetings regularly. As a primary source of communication, meetings provide platforms for information sharing and decision-making. The inability to be in attendance at a meeting is not a valid excuse for not acquiring important information communicated.

Requests to be absent from meetings must be communicated to supervisors and the meeting leader in advance and every effort should be made to find a replacement, if appropriate. If a replacement cannot be found, then the staff member must find another way to obtain information from the meeting that does not place any undue burden on the meeting leader.

### **Annual Meetings**

Generally there are three annual meetings in the division held in August, January and May. These meetings are mandatory for designated participants. No other meetings are to be scheduled at these times and staff members are expected to plan their schedules in advance so as to avoid any conflicts. Absences must be approved by the vice president.

### **Department Head Meetings**

Department leaders meet approximately every two weeks to conduct divisional and university business. The Vice President for Student Affairs chairs these meetings, but all department leaders are encouraged to submit agenda items for discussion at least 24 hours prior to the scheduled meetings.

### **Departmental Meetings**

Most departments meet regularly to address issues pertinent to their areas.

### **Professional Development Team**

This team offers free, on-campus or local professional development opportunities for members of the division of student affairs throughout the academic year.

### **Student Activity Fee Allocation Committee**

This committee works closely with the office of the vice president in the administration and allocation of the student activity fee. The Student Union's vice president for business affairs and the assistant to the vice president for student affairs serve as co-chairs. Other committee members include the director of student activities, a student affairs administrator and two student representatives.

### **Student Affairs Assessment Team (SAAT)**

The SAAT is a group of student affairs staff who support and provide guidance to the division's assessment efforts. The group meets once a month to review and evaluate departmental and divisional assessment plans, address divisional assessment issues, and develop expertise in assessment. The SAAT is chaired by the assistant vice president for student development and assessment.

### **Other Divisional Work Groups**

In addition to these committees, the vice president for student affairs may appoint work groups to address strategic planning issues related to such areas as the allocation of resources, campus programming and communication. These groups will typically be charged with specific tasks and be of relatively short duration.

### **Notification of the Vice President**

This procedure has been created in an effort to maintain necessary communication between departments and the vice president for student affairs regarding serious divisional incidents as they occur, develop and are resolved. The intention of this policy is to supplement departmental communication practices and to ensure the timely notification of the vice president. In most cases, notification should be given as soon after the information is initially received but certainly within 8 hours of an incident. This will allow him/her to respond to necessary campus officials, parents/guardians, students and the media in an appropriate and accurate manner.

If you need to leave a message, be very specific and include all pertinent information: who, what, where, when, how and the administrative response taken. If the vice president needs any additional information, he/she will contact the notifying staff member. The following examples are types of incidents that require immediate notification of the vice president for student affairs:

- A student has been assaulted (physically, emotionally, sexually, or racially)
- A student has been seriously injured (on or off campus)
- A student death has occurred
- A student has attempted suicide
- A student has been transported to the hospital for alcohol poisoning
- A student has been placed on interim suspension from the University or interim removal from the residence halls
- A hate crime or act of intolerance has occurred (on or off campus)
- A major health emergency has threatened the campus community

- A major, community disturbance has occurred (on or off campus)
- A physical facility has suffered major destruction and/or fire
- A formal grievance has been filed or alleged against a divisional employee
- Someone contacts or threatens to contact the President or any other upper-level administrator to complain about a particular incident
- Any master keys have been lost or stolen
- Any major event occurs in a student's life, either positive or negative
- Any event that may adversely affect the image of the university
- Any event that may generate publicity

## **Office Hours**

Office hours for departments in the division of student affairs are Monday through Friday, from 8:30 a.m. to 5:00 p.m. with up to one hour meal period for employees (normally from 12:00 p.m. to 1:00 p.m.). However, all offices are expected to stay open during lunch. This will require the use of a lunch shift system and/or work study employees. All divisional employees, unless otherwise approved by a supervisor, are expected to maintain the aforementioned regular office hours.

The vice president for student affairs must approve any long-term absences or any permanent deviations from the above established office hours. Employees should refer to the John Carroll University Employee Handbook for Staff and Administrators for the policies on these matters.

## **Parking**

John Carroll University employees are asked to park in designated faculty/staff and open parking areas. Complete parking rules and a map of parking areas can be found online and are available with the Parking Office located in the Campus Safety Services Office located on the first floor of the D.J. Lombardo Student Center, Room 14.

## **Performance Appraisals**

Performance appraisals are designed to help employees understand their roles and expectations, continue to learn and participate in the improvement of John Carroll University through improved communication and work performance. This process is coordinated through the office of human resources.

## **Professional Development**

### **Travel Policy**

The University is undertaking an effort to significantly reduce travel expenses. The following restrictions will help identify and determine the need for travel. The

University's Travel Expense Reimbursement Policy will continue to apply for all travel expenses actually incurred. All travel must be directly related to an activity in which the University derives a benefit. University employees authorized to approve travel expenditures should exercise prudent judgment when determining if the travel is necessary and justified. The following principles should be used as a guide when determining the appropriateness of the travel expenditure:

- Travel to meetings, conferences, seminars, athletic events etc., must be limited to essential personnel (i.e., primary decision maker, presenter, officer, athletes, coaches) and must be mission critical.
- Travel necessitated by the need to obtain critical training must be limited to situations where no comparable on-line or local training opportunity is available.
- When the need to travel for training is unavoidable, the training location (assuming multiple options exist) must be selected based on lowest total cost to the University.
- Use of teleconferences, video-conferencing technologies, on-line meeting capabilities, etc., must be used in lieu of traveling to events.
- Where possible, attendance at multiple meetings, conferences, seminars, and other events should be combined in an effort to reduce the number of individual travel trips.

Generally, no more than one University employee should travel to the same event unless multiple attendees are essential and mission critical. The use of University funds for travel purchases related to a University guest (i.e., speaker, recruit, donor, board member, etc.) may be justified, but should be limited. In each of these cases, justification for the use of University funds rests upon the conduct of official University business and must generally be approved by a third-party who is authorized to sign for the budget being charged.

This restriction does not extend to student funds associated with campus-wide student activities or to grant funds (if the grant specifically provides for the travel purchases). Any exceptions to this budget advisory must be obtained in advance from the President or a Divisional Vice President.

### **Travel Requests**

Requests must be approved by the supervisor to whom you ultimately report (Dean of Students, Senior Director of Athletics and Recreation or Assistant Vice President for Student Development and Assessment). Staff members may only begin the registration process after they have received final approval.

### **Travel Approval Process**

1. If you believe your request meets the University criteria for travel, make a formal request to your supervisor in writing. Your request must include the following information: Title, description, and dates of the travel activity.

- Also include a breakdown of the estimated costs including travel, food, registration and other fees.
2. If your supervisor approves the request, he/she will then submit it up the chain of command until it is approved by the supervisor to whom you ultimately report for final approval.
  3. If your request does receive final approval, you will be notified in writing. Once you receive this notification, then you may officially register for the event.
  4. If your request does not receive final approval, you will be notified in writing.

### **Institutional and Professional Association Memberships**

The office of the vice president for student affairs pays the annual institutional membership dues for the following national professional organizations: [American College Personnel Association \(ACPA\)](#), [Association of College and University Housing Officials-International \(ACUHO-I\)](#), [National Association of Student Personnel Administrators \(NASPA\)](#), and [Jesuit Association of Student Personnel Administrators \(JASPA\)](#). Institutional memberships in other professional organizations must be approved by the vice president for student affairs. Decisions regarding institutional memberships will be based on mission, university benefit and budget availability.

Institutional membership in the national umbrella organizations for student affairs affords the opportunity for individual staff members to purchase professional memberships at a significant cost savings. Membership in these and other professional associations are encouraged but are optional in most cases. Therefore each individual is responsible for his/her own annual membership fees/dues to belong to the professional organizations of his/her choosing.

### **Professional certifications/licenses**

Professional certification and license fees are also the responsibility of the individual staff member.

### **Recreational Facilities**

All employees and spouses are permitted to use campus recreational facilities with a valid Carroll Card or valid Recreation Center membership card subject to availability. The recreational facilities include the following:

- indoor banked track
- basketball and racquetball/handball courts
- Ralph Vince Fitness Center
- William H. Johnson Natatorium
- tennis courts
- all-weather running track.

Recreational locker rooms are located in the hallway across from the campus safety services office. Faculty and staff are required to provide their own padlocks to secure belongings in a locker. Please contact the Intramurals & Recreation Office at x3092 with questions.

## **Responsible Use of University Funds and Equipment**

University funds should be spent responsibly, keeping in mind the necessity and frugality of purchases made. Departments must manage their budgets in accordance with the policies and practices set forth by the business office as well as the division of student affairs.

### **Divisional Budget Management Practices**

1. Budget preparation, monitoring, and reconciliation are the sole responsibility of department leaders.
2. Department leaders, or any other employees assisting in budget management, will be proficient using the finance functions of Banner. Department leaders will arrange Banner training for new employees and additional training for current users when necessary.
3. Department leaders will create budgets following university and divisional policies and practices. After each fiscal year, department leaders must analyze expenditures and adjust organization and account codes accordingly.
4. Budget transfers from one organization code to another are not allowed as a means of balancing budgets. This practice confuses our ability to track expenditures. Department leaders must adjust the amount of money in each organization code accordingly to match past expenditures. Contact the business office if any changes need to be made to organization codes, account codes, and their respective budgeted amounts.

### **Equipment**

University equipment is intended to be used for University purposes only. Discretion should be used when using equipment for non-University purposes.

### **Gift Policy**

#### **Gifts to Employees**

In some circumstances, the University may choose to give a gift or token of appreciation to its employees. Gifts to employees are deemed by the IRS to be a taxable fringe benefit which must be reported as earned income. De minimis benefits, however, are excluded from this requirement. A de minimis benefit is any tangible good or service provided to an employee that has so little value that accounting for it would be unreasonable or administratively impractical. Examples of de minimis benefits include the following:

- Holiday gifts, other than cash and cash equivalents, with a low fair market value (less than \$100);

- Occasional parties or picnics for employees and their guests provided by JCU.

Cash, no matter how little, is never excludable as a de minimis benefit. Gift cards, gift certificates, or any financial instrument redeemable for cash are all considered cash and thus are not excludable from income as a de minimis benefit. Cash and cash equivalents are always taxable to the employee.

To be compliant with IRC, the University must include all cash and equivalent gifts and gifts of tangible goods over \$100 in an employee's taxable income. Since this is administratively burdensome, the University requests that departments refrain from giving cash and cash equivalents or gifts of tangible goods in excess of \$100 to employees of the University. Any gifts of cash to an employee must be paid through the payroll department for proper withholding and reporting.

Expenditures for cash or cash equivalents such as gift cards, gift certificates, money orders, traveler's checks, or gift checks for employees will be treated as a personal expense of the purchasing employee and will not be reimbursed by the University. Personal purchases are not allowed on University purchasing cards per the Purchasing Card Policy. If in error a purchasing card is used for this purpose, it is expected that the employee will reimburse the University with personal funds.

#### Gifts to Non-Employees

In some instances, the University may choose to give a gift or token of appreciation to non-employees such as donors or key constituents. In these circumstances, Accountable Plan rules as defined by the IRS and as required by fiscal policy must be followed. An Accountable Plan requires an original receipt plus complete, business purpose substantiation including the name of the recipient, the gift given, the business purpose of the gift, the date and amount of the gift, and the vendor from whom the gift is purchased.

Of course, all gifts and tokens of appreciation whether given to employees or non-employees are always subject to the availability of funds and should support strategic goals of the University.

These and other purchasing policies can be found on the finance and auxiliary services website.

#### **Meals and Food Purchases**

Supervisory approval is required for university-funded meal compensations for staff. Staff members, whose position requires them to work additional evening and/or weekend hours on a routine basis, may be offered some variation of meal compensation. Supervisory approval is also required for any meal or food purchases in recognition of a staff member's personal (birthday, new baby, etc.) and/or professional (degree attainment, promotion, etc.) significant life event.

Supervisors should direct any questions regarding this policy to the vice president for student affairs or the dean of students.

## **Standard of Conduct**

Members of the division of student affairs are expected to conduct themselves in an ethical and professional manner that is consistent with the mission and philosophy of John Carroll University. Respect for the dignity of all members of the campus community including students, faculty, staff, administrators, and guests is expected and required.

### **Alcohol**

This policy was created to give clear guidelines on the use of alcohol within the division of student affairs.

- Divisional and department funds may not be used to purchase alcohol.
- On-campus staff events, sponsored by a department or the division, may not include alcohol. Events that occur after 5:00pm and off-campus may include alcohol, but university funds cannot be used towards its purchase.
- There are separate University policies for student events with alcohol. These policies can be found in the Student Organization Guide on-line.
- Staff members may not consume alcohol with undergraduate students, whether they are 21 or older regardless of location. The only exception is if you are an invited guest to a university event where alcohol is being served such as a Senior Celebration type of event.
- Staff members should avoid patronizing drinking establishments that are commonly frequented by undergraduate students (i.e. Pizzazz Bar, bars on Lee and Coventry, etc.).
- Staff members chaperoning and/or working an event with alcohol are not permitted to consume alcohol.
- Staff members are not permitted to consume alcohol during the workday or on lunch break. The only exception to this policy is when the university hosts receptions during business hours (i.e. retirement party, awards receptions, etc.).
- Staff members are not permitted to consume alcohol if they are coming back to campus later that same day to perform duties as stated in their position descriptions.
- Staff members are not permitted to consume alcohol on any university sponsored trips with students (i.e. immersion trips, student conferences, athletic events, etc.).

### **Relationships with Students**

Staff members are to create and to maintain professional mentoring relationships with students. Please refer to the ACPA Ethical Standards 2.1 through 2.9 as listed

in this handbook as these are the guidelines staff members will be expected to uphold.

Graduate assistants are highly discouraged against forming intimate/dating relationships with undergraduate students due to the potential for complications between their professional and personal lives. Graduate Assistants living in the residence halls are not permitted to have intimate/dating relationships with undergraduate students.

Supervisors will hold all staff members accountable to our standards of conduct. If there are any questions regarding these standards, it is the responsibility of both the supervisor and the staff member to consult with the vice president for student affairs. Violations of these standards will be addressed departmentally and where appropriate, may be referred to the office of human resources.

### **Student Group Activity/Demonstration Policy**

As an academic community, John Carroll University is committed to creating an environment of inquiry which embraces Jesuit, Catholic education as a search for truth where faith and reason complement each other in learning. At times this spirit of inquiry may produce conflicts of ideas, opinions, and proposals for action. The university recognizes its responsibility to provide effective channels for internal communication, free discussion, and rational persuasion as the normal and preferred means to airing and recognizing differences.

On occasion the expression of dissent through individual or collective activity may take the form of demonstration. In such cases the University must seek to ensure a fair and reasonable balance between two sets of rights. The first is the right of the members of the university community to freely pursue their objectives without unreasonable obstruction or hindrance. The second is the right to communicate, by peaceful demonstration and dissent, the positions that members of the community conscientiously espouse on vital issues of the day. This balance requires respect for the rights and responsibilities of both the institution and the individuals involved in the demonstration.

However, neither set of rights justifies jeopardizing or threatening the safety of persons or property, including overcrowding of campus areas; interference with processes or procedures of instruction, research, administration or student activities authorized to be conducted in university facilities or on university property; violation of established building hours; or obstruction of authorized access to, use of or egress from university facilities. Such conduct is contrary to the policies and objectives of the university community. Students who participate in demonstrations and similar activity which interfere with the rights of others or the orderly functioning of the university or civic community are subject to disciplinary

action according to the university student conduct procedures as well as legal action as appropriate.

For reasons of general information, assistance, courtesy and good order, and to assure that the University is in compliance with legal and code requirements, the university process requires that students contemplating demonstration and similar activities make their intentions known in advance to the Dean of Students through a meeting to discuss the arrangements for the event and completing a demonstration registration form for approval.

The use of the university forum for expression of ideas or viewpoints does not imply acceptance or endorsement by the university of the views expressed.

### **Tickets and Discounts**

Employees are eligible for free admission to the regular season sporting events by calling the athletic and recreation department at x1663 to obtain advance tickets or by showing their Carroll Card at the gate. Free employee admissions are not available for conference tournaments or post-season competition.

### **Website Maintenance**

Department leaders are responsible for assigning a person(s) to serve as web content manager for their area. This person(s) is responsible for maintaining all websites associated with the department and for keeping abreast of the various website technologies offered in order to communicate and connect with students in creative and meaningful ways. Web content managers work collaboratively with the assistant vice president for student affairs and web staff from the office of marketing and communications.

# PRINCIPLES FOR GOOD PRACTICE IN STUDENT AFFAIRS

(NASPA Website: <http://www.naspa.org>)

## Good Practice in Student Affairs:

- Engages students in active learning.
- Helps students develop coherent values and ethical standards.
- Sets and communicates high expectations for student learning.
- Uses systematic inquiry to improve student and institutional performance.
- Uses resources effectively to achieve institutional missions and goals.
- Forges educational partnerships that advance student learning.
- Builds supportive and inclusive communities.

## Introduction

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.

Others in higher education have recognized these challenges and have responded with calls to concentrate "on the core function of the enterprise, that is, focusing on student learning" (Wingspread Group, 1993). Focusing on learning rather than instruction is a fundamental shift in perspective. If the purpose of education is learning, and then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments.

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. The Student Learning Imperative (American College Personnel Association, 1994) asked us to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. As a first step in that direction, the Student Learning Imperative articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others. The next step is identifying practices that will move our

profession forward in its focus on learning and guide us in meeting the challenges with which we are confronted. For this purpose, we have identified principles to guide the daily practice of student affairs work.

## **Defining Principles of Good Practice for Student Affairs**

In 1986 in the wake of reports critical of undergraduate education, the Lilly Endowment and the Johnson Foundation sponsored an effort by higher education leaders to identify the most effective approaches to educating undergraduates. From this discussion, Chickering and Gamson (1987) developed seven principles of good practice in undergraduate education: (1) student-faculty contact, (2) cooperation among students, (3) active learning, (4) prompt feedback, (5) time on task, (6) high expectations, and (7) respect for diverse talents and ways of learning. These principles established a concise statement of behaviors associated with high quality undergraduate education that practitioners, scholars, and the general public could understand and use.

Student affairs lacks a comparable statement of good practice. If we are to collaborate with others in higher education to advance student learning, we need clear and concise guidelines for how to proceed. This document -- *Principles of Good Practice for Student Affairs* -- is intended to provide those guidelines. Some of the principles identified for good student affairs practice are similar to those proposed by Chickering and Gamson (1987). The two sets of principles share a commitment to student learning, but the primary audiences for each document and the scope of learning activities addressed are different.

## **Contexts of Student Affairs Practice**

### *Student Affairs Commitments and Values*

To be meaningful, principles of good practice for student affairs should be consistent with our core values which have been documented throughout the literature of the profession. Since 1937 when the American Council on Education published the first Student Personnel Point of View, our field has produced many documents about student affairs work. These works span seven decades, examining student affairs from different perspectives and for different purposes. They demonstrate our long-standing belief that higher education has a responsibility to develop citizens capable of contributing to the betterment of society. These documents affirm our conviction that higher education has a duty to help students reach their full potential.

Our beliefs about higher education serve as the foundation for our commitment to the development of "the whole person"; our collective professional values are derived from that commitment. Values evident across the history of student affairs work include an acceptance and appreciation of individual differences; lifelong

learning; education for effective citizenship; student responsibility; ongoing assessment of learning and performance (students' and our own); pluralism and multiculturalism; ethical and reflective student affairs practice; supporting and meeting the needs of students as individuals and in groups; and freedom of expression with civility. Any statement of principles of good practice for student affairs must be consistent with our profession's values and must help us meet our founding commitments.

### *The Importance of Context*

Our history also reminds us that good student affairs practice must be considered within the context of issues that influence higher education and its missions. Societal concerns and needs, economic conditions, and external political agendas shape the parameters for student affairs work. These conditions emphasize the need for our practices to be informed by research and writing not only about teaching and learning but also concerning the most pressing issues confronting our students and their families.

Institutional contexts influence how principles for good practice are applied. Such contexts within higher education include institutional missions, expectations, and student demographics. In realizing institutional goals, each student affairs division is responsible for managing its resources effectively in support of its institution's mission. This document provides a framework to aid student affairs in meeting these challenges without sacrificing the individuality of their institutions.

## **Using the Principles**

*The Principles of Good Practice* are not immutable rules, nor do we offer specific instructions for their use at particular institutions. The principles are means to conducting learning-oriented student affairs work, based on extensive research about the impact of college on educational outcomes. As such, they offer unambiguous, yet adaptable, guidelines for productive use of resources for learning.

The principles were written to be incorporated into everyday tasks and interactions with students, faculty, academic administrators, and others. They are intended to shape how we think about our responsibilities, communicate our purposes to others, and engage students. Using the principles as a one-time topic for staff orientation or setting them aside until a crisis occurs for which they might be useful serves little purpose. Rather, the principles should create a continual context for examining and implementing student affairs missions, policies, and programs. They should provide both a guide for assessing the contribution of student affairs to student learning outcomes and a curriculum for ongoing in-service education.

## Principles of Good Practice

1. *Good practice in student affairs engages students in active learning.*

Active learning invites students to bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Good student affairs practice provides students with opportunities for experimentation through programs focused on engaging students in various learning experiences. These opportunities include experiential learning such as student government; collective decision making on educational issues; field-based learning such as internships; peer instruction; and structured group experiences such as community service, international study, and resident advising.

2. *Good practice in student affairs helps students develop coherent values and ethical standards.*

Good student affairs practice provides opportunities for students, faculty, staff, and student affairs educators to demonstrate the values that define a learning community. Effective learning communities are committed to justice, honesty, equality, civility, freedom, dignity, and responsible citizenship. Such communities challenge students to develop meaningful values for a life of learning. Standards espoused by student affairs divisions should reflect the values that bind the campus community to its educational mission.

3. *Good practice in student affairs sets and communicates high expectations for learning.*

Student learning is enhanced when expectations for student performance inside and outside the classroom are high, appropriate to students' abilities and aspirations, and consistent with the institution's mission and philosophy. Expectations should address the wide range of student behaviors associated with academic achievement, intellectual and psychosocial development, and individual and community responsibility. Good student affairs divisions systematically describe desired levels of performance to students as well as to practitioners and regularly assess whether their performances are consistent with institutional expectations.

4. *Good practice in student affairs uses systematic inquiry to improve student and institutional performance.*

Good practice in student affairs occurs when student affairs educators ask, "What are students learning from our programs and services, and how can

their learning be enhanced?" Knowledge of and ability to analyze research about students and their learning are critical components of good student affairs practice. Student affairs educators who are skilled in using assessment methods acquire high-quality information; effective application of this information to practice results in programs and change strategies which improve institutional and student achievement.

5. *Good practice in student affairs uses resources effectively to achieve institutional missions and goals.*

Effective student affairs divisions are responsible stewards of their institutions' financial and human resources. They use principles of organizational planning to create and improve learning environments throughout the campus that emphasize institutions' desired educational outcomes for students. Because the most important resources for learning are human resources, good student affairs divisions involve professionals who can translate into practice guiding theories and research from areas such as human development, learning and cognition, communication, leadership, and program design and implementation.

6. *Good practice in student affairs forges educational partnerships that advance student learning.*

Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values.

7. *Good practice in student affairs builds supportive and inclusive communities.*

Student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. Good student affairs practice cultivates supportive environments by encouraging connections between students, faculty, and student affairs practitioners. This interweaving of students' academic, interpersonal, and developmental experiences is a critical institutional role for student affairs.

## **Concluding Thoughts**

The Principles of Good Practice for Student Affairs is intended to guide student affairs practice. The principles are grounded in the research on college students, experiences with effective educational institutions, and the historical commitment of student affairs to students and their learning. Ongoing discussions and research on the principles will further develop our understanding of good practice in student affairs. These principles should not limit or restrain other proven means to enrich the education of students. They are intended not as an end in themselves, but as a means to our common goal: achieving the educational missions of our institutions by focusing on student learning.

# STATEMENT OF ETHICAL PRINCIPLES AND STANDARDS

As presented by the ACPA Standing Committee on Ethics and approved by the ACPA Executive Council, November 1992, ACPA website: <http://www.myacpa.org>

## **PREAMBLE**

The American College Personnel Association (ACPA) is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and thus to the service of society. ACPA members are committed to contributing to the comprehensive education of the student, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member agrees to adhere to the provisions of this statement.

This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

## **USE OF THIS STATEMENT**

The principal purpose of this statement is to assist student affairs professionals in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effect of modeling. Self-regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available.

**-Initiate a private conference.** Because unethical conduct often is due to a lack of awareness or understanding ethical standards, a private conference with the professional(s) about the conduct in question is an important initial line of action. This conference, if pursued in a spirit of collegiality and sincerity, often may resolve the ethical concern and promote future ethical conduct.

**-Pursue institutional remedies.** If private consultation does not produce the desired results, institutional channels for resolving alleged ethical improprieties may be pursued. All student affairs divisions should have a widely-publicized process for addressing allegations of ethical misconduct.

**-Contact ACPA Ethics Committee.** If the ACPA member is unsure about whether a particular activity or practice falls under the provisions of this statement, the Ethics Committee may be contacted in writing. The member should describe in reasonable detail (omitting data that would identify the person(s) as much as possible) the potentially unethical conduct or practices and the circumstances surrounding the situation. Members of the Committee or others in the Association will provide the member with a summary of opinions regarding the ethical appropriateness of the conduct or practice in question. Because these opinions are based on limited information, no specific situation or action will be judged unethical. The responses rendered by the Committee are advisory only and are not an official statement on behalf of ACPA.

**-Request consultation from ACPA Ethics Committee.** If the institution wants further assistance in resolving the controversy, an institutional representative may request on-campus consultation. Provided all parties to the controversy agree, a team of consultants selected by the Ethics Committee will visit the campus at the institution's expense to hear the allegations and to review the facts and circumstances. The team will advise institutional leadership on possible actions consistent with both the content and spirit of the *ACPA Statement of Ethical Principles and Standards*. Compliance with the recommendations is voluntary. No sanctions will be imposed by ACPA. Institutional leaders remain responsible for assuring ethical conduct and practice. The consultation team will maintain confidentiality surrounding the process to the extent possible.

**-Submit complaint to ACPA Ethics Committee.** If the alleged misconduct may be a violation of the *ACPA Statement of Ethical Principles and Standards*, the person charged is unavailable or produces unsatisfactory results, then proceedings against the individual(s) may be brought to the ACPA Ethics Committee for review. Details regarding the procedures may be obtained by contacting the Executive Director at ACPA Headquarters.

## **ETHICAL PRINCIPLES**

No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, five ethical principles may be used in conjunction with the four enumerated standards (Professional Responsibility and Competence, Student Learning and Development, Responsibility to the Institution, and Responsibility to Society) to assist in making decisions and determining appropriate courses of action.

Ethical principles should guide the behaviors of professionals in everyday practice. Principles, however, are not just guidelines for reaction when something goes wrong or when a complaint is raised. Adhering to ethical principles also calls for action. These principles include the following:

**-Act to benefit others.** Service to humanity is the basic tenet underlying student affairs practice. Hence, student affairs professionals exist to: [a] promote healthy social, physical, academic, moral, cognitive, career, and personality development of students; [b] bring a developmental perspective to the institution's total educational process and learning environment; [c] contribute to the effective functioning of the institution; and [d] provide programs and services consistent with this principle.

**-Promote justice.** Student affairs professionals are committed to assuring fundamental fairness for all individuals within the academic community. In pursuit of this goal, the principles of impartiality, equity, and reciprocity (treating others as one would desire to be treated) are basic. When there are greater needs than resources available or when the interests of constituencies conflict, justice requires honest consideration of all claims and requests and equitable (not necessarily equal) distribution of goods and services. A crucial aspect of promoting justice is demonstrating an appreciation for human differences and opposing intolerance and bigotry concerning these differences. Important human differences include, but are not limited to, characteristics such as age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation.

**-Respect autonomy.** Student affairs professionals respect and promote individual autonomy and privacy. Students' freedom of choice and action are not restricted unless their actions significantly interfere with the welfare of others or the accomplishment of the institution's mission.

**-Be faithful.** Student affairs professionals are truthful, honor agreements, and are trustworthy in the performance of their duties.

**-Do no harm.** Student affairs professionals do not engage in activities that cause either physical or psychological damage to others. In addition to their personal actions, student affairs professionals are especially vigilant to assure that the institutional policies do not: [a] hinder students' opportunities to benefit from the learning experiences available in the environment; [b] threaten individuals' self-worth, dignity, or safety; or [c] discriminate unjustly or illegally.

## **ETHICAL STANDARDS**

Four ethical standards related to primary constituencies with whom student affairs professionals work--fellow professionals, students, educational institutions, and society--are specified.

1. *Professional Responsibility and Competence.* Student affairs professionals are responsible for promoting students' learning and development, enhancing the understanding of student life, and advancing the profession and its ideals. They possess the knowledge, skills, emotional stability, and maturity to discharge responsibilities as administrators, advisors, consultants, counselors, programmers, researchers, and teachers. High levels of professional competence are expected in

the performance of their duties and responsibilities. They ultimately are responsible for the consequences of their actions or inaction.

As ACPA members, student affairs professionals will:

- 1.1 Adopt a professional lifestyle characterized by use of sound theoretical principles and a personal value system congruent with the basic tenets of the profession.
- 1.2 Contribute to the development of the profession (e.g. recruiting students to the profession, serving professional organizations, educating new professionals, improving professional practices, and conducting and reporting research).
- 1.3 Maintain and enhance professional effectiveness by improving skills and acquiring new knowledge.
- 1.4 Monitor their personal and professional functioning and effectiveness and seek assistance from appropriate professionals as needed.
- 1.5 Represent their professional credentials, competencies, and limitations accurately and correct any misrepresentations of these qualifications by others.
- 1.6 Establish fees for professional services after consideration of the ability of the recipient to pay. They will provide some services, including professional development activities for colleagues, for little or no remuneration.
- 1.7 Refrain from attitudes or actions that impinge on colleagues' dignity, moral code, privacy, worth, professional functioning, and/or personal growth.
- 1.8 Abstain from sexual harassment.
- 1.9 Abstain from sexual intimacies with colleagues or with staff for whom they have supervisory, evaluative, or instructional responsibility.
- 1.10 Refrain from using their positions to seek unjustified personal gains, sexual favors, unfair advantages, or unearned goods and services not normally accorded those in such positions.
- 1.11 Inform students of the nature and/or limits of confidentiality. They will share information about the students only in accordance with institutional policies and applicable laws, when given their permission, or when required to prevent personal harm to themselves or others.

- 1.12 Use records and electronically stored information only to accomplish legitimate, institutional purposes and to benefit students.
- 1.13 Define job responsibilities, decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria with subordinates and supervisors.
- 1.14 Acknowledge contributions by others to program development, program implementation, evaluations, and reports.
- 1.15 Assure that participation by staff in planned activities that emphasize self-disclosure or other relatively intimate or personal involvement is voluntary and that the leader(s) of such activities do not have administrative, supervisory, or evaluative authority over participants.
- 1.16 Adhere to professional practices in securing positions: [a] represent education and experiences accurately; [b] respond to offers promptly; [c] accept only those positions they intend to assume; [d] advise current employer and all institutions at which applications are pending immediately when they sign a contract; and [e] inform their employers at least thirty days before leaving a position.
- 1.17 Gain approval of research plans involving human subjects from the institutional committee with oversight responsibility prior to initiation of the study. In the absence of such a committee, they will seek to create procedures to protect the rights and assure the safety of research participants.
- 1.18 Conduct and report research studies accurately. They will not engage in fraudulent research nor will they distort or misrepresent their data or deliberately bias their results.
- 1.19 Cite previous works on a topic when writing or when speaking to professional audiences.
- 1.20 Acknowledge major contributions to research projects and professional writings through joint authorships with the principal contributor listed first. They will acknowledge minor technical or professional contributions in notes or introductory statements.
- 1.21 Not demand co-authorship of publications when their involvement was ancillary or unduly pressure others for joint authorship.
- 1.22 Share original research data with qualified others upon request.

- 1.23 Communicate the results of any research judged to be of value to other professionals and not withhold results reflecting unfavorably on specific institutions, programs, services, or prevailing opinion.
- 1.24 Submit manuscripts for consideration to only one journal at a time. They will not seek to publish previously published or accepted-for-publication materials in other media or publications without first informing all editors and/or publishers concerned. They will make appropriate references in the text and receive permission to use if copyrights are involved.
- 1.25 Support professional preparation program efforts by providing assistantships, practica, field placements, and consultation to students and faculty.

As ACPA members, preparation program faculty will:

- 1.26 Inform prospective graduate students of program expectations, predominant theoretical orientations, skills needed for successful completion, and employment of recent graduates.
- 1.27 Assure that required experiences involving self-disclosure are communicated to prospective graduate students. When the program offers experiences that emphasize self-disclosure or other relatively intimate or personal involvement (e.g., group or individual counseling or growth groups), professionals must not have current or anticipated administrative, supervisory, or evaluative authority over participants.
- 1.28 Provide graduate students with a broad knowledge base consisting of theory, research, and practice.
- 1.29 Inform graduate students of the ethical responsibilities and standards of the profession.
- 1.30 Assess all relevant competencies and interpersonal functioning of students throughout the program, communicate these assessments to students, and take appropriate corrective actions including dismissal when warranted.
- 1.31 Assure that field supervisors are qualified to provide supervision to graduate students and are informed of their ethical responsibilities in this role.

2. *Student Learning and Development.* Student development is an essential purpose of higher education, and the pursuit of this aim is a major responsibility of student affairs. Development is complex and includes cognitive, physical, moral, social, career, spiritual, personality, and educational dimensions. Professionals must be sensitive to the variety of backgrounds, cultures, and personal characteristics

evident in the student population and use appropriate theoretical perspectives to identify learning opportunities and to reduce barriers that inhibit development.

As ACPA members, student affairs professionals will:

- 2.1 Treat students as individuals who possess dignity, worth, and the ability to be self-directed.
- 2.2 Avoid dual relationships with students (e.g., counselor/employer, supervisor/best friend, or faculty/sexual partner) that may involve incompatible roles and conflicting responsibilities.
- 2.3 Abstain from sexual harassment.
- 2.4 Abstain from sexual intimacies with clients or with students for whom they have supervisory, evaluative, or instructional responsibility.
- 2.5 Inform students of the conditions under which they may receive assistance and the limits of confidentiality when the counseling relationship is initiated.
- 2.6 Avoid entering or continuing helping relationships if benefits to students are unlikely. They will refer students to appropriate specialists and recognize that if the referral is declined, they are not obligated to continue the relationship.
- 2.7 Inform students about the purpose of assessment and make explicit the planned use of results prior to assessment.
- 2.8 Provide appropriate information to students prior to and following the use of any assessment procedure to place results in proper perspective with other relevant factors (e.g., socioeconomic, ethnic, cultural, and gender related experiences).
- 2.9 Confront students regarding issues, attitudes, and behaviors that have ethical implications.

3. *Responsibility to the Institution.* Institutions of higher education provide the context for student affairs practice. Institutional mission, policies, organizational structure, and culture, combined with individual judgment and professional standards, define and delimit the nature and extent of practice. Student affairs professionals share responsibility with other members of the academic community for fulfilling the institutional mission. Responsibility to promote the development of individual students and to support the institution's policies and interests require that professionals balance competing demands.

As ACPA members, student affairs professionals will:

- 3.1 Contribute to their institution by supporting its mission, goals, and policies.
- 3.2 Seek resolution when they and their institution encounter substantial disagreements concerning professional or personal values. Resolution may require sustained efforts to modify institutional policies and practices or result in voluntary termination of employment.
- 3.3. Recognize that conflicts among students, colleagues, or the institution should be resolved without diminishing appropriate obligations to any party involved.
- 3.4 Assure that information provided about the institution is factual and accurate.
- 3.5 Inform appropriate officials of conditions that may be disruptive or damaging to their institution.
- 3.6 Inform supervisors of conditions or practices that may restrict institutional or professional effectiveness.
- 3.7 Recognize their fiduciary responsibility to the institution. They will assure that funds for which they have oversight are expended following established procedures and in ways that optimize value, are accounted for properly, and contribute to the accomplishment of the institution's mission. They also will assure equipment, facilities, personnel, and other resources are used to promote the welfare of the institution and students.
- 3.8 Restrict their private interests, obligations, and transactions in ways to minimize conflicts of interest or the appearance of conflicts of interest. They will identify their personal views and actions as private citizens from those expressed or undertaken as institutional representatives.
- 3.9 Collaborate and share professional expertise with members of the academic community.
- 3.10 Evaluate programs, services, and organizational structure regularly and systematically to assure conformity to published standards and guidelines. Evaluations should be conducted using rigorous evaluation methods and principles, and the results should be made available to appropriate institutional personnel.
- 3.11 Evaluate job performance of subordinates regularly and recommend appropriate actions to enhance professional development and improve performance.

- 3.12 Provide fair and honest assessments of colleagues' job performance.
- 3.13 Seek evaluations of their job performance and/or services they provide.
- 3.14 Provide training to student affairs search and screening committee members who are unfamiliar with the profession.
- 3.15 Disseminate information that accurately describes the responsibilities of position vacancies, required qualifications, and the institution.
- 3.16 Follow a published interview and selection process that periodically notifies applicants of their status.

4. *Responsibility to Society.* Student affairs professionals, both as citizens and practitioners, have a responsibility to contribute to the improvement of the communities in which they live and work. They respect individuality and recognize that worth is not diminished by characteristics such as age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation. Student affairs professionals work to protect human rights and promote an appreciation of human diversity in higher education.

As ACPA members, student affairs professionals will:

- 4.1 Assist students in becoming productive and responsible citizens.
- 4.2 Demonstrate concern for the welfare of all students and work for constructive change on behalf of students.
- 4.3 Not discriminate on the basis of age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation. They will work to modify discriminatory practices.
- 4.4 Demonstrate regard for social codes and moral expectations of the communities in which they live and work. They will recognize that violations of accepted moral and legal standards may involve their clients, students, or colleagues in damaging personal conflicts and may impugn the integrity of the profession, their own reputations, and that of the employing institution.
- 4.5 Report to the appropriate authority any condition that is likely to harm their clients and/or others.

## REFERENCES

- American Association for Higher Education, American College Personnel Association, National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning*. Retrieved September 12, 2006, from <http://www.myacpa.org/pub/documents/taskforce.pdf>.
- American College Personnel Association. (1998). *Principles of good practice for student affairs*. Retrieved September 12, 2006, from <http://www.acpa.nche.edu/pgp/principle.htm>.
- American College Personnel Association Statement of Ethical Principles and Standards. Retrieved September 12, 2006, from [http://www.myacpa.org/au/au\\_ethical.cfm](http://www.myacpa.org/au/au_ethical.cfm)
- American College Personnel Association. (1994). *The student learning imperative: Implications for student affairs*. Alexandria, VA: Author.
- American College Personnel Association and National Association of Student Personnel Administrators. (2004) *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: Authors.
- Association of Governing Boards of Universities and Colleges. (1997). *The Student Affairs Committee*. Washington, DC: Author
- Chickering, A.W., & Gamson, Z.F. (1987). Principles for good practice in undergraduate education. [Special insert to *The Wingspread Journal*, June 1987]. Racine, WI: Johnson Foundation.
- Duke University Center for Academic Integrity. (1999). *The fundamental values of academic integrity*. Retrieved May 24, 2006, from <http://www.academicintegrity.org/pdf/FVProject.pdf>.
- John Carroll University Mission Statement. Retrieved August 30, 2009 from <http://www.jcu.edu/about/vmc.htm>.
- Wingspread Group on Higher Education. (1993). *An American imperative: Higher expectations for higher education*. Racine, WI: The Johnson Foundation.