



# Division of Student Affairs

*Athletics and Recreation*  
*Campus Ministry*  
*Campus Safety Services*  
*Dean of Students*  
*Developmental Programming*  
*Liturgical Music and Musical Arts*  
*Residence Life*  
*Services for Students with Disabilities*  
*Student Activities*  
*Student Health Center*  
*University Counseling Center*  
*Vice President for Student Affairs*

## Strategic Plan 2006 – 2011

*Cultivating Campus, Character, and Community*

## Table of Contents

Mission Statement.....	3
Philosophy Statement.....	3
Overview of Division.....	4
A Brief History of the Division.....	4
Strategic Goals.....	7
Goal One: Cultivating the Student Experience . . . “dedicated to developing men and women”	7
OBJECTIVES .....	7
Goal Two: Character Development . . . “with the knowledge and character” .....	9
OBJECTIVES .....	9
Goal Three: Civic Engagement . . . “to lead and to serve” .....	10
OBJECTIVES .....	11
Strategic Indicators.....	12
Implementation Plans.....	13
2006-2007 Strategic Priorities.....	13
Bibliography .....	14
Appendix A. Division of Student Affairs Organizational Chart.....	15
Appendix B. Strategic Goals and Priorities Matrix .....	16
Appendix C. 2006-2007 Initiatives.....	17

### *“Cultivating Campus, Character, and Community”*

**Campus.** We strive to enliven a student experience that is student-centered and abundant with excellent services. We will contribute to a university experience that produces high levels of engagement and satisfaction from prospective and current students.

**Character.** We commit to building the character of our students by developing students who are ethical, spiritual, reflective, and respectful of themselves and others.

**Community.** We look to form women and men who are socially concerned and dedicated to civic engagement within their local and global communities.

## **Mission Statement**

The Division of Student Affairs at John Carroll University offers programs and services that contribute to the development of women and men with the knowledge and character to lead and to serve.

The educational experience at John Carroll University provides opportunities for the students to develop as total human persons. They should be well grounded in liberalizing, humanizing arts and sciences; proficient in the skills that lead to clear, persuasive expression; trained in the intellectual discipline necessary to pursue a subject in depth; aware of the interrelationship of all knowledge and the need for integration and synthesis; able to make a commitment to a tested scale of values and to demonstrate the self-discipline necessary to live by those values; alert to learning as a life-long process; open to change as they mature; respectful of their own culture and that of others; aware of the interdependence of all humanity; and sensitive to the need for social justice in response to current social pressures and problems (<http://www.jcu.edu/mission.htm>).

## **What is Student Affairs?**

Student affairs is an integral part of the learning process in higher education, providing opportunities for “students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition”<sup>1</sup>. Philosophically, as articulated in “Learning Reconsidered” student affairs views itself as a partner in an educational process that approaches the development of the whole student with the goal of cultivating productive citizens.

Functionally, student affairs provides and facilitates services, programs, and opportunities for both affective and cognitive learning and development. Our role on campus is to enhance the learning environment, educate the campus community about students and their experiences, and partner with academic colleagues to foster true learning communities.

## **Philosophy Statement**

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). We believe learning is an institutional responsibility and that all members of the campus community should 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.

We believe that 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

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<sup>1</sup> Keeling, R.P. (Ed.). (2004). Learning reconsidered: A campus-wide focus on the student experience. Washington, DC: American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA).

to discern their own and others' beliefs, actions, and values, while helping them to develop 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>, 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 the Catholic and Jesuit traditions that especially inform student development and learning at John Carroll. We believe that faith influences attitudes and conduct, that education should be excellence with a soul. Therefore, 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 rich with 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.

## **Overview of Division**

The Division of Student Affairs is comprised of eleven units: Athletics and Recreation, Campus Ministry, Campus Safety Services, Counseling Center, Dean of Students, Developmental Programming, Liturgical Music and Musical Arts Residence Life, Services for Students with Disabilities, Student Activities, and the Student Health Center. The Vice President for Student Affairs oversees the Division. An organizational chart is available as Appendix A.

### ***A Brief History of the Division***

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 of 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 (paperwork).

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 another residence hall. He also ordered the Security force to stop carrying guns. 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. 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 on September 1, 1994 and served until June, 2003. Also in 1994, the Wellness Program was established under the guidance of the Counseling Center. In 1995, all international student paperwork was shifted 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 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 Masters-level Area Coordinators.

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.

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. The Bike Patrol was established in 2004, which gave the department more positive exposure and the ability to be more comprehensive in covering the campus. Campus Safety Services is now also home to the student-founded and student-led EMS 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.

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 in lieu of the impending departure of Reverend Howard Gray, S.J., Assistant to the President for Mission and Identity in the spring of 2007. Given his broader responsibilities, the Division of Student Affairs organizational structure was changed to reflect new roles and responsibilities.

## Strategic Goals

*Goal One: We will improve the student experience along five dimensions: high-quality student services, student-centered facilities and policies, active and engaging campus environment, partnerships with Academic Affairs, and enrollment and retention.*

*Together with Academic Affairs, we are dedicated to deepening and improving the on-campus student experience through highly effective student services and learning centered activities and policies. We are committed to creating an active and engaging campus environment conducive to holistic student learning and development. We look to continue to improve the quality of the living and social experience of our students through student-centered facilities and programs. We recognize our role and responsibilities in contributing to enrollment and retention.*

### OBJECTIVES

- A. We will provide **high quality student services**.
  - Students will be highly satisfied with student services.
  
- B. We will create **student-centered facilities and policies**.
  - Student will have access to multiple outlets for recreation, intramurals, club sports, and varsity athletics.
  - Students will have access to multiple outlets for informal gatherings, leisure time, co-curricular pursuits, organization meeting and storage space, and performing and fine arts.
  - Students will be comfortable in on-campus housing options that meet their complex needs.
  - Students will feel continue to feel safe and secure on campus.
  
- C. We will create an **active and engaging campus environment**.
  - Students will be included in decision making.
  - Students will participate in campus traditions.
  - Students will support athletic teams.
  - Students will participate in intellectual, social, and spiritual opportunities on campus.
  - Students will participate in the cultural, social, recreational, intellectual, and spiritual life of the city of Cleveland.
  
- D. We will forge strong and meaningful **partnerships with Academic Affairs** in order to create a seamless learning environment for students.
  - Students will view Student Affairs professionals as actively engaged in their learning and the achievement of their academic goals.

- Students will take advantage of opportunities to live in residential learning communities.

- E. We will participate as active stakeholders in efforts to **increase enrollment and retention.**
- Prospective students will be highly satisfied with programs, services, and facilities that they encounter prior to enrollment.
  - Prospective students will feel welcomed and encouraged to become a part of the John Carroll community.
  - Prospective students will be well informed of the expectations and opportunities in the John Carroll experience.
  - Current students will feel welcome and included as a maturing member of the campus community especially students who have been traditionally underrepresented at John Carroll University.
  - Current students will know Student Affairs personnel to be helpful, positive, ethical and attentive resources during their John Carroll experience.
  - At-risk students will be identified and personally contacted to remove barriers and introduce resources for successful persistence.

***Goal Two: We will facilitate the development of character in our students, particularly: respect and responsibility for self, respect and responsibility for others, and ethical and spiritual development.***

*The mission of John Carroll University is unequivocal in its emphasis on developing leaders of character who demonstrate commitment to a set of core values. Character involves the ability to discern ethical, spiritual, and social consequences of decisions and actions and the ability to act in socially and personally responsible ways. The University is committed to the values of responsibility, respect, honesty, and fairness.<sup>2</sup> Character development involves educating students to make informed and responsible choices and underscores both the responsibilities and rewards of living in civil society. We are committed to educating students to take personal responsibility and to reduce the distance between their professed and lived values.*

## OBJECTIVES

- A. We will work to create innovative and effective solutions to develop students who are **respectful of self.**
- Students will have a better understanding of alcohol misuse and how they can reduce their risk.
  - Students will have an increased understanding of the personal responsibility associated with sexual behavior.
  - Students will take personal responsibility for themselves and their actions.

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<sup>2</sup> As defined by the Duke University Center for Academic Integrity. (October 1999). The fundamental values of academic integrity. Accessed on May 24, 2006 at <http://www.academicintegrity.org/pdf/FVProject.pdf>

- B. We will foster an inclusive campus environment that values and encourages **respect for others**, in particular for dimensions of difference (i.e. gender, race/ethnicity, age, ideas, religion, culture, privilege, sexual orientation, political ideology, citizenship, and ability) within the framework of the Jesuit, Catholic mission.
- Students will appreciate individual differences.
  - Students will respect the dignity of other persons.
  - Students will act respectfully both on and off campus.
- C. We will promote the value of ethical and spiritual development and action by forming (educating) students in the practices of discernment and formation of conscience, and by assisting students in learning how to responsibly take action in support of their ethical and spiritual values.
- Students will understand how to reflect on moral and ethical issues based, in part, on the teachings of their religious faith tradition.
  - Students will understand what resources are available and how to use those resources to help them further their own spiritual development.
  - Students will have opportunities to learn about and reflect on the moral and ethical teachings of the Catholic tradition and Jesuit mission.
  - Students will be supported in the fulfillment of their own religious commitments.
  - Students will have the opportunity to reflect on how their moral and ethical choices and actions impact others at the personal, local and global level.
  - Students will be presented with information on how to take personal actions that further their moral and ethical choices.
  - Students will be taught the value and process of reconciliation and forgiveness when their own moral and ethical actions or those of others create situations of pain or harm.

***Goal Three: We will promote civic engagement and concern for the public good as central characteristics of a JCU graduate by: working with student leaders to develop traits of ethical and effective leadership. encouraging and supporting on-campus involvement for all students, and building understanding of and communities of practice on issues of justice on the local, national, and international level.***

*We are committed to developing students' abilities and opportunities to be civically engaged through leadership and involvement with others. We will find new ways to help students identify with their campus, to practice good citizenship, and to contribute in meaningful ways to their communities. We hope to engender a commitment on the part of members of the campus community to transcend the physical boundaries of the University community in an effort to change oppressive societal forces through solidarity and informed action. We will embrace the Jesuit ideal of magis and encourage students to strive to do more and to become more for the greater good.*

## OBJECTIVES

- A. We will continue to develop and improve opportunities for students to learn and engage in **effective leadership**, from positional, non-positional, and mission-centered perspectives.
- Students will develop a value of being oriented for the good of others, especially the poor and vulnerable.
  - Students will participate in leadership development opportunities in order to enhance their leadership skills.
  - Student leaders will practice ethical decision-making in their leadership behaviors.
- B. We will support and increase students' **involvement**.
- Students will report high levels of involvement in academic, co-curricular, service, and social opportunities, both on and off campus.
- C. We will identify and develop opportunities for students to **connect with the John Carroll campus and community**.
- Students will be aware of and participate in shared campus traditions.
- D. We will contribute to students' understanding of and **engagement with civic responsibility**.
- Students will vote in on-campus and off-campus elections.
  - Students will possess an increased knowledge and awareness of local, national, and global events.
  - Students will develop an increased knowledge and awareness of social justice issues.
  - Students will regularly participate in community service activities.
  - Students will participate in international experiences.

## Strategic Indicators

Strategic indicators help to map progress and identify opportunities for improvement. The Division will provide a yearly report on strategic priorities and progress towards meeting strategic goals. Below are preliminary indicators for each strategic goal.

- Goal 1: Cultivating the Student Experience
  - Levels of student satisfaction
  - Facilities
  - Partnerships with Academic Affairs
  - Contributions to enrollment and retention
  
- Goal 2: Character Development
  - Number of alcohol violations
  - Alcohol programming
  - Number of sexual assault incidents
  - Sexual assault programming
  - Respect for diversity
  - Participation in spiritual activities
  
- Goal 3: Civic Engagement
  - Student involvement
  - Development of and student participation in a leadership program
  - Students' awareness of local, national, and international issues

## Implementation Plans

To begin the process of achieving the above strategic goals, the following strategic priorities have been identified for 2006-2007. Encompassed within each of these three strategic priorities are several specific outcomes that will be addressed by one or more departments across the Division and in conjunction with other members of the campus community.

### *2006-2007 Strategic Priorities*

1. To evaluate and improve services for students, both current and prospective.
  - Improved web pages for current and prospective students.
  - Creation of a plan for the role of Athletics and Recreation in assisting with university enrollment goals.
  - Enhanced professional development in relation to strategic priorities.
  - Increased satisfaction with residence life policies and processes.
  - Increased satisfaction with campus dining options.
  - Development of a Division electronic portfolio.
  
2. To expose students to the mission and values of the University.
  - Improve the climate for diverse community in Athletics
  - Improve the climate for diverse community in the residence halls.
  - Address issues of personal and academic integrity.
  - Implement the 3-in-1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.
  - Develop initiatives to help the campus become more inclusive.
  - Address both cultural and procedural issues of sexual assault.
  - Explore and address issues of Catholic and Jesuit Identity.
  
3. To explore students' opportunities for engagement with their local, national, and international communities.
  - Create a student leadership development model.
  - Partner with academic affairs to determine appropriate avenues for community engagement that enhances student learning.
  - Assessment of opportunities and barriers to engagement for students.
  - Gain a comprehensive understanding of students' and recent graduates' current levels of engagement.

Each of these priorities contributes to the overall goals for the next five years and will be assessed annually in order to determine progress towards the strategic goals. A table showing the alignment between these short-term goals and the strategic plan is provided in Appendix B. A list of the initiatives to be addressed in 2006-2007 is included as Appendix C.

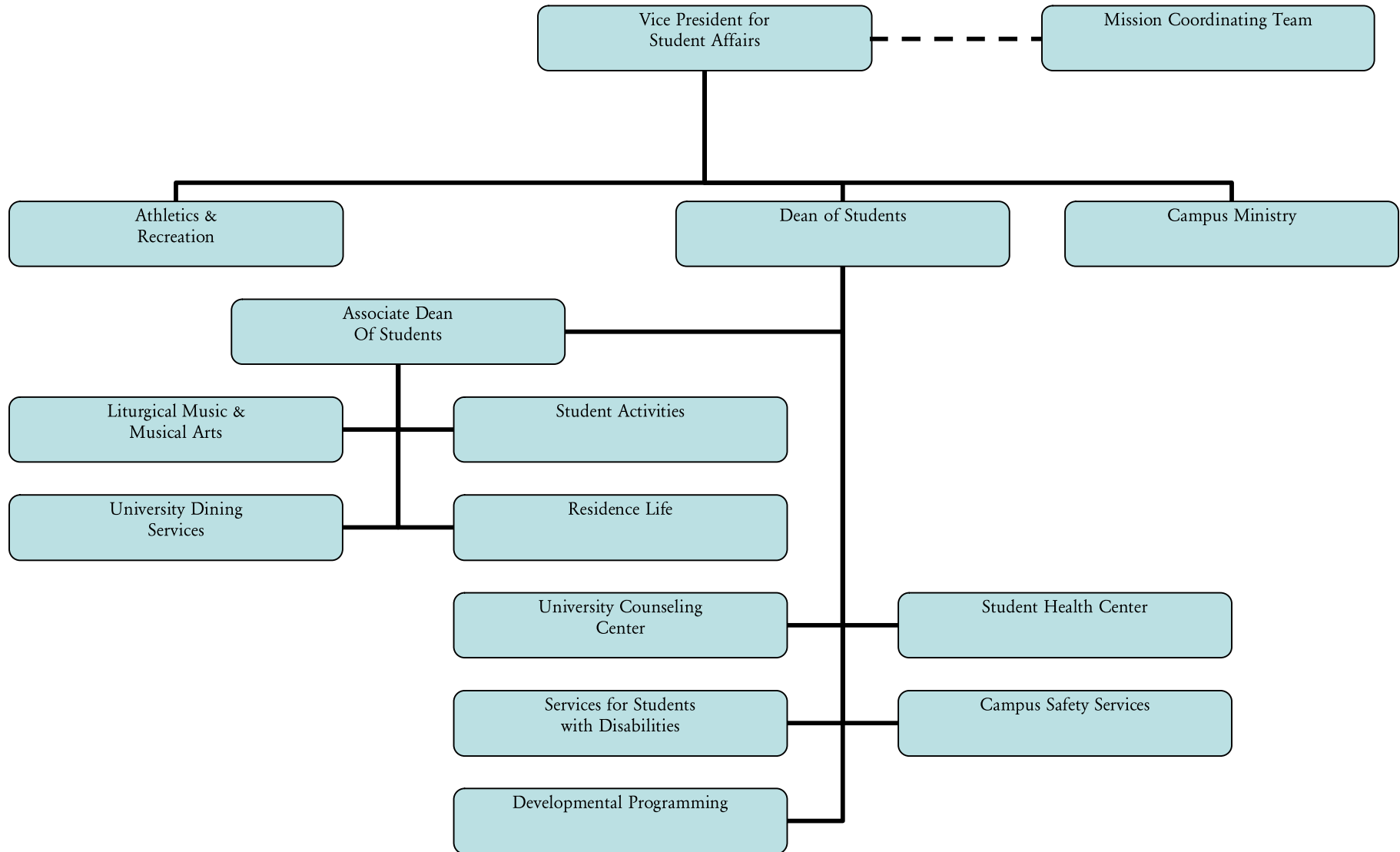
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## Appendix A. Division of Student Affairs Organizational Chart



## Appendix B. Strategic Goals and Priorities Matrix

		STRATEGIC GOALS 2006-2011		
		Student Experience	Character Development	Civic Engagement
STRATEGIC PRIORITIES 2006 -2007	To expose students to the mission and values of the University.	<ul style="list-style-type: none"> <li>▪ Improve the climate for diverse community in the residence halls.</li> <li>▪ Improve the climate for diverse community in Athletics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Address issues of personal and academic integrity.</li> <li>▪ Implement the 3-in-1 framework to reduce the misuse of alcohol and its effects as it relates to first-year students.</li> <li>▪ Develop initiatives to help the campus become more inclusive.</li> <li>▪ Address both cultural and procedural issues of sexual assault.</li> <li>▪ Explore and address issues of Catholic and Jesuit identity.</li> </ul>	
	To explore students' opportunities for engagement with their local, national, and international communities.			<ul style="list-style-type: none"> <li>▪ Create a student leadership model.</li> <li>▪ Partner with Academic Affairs to determine appropriate avenues for community engagement that enhances student learning.</li> <li>▪ Assessment of opportunities and barriers to engagement for students.</li> <li>▪ Gain a comprehensive understanding of students' and recent graduates' current levels of engagement.</li> </ul>
	To evaluate and improve services for students, both current and prospective.	<ul style="list-style-type: none"> <li>▪ Increased satisfaction with residence life policies and processes.</li> <li>▪ Increased satisfaction with campus dining options.</li> <li>▪ Enhanced professional development in relation to strategic priorities.</li> <li>▪ Creation of a plan for the role of Athletics and Recreation in improving enrollment.</li> <li>▪ Improved web pages for current and prospective students.</li> <li>▪ Creation of free play space.</li> <li>▪ Development of a Division electronic portfolio.</li> </ul>		

## Appendix C. 2006-2007 Initiatives

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Revise the Sex Offense Policy.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Develop a protocol that clarifies who needs to report sex offenses and what the appropriate reporting procedures entail.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Research language at other universities regarding sexual assault, acquaintance rape, etc.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Revise/create written protocol for campus notification regarding the Campus Crime Report.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Create brochure: How to help a friend who has been sexually assaulted	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Create brochure for RA's with specific information about their responsibilities	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Create brochure: for faculty and other administrators with information about the policy, procedures, and resources.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Develop a brochure to give to survivors on their rights to pursue criminal charges.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Use data from the Relationship and Sex Survey to further clarify/frame the issues at JCU.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Identify and train a small group of individuals who can serve as advocates for students who have been assaulted.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Provide educational sessions for administrators to better inform them of the reporting process for violations of the sex offense policy.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Offer to meet with each academic department during the 2006-2007 year to discuss sexual assault issues on campus.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Develop and implement standard first responder training.	DP		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Post additional information on sexual assault, e.g. links to the university sexual assault policy, what to do if assaulted, how to help a friend who has been assaulted, and information on the Sexual Assault Nurse Examiner, on appropriate websites	CC		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Evaluate and change the "Brick Point" programming model for RA programming as it relates to sexual assault, alcohol, and personal safety.	RL		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Integrate issues of sexual assault into New Student Orientation, Fall Orientation staff, & RA training initiatives.	RL, SA		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Assimilate issues of sexual assault into leadership development opportunities for student organizations, including fraternities and sororities, and athletics	SA		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Develop four educational programs aimed at reducing violence against women, such as judicial process, impact of sexual assault on survivor, alcohol, how men can prevent violence against women.	DP		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Have the JCU "One in Four" group present to male athletes, male residence hall floors, and male fraternity members.	DP		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Utilize passive programming to assist students in their development of respectful relationships	DP		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Presentation by SANE Nurse in first year residence halls	HS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Discuss social host responsibility and the relationship to sexual assault with off campus students when addressing their responsibilities as members of the university community.	ADRL		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Offer a group therapy experience for survivors of sexual assault	CC		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Offer to meet with each academic department during the 2006-2007 year to discuss sexual assault issues on campus.	DS		Address both cultural and procedural issues of sexual assault.	To expose students to the mission and values of the University.	Character Development
Propose a campus-wide committee to draft a community values statement.	DS		Address issues of personal and academic integrity.	To expose students to the mission and values of the University.	Character Development
Develop a protocol and train staff on how to talk about personal integrity during conduct hearings.	DS		Address issues of personal and academic integrity.	To expose students to the mission and values of the University.	Character Development
Include personal integrity in conversations and programs with off campus students when addressing their responsibilities as neighbors and members of the university community.	ADRL		Address issues of personal and academic integrity.	To expose students to the mission and values of the University.	Character Development
Include the topics of academic integrity and personal integrity in the Parents Newsletter.	ADRL		Address issues of personal and academic integrity.	To expose students to the mission and values of the University.	Character Development
Establish an Interfaith Student Group	CM		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Evaluate and change the "Brick Point" programming model for RA programming as it relates to diversity.	RL		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Specific training for RAs with targeted populations (such as students of color and international students)	RL		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Provide training for CSS Officers and Athletics to enhance recognition, increase reporting and identify resolutions for hate-motivated incidents through training	CSS		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Collaborate with the Office of OMA to offer programs and to address special needs, academic support, etc. for underrepresented students.	CC		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Develop an initiative to overcome the stigma attached to the counseling experience and other help-seeking experiences	CC		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Offer University Counseling Center staff to act as liaisons for diverse groups, e.g. students with disabilities, Allies groups.	CC		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Attend the welcoming reception for international students and collaborate with the Center for Global Education	CC		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Provide training for UCC interns on the issue of multicultural sensitivity	CC		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Organize an annual collaborative diversity initiative around a theme (e.g. Heal the Hurt)	SA		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Provide semesterly professional development opportunities that focus on gaining a better understanding of how to make the campus more inclusive.	DS		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Educate the campus community addressing how to meet the needs of students with disabilities through brown bag luncheons once a semester.	SSD		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Develop semesterly newsletter to raise awareness, inform and educate the campus community on students with disabilities.	SSD		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Integrate the aesthetic of diverse musical arts into the campus culture once a semester	LMMA		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Include diversity/sensitivity training initiatives into New Student Orientation/Fall Orientation and all Orientation staff training.	SA		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Outreach to student cultural groups to provide musical opportunities.	LMMA		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Create and distribute a pamphlet on customs of Orthodox Jews to off campus students to promote understanding of a subculture of the city of University Heights.	ADRL		Develop initiatives to help the campus become more inclusive.	To expose students to the mission and values of the University.	Character Development
Provide a session on Catholic Identity and Jesuit Mission for new Student Affairs personnel	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Provide a session on Catholic Identity and Jesuit Mission for all student leadership training programs	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Work with Academic Affairs on the Poverty Initiative and the Arrupe Scholarship program by offering co-curricular activities in areas of faith and justice	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Develop a service initiative for Fall orientation that leads to conversation inclusive of issues of Catholic and Jesuit identity	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Revise Fall Orientation sessions to address Catholic identity and Jesuit mission	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Conduct focus group sessions with students, faculty, staff and administrators to elicit ideas and suggestions on identity issues	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Conduct two panel discussions (like the Vagina Monologues session this year) to address “hot topic” issues	CM		Explore and address issues of Catholic and Jesuit Identity	To expose students to the mission and values of the University.	Character Development
Develop a Coalition amongst student affairs professionals to address alcohol use at John Carroll University	DS		Implement the 3 in 1 framework to reduce the misuse of alcohol and its’ effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Explore requiring Alcohol.edu for all incoming students for Fall of 07	3-in-1 Coalition		Implement the 3 in 1 framework to reduce the misuse of alcohol and its’ effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Implement alcohol-free expanded late-night student activities	3-in-1 Coalition		Implement the 3 in 1 framework to reduce the misuse of alcohol and its’ effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Conduct marketing campaigns to correct student misperceptions about alcohol use	3-in-1 Coalition		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Work with campus resources, i.e. Carroll News, WJCU, Divisional Newsletter, Public Relations, etc. to inform them of coalition efforts	3-in-1 Coalition		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Communicate more effectively with the faculty, inform them of the efforts of the coalition, and provide them with information on how to respond to students whom they might be concerned	3-in-1 Coalition		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Explore utilizing motivational enhancement sessions for a sample of students during the Fall of 07	CC		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Explore the 'Heads Up Program': a nested intervention with freshmen male college students and the broader campus community to promote responsible drinking for implementation in 2007-2008	3-in-1 Coalition		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Include the topic of alcohol in the commuter meeting during Fall Orientation	ADRL		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Develop a brochure on how alcohol negatively impacts the JCU community for all students	DS, DP		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Create and distribute a pamphlet on how to be a responsible host of a party to off campus students to promote responsibility as neighbors and as members of the university community	ADRL		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Facilitate a program on social host responsibility and the relationship with alcohol with off campus students to address their responsibilities as neighbors and as members of the university community.	ADRL		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Fully assess the current educational efforts (BASICS, Alcohol 101 +, and Alcohol.Edu)	DS	DP, CC, AVP	Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Evaluate and change the "Brick Point" programming model for RA programming	RL		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Gather data on the percentage of student athletes who violate the alcohol policy	AR, DS		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Participate in National Collegiate Alcohol Awareness Week in October to raise awareness on campus	DP		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Implement passive and active programming on alcohol around spring break	DP		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Participate in National Alcohol Screening Day in April	CC, DP		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Partner with Developmental Programming to facilitate three educational initiatives to address alcohol misuse as it relates to student organizations, fraternities, and sororities, and athletic teams	SA		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Develop a Coalition amongst the university to address alcohol use at John Carroll University	JCU President		Implement the 3 in 1 framework to reduce the misuse of alcohol and its' effects as it relates to incoming first year students.	To expose students to the mission and values of the University.	Character Development
Identify factors in current engagement opportunities that discourage student involvement.	AtoVP		Assessment of opportunities and barriers to engagement for students.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Research campus traditions throughout John Carroll's history.	AtoVP		Assessment of opportunities and barriers to engagement for students.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Prepare a leadership development model proposal via the work of said task force by April 2007.	SA		Create a student leadership development model	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Become familiar with existing leadership development theory and change theory to guide the formation of the leadership development model.	SA		Create a student leadership development model	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Identify ways to involve peers in leadership development.	SA		Create a student leadership development model	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Identify core competencies/skills to incorporate into leadership development initiatives.	SA		Create a student leadership development model	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Create and facilitate a task force of student affairs professionals and other invested individuals to assess existing leadership initiatives on campus as well as research leadership development initiatives at other institutions.	SA		Create a student leadership development model	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement

Initiative	Lead Staff	Collaborators	2006-07 Objective	2006-07 Strategic Priority	2006-11 Strategic Goal
Create and maintain a database of community service activities facilitated by athletic staff for student-athletes.	AR		Gain a comprehensive understanding of students' and recent graduates' current levels of engagement.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Create and maintain a database of community service activities facilitated by Musical Arts staff for students involved in the Musical Arts programs.	LMMA		Gain a comprehensive understanding of students' and recent graduates' current levels of engagement.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Identify students' levels of involvement both on and off campus.	SA		Gain a comprehensive understanding of students' and recent graduates' current levels of engagement.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Identify existing campus initiatives involving community engagement and opportunities to participate in these initiatives (e.g. Poverty Initiative)	CM		Partner with academic affairs to determine appropriate avenues for community engagement that enhances student learning.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Create an immersion trip committee to increase communication and clarity about the trips offered through Campus Ministry, Academic Affairs, and the Center for Community Service.	CM		Partner with academic affairs to determine appropriate avenues for community engagement that enhances student learning.	To explore students' opportunities for engagement with their local, national, and international communities.	Civic Engagement
Facilitate session on working with parents in regard to their care and concern of their sons and daughters.	ADRL		Enhanced professional development in strategic priorities.	To evaluate and improve services for students, both current and prospective.	Student Experience
Participate in professional development opportunities in key areas of sexual assault, substance abuse/dependence, multicultural sensitivity, vocation, character development & customer service	ALL		Enhanced professional development in strategic priorities.	To evaluate and improve services for students, both current and prospective.	Student Experience
Establish Divisional membership with professional organizations that specifically deal with key areas of sexual assault, substance abuse/dependence, multicultural sensitivity, vocation, character development & customer service	AVP		Enhanced professional development in strategic priorities.	To evaluate and improve services for students, both current and prospective.	Student Experience

Develop internet resources for commuter and off campus students.	ADRL		Improved web pages for current and prospective students.	To evaluate and improve services for students, both current and prospective.	Student Experience
<b>Initiative</b>	<b>Lead Staff</b>	<b>Collaborators</b>	<b>2006-07 Objective</b>	<b>2006-07 Strategic Priority</b>	<b>2006-11 Strategic Goal</b>
Update department websites weekly	ALL		Improved web pages for current and prospective students.	To evaluate and improve services for students, both current and prospective.	Student Experience
Develop creative, savvy technology that reflect current trends to be used in updating websites	ALL	AVP, University webmaster	Improved web pages for current and prospective students.	To evaluate and improve services for students, both current and prospective.	Student Experience
Include web page responsibilities in staff performance evaluations.	ALL		Improved web pages for current and prospective students.	To evaluate and improve services for students, both current and prospective.	Student Experience
Recommend new meal plan options for resident students that include flexibility in times and locations thus recognizing the complex schedules of current students.	ADRL		Increased satisfaction with campus dining options.	To evaluate and improve services for students, both current and prospective.	Student Experience
Develop and distribute user guide for campus dining	ADRL	University Dining Services	Increased satisfaction with campus dining options.	To evaluate and improve services for students, both current and prospective.	Student Experience
Monitor quality of food items daily, variety of menu items weekly, and customer service provided to students.	ADRL		Increased satisfaction with campus dining options.	To evaluate and improve services for students, both current and prospective.	Student Experience
Provide students with weekly menus that include nutritional information on all food items for all food venues through the website.	ADRL	University Dining Services	Increased satisfaction with campus dining options.	To evaluate and improve services for students, both current and prospective.	Student Experience
Advise Student Union leaders in their work with University Dining Services to improve students' satisfaction.	SA		Increased satisfaction with campus dining options.	To evaluate and improve services for students, both current and prospective.	Student Experience
Present a plan for more student parking	CSS		Increased satisfaction with residence life policies and processes.	To evaluate and improve services for students, both current and prospective.	Student Experience
Conduct focus groups with students regarding specific residence life policies and processes.	RL		Increased satisfaction with residence life policies and processes.	To evaluate and improve services for students, both current and prospective.	Student Experience

Convene an advisory committee to review all policies and processes with regards to student development theory.	RL		Increased satisfaction with residence life policies and processes.	To evaluate and improve services for students, both current and prospective.	Student Experience
<b>Initiative</b>	<b>Lead Staff</b>	<b>Collaborators</b>	<b>2006-07 Objective</b>	<b>2006-07 Strategic Priority</b>	<b>2006-11 Strategic Goal</b>
Assign out of state resident students strategically	RL		Increased satisfaction with residence life policies and processes.	To evaluate and improve services for students, both current and prospective.	Student Experience
Assign residents from underrepresented cultural groups strategically	RL	OMA	Increased satisfaction with residence life policies and processes.	To evaluate and improve services for students, both current and prospective.	Student Experience
Develop and implement plan to create theme housing for Greek letter organizations	RL, SA		Increased satisfaction with residence life policies and processes.	To evaluate and improve services for students, both current and prospective.	Student Experience
Identify strategies for athletics and recreation in relation to enrollment.	AR	Enrollment Services	The role of Athletics and Recreation in assisting with university enrollment goals.	To evaluate and improve services for students, both current and prospective.	Student Experience
Refine and execute communications plan with Admissions.	AR		The role of Athletics and Recreation in assisting with university enrollment goals.	To evaluate and improve services for students, both current and prospective.	Student Experience
Convene meeting to start discussions on financial aid packages based upon leadership criteria in addition to academic achievement.	AR	Financial Aid	The role of Athletics and Recreation in assisting with university enrollment goals.	To evaluate and improve services for students, both current and prospective.	Student Experience
Implement targeted data collection to include contacts and visits with the ability to compare data year to year.	AR		The role of Athletics and Recreation in assisting with university enrollment goals.	To evaluate and improve services for students, both current and prospective.	Student Experience
Convene monthly meetings to identify athletes who are at risk of not persisting.	AR	RL, DS, CS, HS, OMA, Academic Affairs, Financial Aid, Bursar	Improve the climate for diverse community in Athletics	To expose students to the mission and values of the University.	Student Experience
Include diversity training for graduate assistants and team captains	AR	OMA	Improve the climate for diverse community in Athletics	To expose students to the mission and values of the University.	Student Experience
Review, update, and implement response to issues of racial, cultural, and sexual orientation intolerance.	DS	RL, EP, CS, CSS, OMA	Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience

Plan common space for floors in Murphy and Pacelli to increase interaction among students.	RL		Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience
<b>Initiative</b>	<b>Lead Staff</b>	<b>Collaborators</b>	<b>2006-07 Objective</b>	<b>2006-07 Strategic Priority</b>	<b>2006-11 Strategic Goal</b>
Research and develop a plan for cultural-theme communities.	RL		Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience
Review and enhance diversity training for RAss	RL	OMA, SSD, Global Ed	Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience
Work with Facilities and Risk Manager to implement changes in the residence halls to be ADA compliant.	SSD	RL, ADRL	Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience
Develop and distribute packet of information for new students detailing policies, procedures and campus resources available.	SSD		Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience
Review and enhance diversity training for OAs, SUPB, Greek Council and Student Union	SA	OMA, SSD, Global Ed	Improve the climate for diverse community in the residence halls.	To expose students to the mission and values of the University.	Student Experience