“What you are in love with, what seizes your imagination, will affect everything. It will decide what gets you out of bed in the mornings, what you do with your evenings, how you spend your weekends, what you read, who you know, what breaks your heart, and what amazes you. Fall in love, stay in love, and it will decide everything.”

Pedro Arrupe, S.J.,
Twenty-eighth Superior General of the Society of Jesus (1907-1991)
“Identity and mission are about the power of bestowing knowledge and wisdom through personal interaction, community and friendship. The community of Holy Cross is bonded by a sense of purpose; the purpose of providing a demanding and transformative educational experience for young men and women. These men and women are challenged to undergo a personal test and quest in their intellectual, social and religious lives.”

—College of the Holy Cross, Strategic Plan 2007-2011

In 2007, the Division of Student Affairs developed its first comprehensive, multi-year, strategic plan. Our vision and planning, guided by Ignatian principles, was greatly inspired by the above statement of purpose expressed in the College’s 2007–2011 strategic plan. The Student Affairs strategic plan fully aligned with institutional priorities to provide our students a distinctive educational experience; to nurture a diverse, engaged social and intellectual community, marked by openness, respect and love; to help students appreciate the complexity and richness of human experience; to prepare them to enter an increasingly diverse world; and, to cultivate a vital relationship with the tradition and living reality of Jesuit education.

Articulated in the divisional strategic plan were the specific aspirations and actions that form the foundation for our work with students and eight initiatives that we were committed to accomplishing. We are proud of the fact that we have achieved success and significant progress on these goals and we have begun the process of formulating our next strategic plan. As we enter 2013, Student Affairs is well-positioned to advance the programs, services, and opportunities for our students. Our division’s professionals enthusiastically embrace our commitment to contribute to an educational experience that engages, empowers, and transforms.
The past decade has been both exciting and challenging for all of higher education. At Holy Cross, we have experienced tremendous progress in the growth and renovations of facilities, completed a successful capital campaign that exceeded its goals, achieved growth in the diversity of our student body and significantly enhanced the overall student experience. During this period the Division of Student Affairs has experienced a major transformation. The overall configuration of the division has changed to support our philosophy and practices promoting efficiency, collaboration, and interdependence with academics. The quantity and quality of our services and co-curricular programs have been significantly enhanced. We have expanded and strengthened our professional development programs for staff and have received national and international recognition for several of our initiatives. We have also established, division-wide, a culture and practice of assessment and continuous improvement. This is a process for evaluating our efforts to ensure that they support our commitment to being a student-centered organization, offering transformative experiences for all students.

During the past decade, we have challenged ourselves to imagine and develop a vision for student life in the context of a vibrant residential campus community. Best practices indicated that residential colleges have a significant number of students living on campus and offer a wide range of programs and facilities to support those programs. With this in mind, Student Affairs set a goal of Holy Cross becoming a residential college, increasing our residential enrollment to more than 93%. Striving toward this goal resulted in the construction of two new residence halls, major renovations in the older halls to create better social/gathering spaces, organizational restructuring and implementation of educational programming reflective of a “living and learning” philosophy. Student Affairs educators, in partnership with faculty, administrators, staff, parents, and members of the Jesuit community, have created a residential campus community in which students can flourish intellectually, socially, spiritually, and physically.

Our numerous programs and services have significantly contributed to the personal and professional development of all students. Student Affairs has established a curriculum for the “out of class” experience, Cocurricular Cornerstones, which provides experiential opportunities for student growth in the areas of reflective habits, cura personalis, multicultural competency, community, and citizenship. These cornerstones also provide the foundation for assessing student learning outcomes.

Today's Student Affairs is strong, vibrant and focused on our commitment and efforts to adapt the traditions that have characterized Jesuit higher education from its beginning to the contemporary student experience. The pages that follow in this Briefing Book will summarize the scope and quality of our effort.

Best regards,

Jacqueline Peterson
Vice President for Student Affairs and Dean of Students
MISSION STATEMENT

Informed by our Jesuit tradition and in the context of a residential environment, the Division of Student Affairs provides opportunities for students to develop intellectually, psychologically, socially, spiritually, culturally, morally, physically, and vocationally. As educators, we engage students—through our programs and services—to develop knowledge and strategies which enable them to live purposeful and balanced lives. We teach students to exercise leadership in service to others, and to participate in and promote a diverse community characterized by caring and respect for the worth and dignity of every human being. Through shared responsibility with all members of the College community, we foster an environment in which the pursuit of excellence and continuous improvement permeate our efforts. Consistent with the College Mission Statement, Student Affairs aspires to educate students to become exemplary citizens who apply their talents and abilities in service, faith, family, and community.

VISION STATEMENT

The Division of Student Affairs provides transformative experiences for students at the College of the Holy Cross. Informed by Jesuit values, Student Affairs will exemplify the hallmarks of a student-centered, inclusive, and residential community. We strive to achieve excellence in all of our programs and services. We engage, educate, and empower students to be effective leaders and contributors within a global society.

FOUNDATIONAL PILLARS

First, we ENGAGE students to become active participants in the life of the College. Then, we EDUCATE students through the provision of co-curricular foundations. Finally, we EMPOWER students to be contributing individuals for leadership, citizenship, and service to others.

CORE VALUES

Student Centered: As educators first, we work on behalf of the best interests of all students. Our attention and direct interaction with them helps us understand their challenges and needs. With authenticity, Student Affairs provides a compassionate, supportive and responsive environment to aid in the development of students.

Inclusive: We strive to recognize the uniqueness of each individual and what they bring to the College community. To achieve this, there must be a deliberate, sustained effort to embrace diversity and respect for individual differences. Through active engagement, intellectual discourse, and collective action, individuals are encouraged to think globally and work for social justice.

Committed to Jesuit Values: We take seriously and promote Jesuit values and ideals in our work, such as cura personalis (care of the whole person) and magis (striving for excellence), while providing a supportive environment for students from all backgrounds and traditions.

Professional: Informed by Ignatian principles and our own professional standards, we are committed to the highest levels of integrity, excellence, and competence in providing leadership in our daily service and collaboration within the College and local community.
**Intentional:** We are committed to assessment, adaptation, and inventive progress. Our ways of proceeding are purposeful, transparent and grounded in research and best practices. We recognize the uniqueness of the College and its mission. We are determined and resolute in contributing to its fulfillment.

**STUDENT AFFAIRS LEARNING OUTCOMES**

Participation in learning experiences provided by the Division of Student Affairs will enable students to develop greater cognitive complexity, competence, and maturity that prepare them to live meaningful, purposeful lives in the communities and the world.

Expected outcomes for students as a result of the learning experiences provided by the Division of Student Affairs will…

**Community Citizenship**

… allow students to identify their role in service and solidarity with their communities on campus, in the greater Worcester community and globally.

… authentically engage students so they acquire, develop and refine leadership, knowledge and skills.

**Multicultural Competency**

… enable students to define diversity in its broadest sense, assess one’s own awareness of perspectives, beliefs, behaviors and values and engage in meaningful conversations of one’s own differences and similarities to others.

… enable students to develop greater global competency, and contribute to building just communities characterized by mutual respect.

**Reflection and Discernment**

… enable students to better understand their behaviors, assumptions and values through discovery, inquiry and contemplation.

… enable students to identify careers and life choices connected to one’s passions and approach their life’s work with integrity.

**Cura Personalis**

… engage students in behaviors and experiences that align with the Jesuit values of the College and challenge students to pursue the common good.

… engage students in activities that promote wellness and encourage mutually beneficial relationships.
Strategic Plan

The missions and goals described on the preceding pages have informed our division’s overall strategic plan for 2012-2017. Below, you’ll find this plan outlined in three themes: innovation, transformative experiences, and social justice and inclusion.

Student Affairs Strategic Themes and Goals

1. Innovation

Holy Cross community members are engaged in life-long learning, in the Ignatian tradition, where issues are addressed collaboratively with a multidisciplinary approach to create transformative learning. Innovation demands flexibility, creativity, and proactive thinking in an ever-changing world.

Goals:

› Student Affairs departments will be apprised of and, when appropriate, incorporate emerging technology to improve delivery of programs and services.
› Student Affairs staff will be known for their expertise and excellence on campus and externally.
› Student Affairs will anticipate future needs of an ever-changing student body and advocate for facilities to meet those needs.
› Student Affairs will strengthen assessment practices to improve student learning and operational effectiveness.
› Student Affairs will develop strategies for securing funding from sources external to the College for departmental and divisional initiatives.

2. Transformative Experiences

Transformative experiences are those that deepen or change the way a person thinks, feels and acts. Student Affairs does not transform students, but rather helps students identify when and how experiences are transformative. By actively engaging in campus life, reflecting upon those experiences and living lives, in the Ignatian tradition, as contemplatives in action, students will know themselves better and ultimately be of service to others and the world.

Goals:

› Student Affairs departments will infuse habits of reflection and discernment into their work.
› Student Affairs will promote a reduction in risky student behaviors and an increase in student well-being.
› Student Affairs will foster a more diverse pool of student leaders.
› Student Affairs will enhance and expand personalized leadership development.
› Student Affairs will provide programming and services that assist students in integrating the different aspects of their Holy Cross experience.

3. Social Justice and Inclusion

Social justice is living in solidarity with others in support of the common good, which represents openness and willingness to identify inequities, coupled with the commitment to rectify injustices. This gives rise to inclusion, creating an environment that invites, accepts, and embraces the diversity within the community. Building upon Catholic Social Teaching and the Jesuit commitment to just and inclusive communities, Student Affairs programs and services aspire to be a catalyst for students’ contemplation and action.
Goals:

› Student Affairs will ensure and advocate for a campus environment that is reflective of the campus community.

› Student Affairs will increase our staff members’ multicultural competencies and provide opportunities for students to develop and advance their multicultural competencies.

› Student Affairs will provide and encourage meaningful cultural interactions on campus, locally, regionally, nationally, and internationally.

› Student Affairs along with students will work to develop and promote a global-minded perspective for the campus community.

› Student Affairs will collaborate in providing increased opportunities for civic involvement and for students to better understand solidarity.

› Student Affairs professionals and processes will ensure fairness, equity, and access and model these ideals.
The Career Planning Center works with students to identify and clarify their career objectives, teach skills and strategies for conducting a successful job and internship search, and provide resources to assist students in finding internships and entry-level professional positions.

EMPLOYER QUOTE

“Thank you for all of your support and help on campus and with behind-the-scenes emails! Your dedication to the student body at Holy Cross does not go unnoticed. I can say with confidence that the HC group certainly wins in the categories of best-dressed and preparedness for job interviews. I have received more follow-up appreciation notes from your students than at any other college so far this hiring season. That is great!”
MESSAGE FROM THE DIRECTOR, AMY MURPHY

One of the strengths of Holy Cross is its dedicated alumni. We embrace our unique role in Career Planning to provide vehicles that bring students and alumni together for the purposes of career exploration and networking. Looking forward, technology and new media will continue to provide unique opportunities to engage students early in their undergraduate careers and expose employers to the quality and caliber of Holy Cross graduates.

HIGHLIGHTS

› In a typical academic year, more than 82% of seniors, 57% of juniors, 54% of sophomores and 30% of first-year students utilize at least one Career Planning service.
› Career Planning is well-utilized by ALANA students with 81% of ALANA seniors, 59% of ALANA juniors, 51% of ALANA sophomores, and 46% of ALANA first-year students engaging with the office in a typical year.
› The Sophomore Career Advising Program engages an average of 28% of the class in individual career counseling appointments.
› More than 60 programs on a variety of topics including resume writing, interviewing skills, networking, leveraging social media in the job search, alumni career panels, and academic department career nights are offered annually and attended by more than 1,300 students.
› In a typical recruiting season, more than 550 employers participate in the on-campus recruiting and resume referral programs.

ASSESSMENT

› 89% of participants in the Sophomore Career Advising Program who responded to a follow-up survey indicated that the experience was helpful or very helpful. Furthermore, 86% of respondents indicated that as a result of the meeting they either already had or planned to take action related to their career development.
› Nine months after graduation, a typical class will see 60% of its members employed full time, 26% enrolled in graduate school, 8% pursuing full-time volunteer service, 3% completing a post graduate fellowship or award, and 3% traveling or completing an internship.
› Graduates from the Classes of 2008 through 2011 saw a modest increase in their median starting salary from $44,181 to $45,000 despite difficult market conditions. The average starting salary of Holy Cross graduates from those same four classes increased from $45,111 to $46,652.

ASPIRATIONS

› Partner with departments on campus to launch a campaign that engages alumni with Career Planning’s Employer Relations program and results in Crusaders hiring Crusaders.
› Engage more than a third of sophomores in the Sophomore Career Advising Program annually.
› Enhance social media presence including robust and frequent blog, Facebook, and Twitter presence.
› Become a benchmark for liberal arts colleges in the integrated delivery of career advisement through initiatives of the College’s Task Force on Post Graduation.
We work collaboratively with and for students to meet their mental health needs and to promote their academic success and personal growth. We provide counseling, consultation, crisis intervention, psychiatric support, psychoeducation, outreach, and training. Our staff members are committed to meeting the highest ethical standards of our profession. We are dedicated to creating an inclusive atmosphere for individuals of all ethnicities, cultures, ages, sexual orientations, gender expressions, abilities, spiritual practices, and socioeconomic backgrounds.

STUDENT QUOTE

“I firmly believe that I would not have been as successful at Holy Cross without the Counseling Center.”
MESSAGE FROM THE DIRECTOR, PAUL GALVINHILL, PH.D.

At the Counseling Center, we offer high-quality, inclusive services that respect individual differences and students’ developmental needs. Guided by Ignatian values, we provide care that exemplifies the highest standards of our profession to the whole person. We aspire to create a warm, inviting space for all students. We are committed to honoring the trust students place in us. It is a privilege to be invited by students to share in their personal struggles and bear witness to their growth.

HIGHLIGHTS

› The Counseling Center is fully accredited by the International Association of Counseling Services, Inc. (IACS) and maintains this accreditation annually.
› A Predoctoral Psychology Practicum Program was developed and implemented in the Counseling Center in August 2007. We offer supervised training to two externs each year from doctoral psychology programs.
› Two peer education programs are facilitated by Counseling Center psychologists. The Counseling Center Peer Educators (COPE) provide programming to students on healthy and balanced approaches to nutrition and exercise and raising awareness of eating disorders. The Relationship Peer Educators (RPE) provide programming to students on healthy relationships and sexual assault prevention.
› The Counseling Center team consists of four licensed psychologists, one administrative assistant, one consulting psychiatrist, and two predoctoral psychology externs.

ASSESSMENT

› In response to demonstrated student needs, we implemented a newly expanded system of designating walk-in consulting hours each day for students needing urgent care. This newly implemented system allows us to more effectively meet the needs of students and is well-utilized by students.
› We conduct an annual satisfaction survey and utilize the data to make changes as warranted. Students consistently express satisfaction with the services they receive.
› We recently enhanced our intentional focus on educating students about confidentiality and crisis services, which students are demonstrating success in learning.
› Approximately 12% of the total enrolled Holy Cross student population accesses our psychological services each year.
› In a typical year, we provide more than 1,700 hours of confidential individual psychotherapy and approximately 50 psychiatric sessions to students, approximately 200 consultations to faculty members, staff members, parents and students regarding student mental health, and over 200 crisis and emergency contacts.
› We typically provide more than 60 outreach programs each year to students, faculty members, staff members, and parents with a total attendance of more than 3,000.

ASPIRATIONS

› The Counseling Center implemented an electronic records system to further enhance effectiveness and efficiency, and plans to participate in a national data repository.
› We intend to have stipends funded for our two externs, which will further increase our competitiveness in recruitment and selection.
› We will continue to engage in ongoing assessment to enhance our services and outcomes.
The Office of Disability Services coordinates assistance for students with disabilities in order to promote equal access to College programs and services, and seeks to assist those students and their families in making the necessary arrangements to facilitate full participation in academic and co-curricular pursuits. These goals are accomplished through individualized attention to students’ needs, encouragement of their independence, creation and maintenance of an accessible physical environment, and the provision of a supportive psychological environment so students may achieve their educational goals.
MESSAGE FROM THE ASSOCIATE DEAN OF
STUDENT DEVELOPMENT AND DIRECTOR,
NEAL E. LIPSITZ, PH.D.

The demand for support from the Office of Disability Services continues to grow dramatically, a trend that is expected to continue. We serve over twice the number of students we did just five years ago and continue to take a very student-oriented approach. We remain committed to removing barriers that can impede student progress, enhancing student self-determination, and employing technology when it can enhance student success.

HIGHLIGHTS

› In response to the increasing number of students registering with the office, we have added a part-time disability services coordinator.

› Through an alumnus of the Class of 1966 and his wife, we were provided with a generous endowment for students with disabilities. This endowment enables students without financial means to be assessed for eligibility under the Americans with Disabilities Act allowing them academic and other accommodations. The endowment also provides for the use of personal coaching and otherwise unaffordable technology that can remove barriers to learning.

› The larger proportion of registered students and the presentation of more severe functional limitations have led to even greater integration of the office into the campus community.

ASSESSMENT

› A doubling in the number of students identifying as disabled over the past 5 years created the need for more staffing in the Office of Disability Services. A part-time disability services coordinator was established as a result of this documented increase in the demand for services. Most students interact with the Office three to five times over the course of a year. This illustrates an increase from previous years when the frequency was one to two times.

› 69% of our students felt that, to some extent, they had gained information, skills, new knowledge, or a different perspective through interaction with the Office.

ASPIRATIONS

› Manage the caseload and continue to maintain high quality services for students with disabilities in the context of an increasing demand for it.

› Ensure that students with disabilities are not limited from attaining accommodations due to financial constraints.

› Improve student awareness of the value of self-efficacy for students with disabilities.

› Use an Electronic Medical Records system to help streamline procedures, improve efficiency, and ensure sustainability.

› Play a significant and on-going role toward increasing access for all members of the community.
Health Services is committed to providing quality health care that recognizes individual needs of the students. Healthcare professionals provide services, programs, and wellness education to enable students to become well integrated in body, mind, and spirit.

STUDENT QUOTE
“I have been here twice now, once for a personal health problem and once with a friend. I found both visits to be very helpful and informative. Thanks Health Services.”

CLASS OF 2016
MESSAGE FROM THE DIRECTOR, MARTHA SULLIVAN

It is a pleasure for the physicians, nurse practitioners, and registered nurses to meet the healthcare needs of the students at Holy Cross. The staff in Health Services provides confidential, comprehensive, medical care in a warm and caring environment.

HIGHLIGHTS AND ACCOMPLISHMENTS

› Health Services has received the highest level of accreditation from the Accreditation Association for Ambulatory Health Care (AAAHC). The dedication and effort necessary for Health Services to be accredited is substantial and the compliance with current standards implies a commitment to continual self-evaluation and continuous improvement.

› Health Services staff collaborate with Information Technology to continuously develop Medicat, an electronic medical record system that was initiated in 2010.

› Health Services advises the Student Health Awareness Peer Educators (SHAPE). We strive to develop SHAPE members into campus leaders and support the groups’ health prevention programs on campus. Some examples of prevention programs include breast cancer awareness, testicular cancer awareness, flu prevention kits, articles in the student newspaper, and bystander training. Bystander training involved educating SHAPE members in early recognition and diffusion of conflict.

› Health Services provides stress reduction programs for students, faculty, and staff which includes access to the Mind/Body Connection Room, massage therapy and community acupuncture.

ASSESSMENT

› In a typical academic year, 4,600 students will have had an office visit in Health Services.

› Approximately 58% of the student population accesses our medical services each year.

› Chart reviews show 90% compliance with documentation of referrals to specialist in medical records.

› Health Services conducts a semi-annual peer review as part of our Quality Assurance program. In response to the results of these reviews, we have implemented new policies regarding our no-show and cancelled appointments, and referrals to outside facilities.

ASPIRATIONS

› Promote the community health education programs offered by SHAPE, the Student Health Awareness Peer Educators.

› Incorporate a learning outcome into every student visit.

› Collaborate with the members of Student Affairs to continuously impact the college culture in maintaining the health and safety of students.
STUDENT QUOTE

“There has occurred a personal change in me that comes from my involvement in MPE. I’m engaging with new friends beyond the clique I originally associated with and developing global knowledge about how to create change and be the change. I am more comfortable talking about diversity issues and more readily able to confront misconceptions, especially about ALANA students. My conversations with friends are more informed. I loved this College activity because I can use my creativity to tell my story and also learn about other peoples’ stories.”

CLASS OF 2013

Guided by Ignatian principles, the Office of Multicultural Education (OME) educates and empowers members of the College community to work for social justice. For students especially, this work involves providing opportunities to be of service, prepare for leadership, and undertake civic responsibility. As a resource and liaison to the diverse populations on and surrounding the campus, we are a catalyst for change. By offering ways to engage in critical dialogue and responsive action through the curricular and co-curricular, we encourage a deeper understanding of one’s self and others through all aspects of identity: age, gender, culture, race, ethnicity, religion, sexual orientation, and ability. We encourage the College community to be intentional and deliberate in valuing the importance of diversity, equity, and access. Through these efforts, we seek to create an inclusive and caring community that moves beyond tolerance to the acceptance of differences within an increasingly global society. In keeping with the College Mission, we work to instill respect, recognition, and regard for the value and contribution that each person brings to the College community, thus enriching the total experience for all.
MESSAGE FROM THE ASSOCIATE DEAN FOR DIVERSITY AND INCLUSION AND DIRECTOR, MABLE L. MILLNER

Each year brings new energy and vitality to the Office of Multicultural Education. We advance the priority, “to help students understand and appreciate the complexity and richness of the human experience and to prepare them to enter an increasingly diverse and internationally connected world.” Jesuit teaching calls us to be of service to others and to work in solidarity for others. This is the inspiration for our commitment to provide intentional, informed, and innovative service and outreach.

HIGHLIGHTS

› The Social Justice Weekend on Reflection, in commemoration of Dr. Martin Luther King, Jr., includes faculty, community activists, campus ministry, the Jesuit community, and Student Affairs, engaging students in dialogue on individual responsibility and collective action directed toward the pursuit of social justice.

› The Multicultural Peer Education Program (MPE) continues to experience increasing levels of campus-wide visibility and awareness through its innovative and collaborative programming. MPEs serve as a vital asset to the campus community by providing opportunities for meaningful dialogue, developing cross-cultural competencies, and effectively modeling Ignatian principles.

› Strengthened partnership with the Bishop Healy Committee of the Holy Cross Alumni Association to connect alumni of color with current students through programming, mentoring, and networking.

› Certified by the Anti-Defamation League (ADL) with the City of Worcester to become a site for “No Place for Hate,” a nationally recognized program. Our partnership represents the first alliance between a municipality and a college community. The campus program, Hate: Not Here! administered through OME, collaborated with the Worcester Public Schools and the City Manager’s Committee on Bias & Hate to introduce “Respect: It’s the Right Way to Play,” a proactive anti-bullying program to promote civility in high school sports.

ASSESSMENT

› On Common Ground: Faces of America featuring snapshots of various compelling stories of the American experience continues to garner positive feedback. Data has shown an increase of 69% in first-year students’ satisfaction with this program for the fifth consecutive year.

› Data from the MPE program affirms that 96% of student participants continue to develop vital skills through their participation in the program, including increased skill development and social justice advocacy.

ASPIRATIONS

› Create a social justice leadership and service certificate program to educate and prepare students to become leaders in community organizing, service, and activism.

› Develop an extended mentoring and advising program for sophomores.

› Increase the development of multicultural competency in students, faculty, and staff through educational workshops and programming.
The Department of Public Safety strives to be involved in and committed to ensuring a safe, secure and welcoming campus environment. Ascribing to the Community Policing model and philosophy, we actively engage our community by providing education, transportation, safety, security, emergency and medical response in a transparent and professional manner.

STUDENT QUOTE

“Dear Public Safety,
Thank you for all that you did to help me last evening. Your efforts to go above and beyond for me were greatly appreciated.”
MESSAGE FROM THE DIRECTOR,  
CHIEF ROBERT W. HART

The College of the Holy Cross is committed to ensuring a safe and secure community, where students, faculty and staff may experience academic, professional, and personal success. To achieve this goal, the Department of Public Safety provides a comprehensive program of police, security, crime prevention, fire safety, emergency medical, parking, and related public safety services. To further meet this objective, the Department of Public Safety works toward the establishment of a partnership with students, staff, and faculty in the development of crime prevention, security assessment, response, and education. This partnership is the foundation of maintaining an environment that encourages mutual respect, caring, and safety for the campus community.

HIGHLIGHTS

› The Department of Public Safety officers are certified Police Officers. Public Safety officers actively engage with Worcester Police in areas of concern in the neighborhood in order to gather information, show a presence, and assist the College in enforcing community standards where incidents involve our students. Officers facilitate a free exchange of information in matters of quality of life, issues for the neighborhood residents, and students.

› The Officers of the Public Safety Department are the community’s first responders in all situations, including medical needs.

› Under the Department of Justice Grant, SPUD services and Athletics have been provided funding to centralize transportation services under the supervision of the Transportation Manager in Public Safety.

› Public Safety is proud to report that the Department, in support of the College mission and priorities, is at 41% diversity among the current employees.

ASSESSMENT AND LEARNING OUTCOMES

› According to data taken from the annual Educational Benchmark Inc. Survey, Public Safety continues to be ranked in the top 3% of departments for satisfaction and providing a safe and secure community.

› Each year Public Safety continues to meet, and exceed, expectations as required by the Annual Massachusetts State Police Certification Review.

› All officers are reviewed annually for competency in PR Certification, Firearms Qualifications, Community Policing Model, Policy and Law updates, Fire Safety, and Emergency Response.

ASPIRATIONS

Public Safety will continue to assess and evaluate the safety and security of the campus and in doing so will serve the campus community. Safety initiatives and updated training for personnel are at the top of the list in order that the officers are educated and prepared to not only serve and function in their daily operations and duties, but to prepare for any unseen events that may affect the campus.
In the spirit of *Cura Personalis* the Office of Recreation, Intramurals, and Club Sports (RICS) provides and supports recreational activities, coordinates intramural competitions, advises club sports, and oversees College bands. We also provide opportunities within each of these areas for students to develop and practice leadership skills.
MESSAGE FROM THE DIRECTOR.
MICHAEL LEAVITT

At Holy Cross, we understand that recreation is an important part of each person’s individual wellness plan. We strive to offer opportunities for students to get involved in a wide array of activities outside of Division 1 athletics. RICS provides students with organized ways to find enjoyment outside of the classroom, in conjunction with their academic experience.

HIGHLIGHTS

› Intramurals have doubled in size in 2011 from 7 leagues to 14.
› Men’s Rugby celebrated 50 years in fall 2011 with an alumni game and banquet.
› The Ballroom Dance Club, a recognized student organization since 1990, competes regionally and nationally and has hosted competitions for 13 years.
› The Holy Cross Goodtime Marching Band, supported by the Hoiah Alumni Group, celebrated its 100th anniversary in 2010. Thanks to generous donors, new uniforms were debuted in fall 2011.
› Get Off The Hill (GOH) Excursions have included: Purgatory Chasm hikes, paintball, rock climbing, ski trips, a trampoline park and boating.
› Additional recreation activities have included kickball, broomball, and dodge ball tournaments.
› Spring Soap Box Derby, Indoor Triathlon, and Guest Speakers (i.e. world champion tri-athlete Karen Smyers).
› In 2010 the College opened a new fitness facility in Loyola Hall; which includes 38 cardio machines and 15 cabled resistance machines.
› Students can enjoy open gym time seven nights a week for informal recreation.
› Recognizing student interest in competitions, RICS offers late night and weekend tournaments and special events.
› Student-driven fundraising, like “A True Christmas,” which raised money to purchase Christmas gifts for children in Brazil, supports local, national, and international causes. The indoor soccer tournament was initiated by Philipe Candido ’11 and was recognized in the spring 2011 Holy Cross Magazine.
› The Holy Cross Marching Band advocates for student musicians in local public schools. The Band received public attention for its invitation to a middle school student, from Raynham, Mass. to march with the band in an upcoming holiday parade. The boy had been denied the right to carry his band instrument on his town’s school bus.

ASSESSMENT

› Club Sports had 686 participants in 2011-2012, which is almost 25% of the student population.
› Band has seen a 20% increase in participation from 2010 to 2011.

ACCORDING TO A STUDY BY CAMPUS LABS (2011-2012):

› 59% of students participate in recreational activities.
› 86% are either satisfied or very satisfied with the availability of services.
› 72% are either satisfied or very satisfied with the quality of services.
› 69% are either satisfied or very satisfied with the variety of services.

GOALS

› Continually evaluate and train student officials/referees to have more consistency.
› Develop Worcester Consortium extramural program for high achieving intramural teams.
› Increase the club sport teams’ awareness of and access to local, regional, and national competition.
› Institute and promote the Holy Cross Marching Band Hall of Fame.
› Improve recognition of outstanding leaders and good sportsmanship among club sport and intramural participants.
› Create a concert band, increase individual instruction, and train music educators on managing and teaching marching ensembles.
› Increase membership and retention rates for the HC Marching Band.
› Identify and increase involvement in new performance opportunities. Continue and possibly expand the current offerings for intramurals, club sports and Get Off The Hill activities.
The mission of the Department of Residence Life and Housing is to create residential communities energized by all residents. We provide residence halls that are not only safe and clean, but also promote fun, personal growth, and development. The residential experience is where ideas are discussed, concepts are explored, and skills are practiced.
MESSAGE FROM THE ASSISTANT DEAN AND DIRECTOR, EDWIN COOLBAUGH

Students change over their four years of college. Therefore, at Holy Cross, we offer different types of housing that progressively change with them. First-year halls promote community in their physical design, staffing, and programming. The Montserrat Living and Learning program highlights every students’ first year. Sophomores are housed in close proximity supported by 2YO (2nd Year Opportunities), a program we cosponsor with Academic Affairs and Class Officers. Juniors are housed in suites and seniors in apartments. Junior/Senior housing provides greater independence so students can transition to their post-graduate lives.

HIGHLIGHTS

› Figge Hall and Williams Hall, specifically designed for and with input from students, house 400 seniors in apartments with full modern kitchens, large living areas, and bathrooms designed so four students can get ready at the same time.
› Renovations continue in all residences, and academic seminar classrooms were added in two halls to support the Montserrat First-Year Student Living and Learning program.
› Three chaplains live in first-year residence halls in support of the College’s Strategic Plan.
› All 11 residence halls house professional live-in staff. Seven are supervised by Community Development Coordinators (CDCs) with assistance from Head Resident Assistants (HRAs) and four by Student Resident Directors (SRDs).
› In addition to their work in the residence halls, CDCs have collateral assignments to support multicultural education, counseling outreach, leadership development, orientation, programming, and recreation.
› Residential programming and community building focuses on Student Affairs learning outcomes and Cocurricular Cornerstones: Reflective Habits, Multicultural Competency, Cura Personalis; and Community and Citizenship.
› Residential living demonstrates shared governance, and the halls are fun and energetic places for students to live. Many students participate in large programs like Inter-House Council’s Residence Hall Cup Challenge and Relay for Life, but also create traditions of their own, like the legendary Wheeler stick ball competitions.

ASSESSMENT

› Since 2001, the percent of students living on campus has increased from 77% to 89%. Only 225 students live off-campus, down from more than 500.
› Vandalism has decreased by 25% since 2006.
› According to national residential benchmarks, Residence Life exceeds in Safety and Security, Residents are Tolerant, Satisfaction with Student Staff, and Building a Sense of Community.
› RA grade point averages have progressively increased from 3.0 to 3.25 since 2007.

ASPIRATIONS

› Expand the number of chaplains in residence halls.
› Recruit faculty to expand living-learning programs in upper-class residence halls.
› Create internships and train Office Assistants, modeled after Gateways Orientation student employment plan.
The Office of Student Conduct and Community Standards is committed to supporting an environment conducive to academic achievement and personal growth for students. The programs offered by the office aspire to instill and promote justice, civility, self-discipline, care for self and others, ethical development, integrity, and the values of the College’s Mission.

QUOTE FROM PARENT OF STUDENT
“This is just a short note to express my thanks to you for keeping in touch with my daughter, Class of 2012, over the subject matter reported in early January. Keeping a promise and walking the walk are true hallmarks of personal character and leading by example. Thank you.” Parent ’12.
MESSAGE FROM THE ASSOCIATE DEAN OF STUDENTS AND DIRECTOR, PAUL IRISH

When students arrive on Mount St. James, they enter a vibrant and diverse residential community. As students experience new freedoms and develop their independence, they can come into conflict with established standards of behavior. When this happens, the role of Student Conduct is to provide guidance, support and accountability. Students are challenged to reflect on their actions, recognize, and respect the dignity of all members of our community, and act within our community standards.

HIGHLIGHTS

› Holy Cross provides a well-structured and supervised residential life program. This allows us to identify at-risk students and provide appropriate support and guidance to ensure their success. Students who violate policy receive personal attention and mentoring. The high level of care has helped to ensure low recidivism rates, and very few Holy Cross students are forced to leave the College due to disciplinary problems.

› Holy Cross students are called to serve each other and promote justice within our community. They accomplish this in their roles as peer educators and advisors, student hearing board members, and policy enforcers.

› The Director of Student Conduct has been deeply involved in developing and implementing strategies to improve neighborhood relations. The adoption of a comprehensive off-campus living policy has provided a mechanism to educate students about their rights and responsibilities as tenants, to vet potential candidates for off-campus living, and to establish accountability for neighborhood behavior.

› In light of the renewed focus on sexual violence on college campuses, Holy Cross has been recognized nationally for the prompt and caring manner in which these matters are handled and resolved.

ASSESSMENT

› Since the adoption of a Good Samaritan Policy, there has been an increase in the number of young men who have sought assistance for their male peers for excessive alcohol consumption.

› Students provide thoughtful reflection papers after completing mandated service hours, and this has allowed us to assess lessons learned and how they intend to behave in the future.

ASPIRATIONS

› Develop a structured peer mentoring program to allow students who have had past disciplinary issues to connect with those currently involved in similar situations.

› Continue the work of addressing high-risk alcohol use on our campus.

› Use the disciplinary process to better identify and connect those students who are only marginally involved in campus life with positive experiences and service opportunities.
The Office of Student Involvement (OSI) engages students in the development of their strengths, skills, and leadership using the Cocurricular Cornerstones as a foundation for programs, workshops, conferences. OSI works collaboratively with the Student Government Association and all its branches, as well as with other College departments, to ensure a vibrant and well-balanced calendar of events. OSI assists students and their parents with the transition to college life through a nationally recognized three-tier orientation program called Gateways (Summer, Fall, and Extended Orientations).

STUDENT QUOTE

“The Office of Student Involvement (OSI) is a critical factor in my experience at Holy Cross. Between attending Gateways Orientation as an incoming student, becoming an Orientation Leader, to holding a student position working in the office, OSI has consistently been a force connecting me with the people at Holy Cross. OSI has helped me define my outside of the classroom experience.”

CLASS OF 2015
MESSAGE FROM THE ASSISTANT DEAN AND DIRECTOR, BRENDA HOUNSELL SULLIVAN

We recently renamed the office to better reflect and define the comprehensiveness of our work. OSI coordinates programming, leadership development, and orientation, while advising recognized student clubs and organizations (RSOs) and the Student Government Association (SGA). We evolve and respond to the fast-changing ideas and needs of students.

HIGHLIGHTS

PROGRAMMING

› OSI currently advises 81 Recognized Student Organizations (RSOs) in 10 categories: academic, club sport, media, multicultural, peer education, performing arts, philanthropy, religiously affiliated, service, and special interest. Signature events include Welcome Week, Family Weekend, Spring Weekend, Senior Week, The weekly Edge Dance Club, and Multicultural Student Organization (MSOs) annual events like the Black and Gold Fashion Show, Diwali, ExplorASIA and Noche Latina.

› Large events are offered every Friday and Saturday night until 2 a.m. in conjunction with the Campus Activities Board (CAB) and other clubs and organizations. Transportation is available to local restaurants, theatres, and shops as well as to Boston and Providence.

LEADERSHIP DEVELOPMENT

› Hosted the 2012 National Jesuit Student Leadership Conference (NJSLC).

› Instituted the Weekend Workshop on Reflection & Journaling—a voluntary “retreat-like” experience that teaches reflective skills through faculty and staff presentations.

› The Weekend Workshop on Leadership attracts 200 student leaders.

› Introduced the Aptissimi Leadership Conference—a voluntary day-long workshop on leadership held in January in conjunction with the College’s celebration of Dr. Martin Luther King, Jr. Day.

› OSI offers more than 80 leadership positions and internships that have led to several students pursuing graduate study and careers in higher education.

GATEWAYS ORIENTATION

OSI’s nationally recognized three-tier orientation program (summer, fall, and extended) is planned and evaluated by the Gateways Steering and Working Committees comprised of deans and directors from Academic Affairs, Campus Ministry, and Student Affairs.

ASSESSMENT

› 62% of students are registered members of a club or organization.

› During Summer Gateways students indicate they learn most about expectations and resources. 99% of parents indicated that the Program helped them feel welcome and reinforced their son’s and daughter’s decision to attend Holy Cross.

› 100% of participants at the Weekend Workshop on Reflection & Journaling and Weekend Workshop on Leadership indicate they would recommend the workshop to a friend.

ASPIRATIONS

› Advocate for improvements of destination spots to better attract and enhance student participation in on-campus events.

› Create a Leadership Certificate Program.

› Streamline and improve the College’s processes and procedures for student organizations to be more “student friendly.”
The Offices of Student Life provide services, programs, experiences, and advising to empower students, enhance the Jesuit Catholic mission of the College, and complement the academic curriculum. The Jesuit tradition provides the framework by which we help students discern and make good decisions, strive for the more for which they were created, and experience God’s love in their daily lives. We are visionary in our planning, committed to “best practices” in our fields, and responsive to the ever-changing needs of students, the College, and the community at large.
MESSAGE FROM THE ASSOCIATE DEAN FOR STUDENT LIFE, DEREK ZUCKERMAN, PH.D.

The student life subdivision of the Division of Student Affairs is composed of the offices of the associate dean for student life; residence life and housing; student involvement; recreation, intramurals and club sports, and the band. We strive to create a cocurricular experience where individual students are given the opportunity to cultivate their gifts by learning reflective habits, multicultural competencies, their role in community, and cura personalis.

HIGHLIGHTS

RESIDENTIAL LIFE
- More than 90% of our student population lives in the campus residence halls.
- Student interest in obtaining a Resident Assistant (RA) position continues to be high, with 144 applications for 86 positions in 2012.
- More than 400 RA programs are sponsored, and cover the following categories: cura personalis, reflective habits, multicultural competency, and community and citizenship. There were 25 all-hall programs and the Inter House Council ran 35 campus-wide events.

STUDENT INVOLVEMENT
- Summer Gateways Orientation programs are created to welcome and acculturate first-year students to their experience at Holy Cross.
- Office of Student Involvement supports more than 120 recognized student clubs and organizations (RSO).
- More than 80 leadership positions and 15 internships are offered through OSI.

RECREATION, INTRAMURALS, AND CLUB SPORTS
- More than 1,600 students participate each year in the various intramural offerings.
- In 2011–12, RICS supported 25 club sports with 686 student participants.

ASSESSMENT
- Continual assessment occurs within each department to ensure that we are focused on evaluating and improving the offerings that are available to our students.
Through custom-designed internships developed through the network of Holy Cross alumni, parents, and friends nationwide, the Holy Cross Summer Internship Program (SIP) exists to provide exceptional Holy Cross undergraduates with an opportunity to gain meaningful career-related experience in an area related to their occupational goals.

QUOTE FROM SIP EMPLOYER

“Recruiting at the entry level is one of our company’s most formidable challenges, but, without exception, every Holy Cross intern we’ve had hit the ground running and immediately took on considerable responsibility. We take great pride in the fact that we employ three recent Holy Cross grads, two of whom were previous Starkman interns. Having participated in the Holy Cross Summer Internship Program for nearly a decade, we can say with considerable authority that the school’s students are extremely well-rounded and are of the highest professional caliber.”

Eric Starkman, Starkman PR
**MESSAGE FROM DIRECTOR, PAMELA AHEARN**

Internships are critical for students to discern their career path and gain practical experience in a professional setting. The Summer Internship Program provides students with internship opportunities created by collaborating directly with alumni and parents. SIP is unique in the thorough preparation SIP students receive through the program. Through coaching, resume and cover letter reviews, interview preparation, and reflection during the course of the summer, SIP delivers an outstanding experience to the students and the internship supervisors. Since summer 1999, SIP has been recognized by alumni, students, employers, faculty, and parents as an outstanding resource for students.

**HIGHLIGHTS**

- There are typically between 360 and 410 Sophomores and Juniors in the Summer Internship Program each year.
- Each year about 160 internships at various organizations and industries are offered, generally in the Northeast.
- Former SIP students, now alums, are “paying it forward” by providing internship opportunities at their organizations.
- Employers rave about the work ethic and dedication of their SIP interns each year and most host SIP interns in subsequent summers.
- Approximately 500 hours are dedicated to individual appointments each year to assist students with their internship search.
- SIP students appreciate the highly customized service they receive from SIP staff.
- Some current and past SIP internship sites include: Autism Speaks, Big Brothers Big Sisters, Coach, Conde Nast, Cosmopolitan magazine, Fallon Community Health Plan, Marc Jacobs, Massachusetts General Hospital, National Coalition for the Homeless, NBC, Nickelodeon, Oxfam America, ReadBoston, Scholastic, Time Warner Cable Media, Tuesdays Children, and Unitil Services Corporation.

**ASSESSMENT RESULTS**

- 97% of students completing an exit interview indicated that they have increased communication and problem-solving skills, gained industry specific information and business savvy, reported improved self-confidence, and acted appropriately in a professional setting as a result of their internship.
- 91% of SIP interns completing an exit interview agreed that they gained an understanding of how they and others fit in a professional setting as a result of their internship.
- 99% of students completing an internship specified that they can articulate the relevance of their liberal arts education to the workplace setting and transfer what they have learned in the classroom to the work place setting.

**ASPIRATIONS**

- Identify internships opportunities within industries and geographic areas reflecting student interests.
- Encourage alumni by creating opportunities for them to interact with students via networking events, intern lunches, mock interviews, and resume reviews.
- Focus on networks as an important tool for students and teach them best practices.
The Office of Wellness Programming serves as the primary campus resource for alcohol and other drug information and education. The staff is committed to educating students about the dangers of high-risk drinking and drug use. In addition, the staff encourages students to develop and maintain healthy lifestyles by making intentional choices regarding their own health.

STUDENT QUOTE
From alcohol screening day:
“This survey was eye opening—the number of drinks that qualifies as binge drinking is a lot fewer drinks than I expected.”
MESSAGE FROM THE DIRECTOR, FRAN TAYLOR

Our goal is to provide the opportunity for students to explore what it means to keep themselves safe and engaged in a healthy lifestyle. Student input has led to the addition of numerous new initiatives including yoga, belly dancing, Zumba and spinning classes. Innovative alcohol-free programming has included the Natural Highs Fair and the Hogan Sleepover. Our doors are always open and new ideas are always welcome as we strive to enhance the student experience outside the classroom.

HIGHLIGHTS

› The Office of Wellness Programming received several national awards from Outside the Classroom, including the Prevention Excellence Awards’ Highest Honor, which included a cash prize of $10,000; Prevention Excellence Award Honors, and Outstanding AOD professional finalist.
› Office Accreditation from AAAHC (Accreditation Association for Ambulatory Health Care, Inc.)
› Excellence in collaboration award within Student Affairs for peer education group collaboration
› Students for Responsible Choices (SRCs) in conjunction with the Multicultural Peer Educators (MPEs), 2010.
› Students for Responsible Choices (SRCs) recognized as a “Golden Friend” by Jeremiah’s Inn, a social model residential recovery program for men in Worcester.
› Developed and implemented a programming model in the first-year residence halls to address excessive drinking prior to students going out for the evening and to encourage the development of campus community.
› Student Health 101 rolled out to address student health needs as recognized by National College Health Association (NCHA) data.

ASSESSMENT

› Recent CORE Survey (Alcohol and Drug) shows a significant decrease in the perception that the social atmosphere on this campus promotes alcohol use. This survey is given every three years.
› 99% of first-year students complete AlcoholEdu for College, an online alcohol education program.
› National College Health Assessment revealed that students’ individual academic performance was affected by: stress, 34.7%; anxiety, 20.3%; and participating in extracurricular activities, 17.6%.

ASPIRATIONS

› Increase staff with the intention of providing increased wellness opportunities in the following areas: stress management, mindfulness, healthy eating, fitness, and sleep.
› Create a comprehensive peer education training manual that would focus on general peer leadership skills as well as a harm reduction model.
› The overall goal would be to train peer educators to encourage students to make safe choices.
› The Office of Wellness Programming would possess an office space conducive to private individual student meetings as well as providing resources for activities that would promote a healthy lifestyle.
“What kind of encounter do we have with our students if we are not changed? And the meaning of change for our institutions is ‘who our students become,’ what they value, and what they do later in life and work. To put it another way in Jesuit education, the depth of learning and imagination encompasses and integrates intellectual rigor with reflection on the experience of reality together with the creative imagination to work toward constructing a more humane, just, sustainable, and faith-filled world.”

Adolfo Nicholas, S.J.
Superior General of the Society of Jesus
This briefing book is meant to share past and present accomplishments, and future directions of the departments and offices that comprise the Division of Student Affairs. We hope that it has provided insight into what we do, and how we do it, and, most importantly, why we do our work.

Collectively we represent more than 500 years of experience and commitment to engaging, educating, and empowering students to reach levels of personal excellence. Each of us in Student Affairs has our own reasons as to why we do the work that we do, and we have our own unique stories about the personal rewards and fulfillment that we receive through our work. We embrace the opportunity that we have to make a difference in the lives of our students each and every day by listening, teaching, encouraging, caring, and role modeling leadership and service. We challenge our students to think differently, pursue their passions, and aspire to achieve great things.

As educators, our passion, challenge, and joy is giving students the tools to reach their fullest potential.

Jacqueline D. Peterson
Dean of Students

Many people contributed to the development of this publication. However, I would like to extend my appreciation to Suzanne Morrissey, Richard Phelps and Sharon Matys for their technical assistance.

Rev. Philip L. Boroughs, S.J., 32nd president of the College of the Holy Cross, with students, at his inauguration on September 14, 2012.