

SANTA CLARA UNIVERSITY

DIVISION OF STUDENT LIFE

# ANNUAL REPORT



2013-14



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# LETTER FROM THE VICE PROVOST FOR STUDENT LIFE AND DEAN OF STUDENTS

September 2014

Colleagues and Friends,

It gives me great pleasure to share the Division of Student Life Annual Report, highlighting our accomplishments and milestones from the 2013-14 academic year. The annual report provides an opportunity for us to reflect on our work as we continue to enhance the Santa Clara experience for our students.

We aspire to create a campus environment characterized by the values and traditions of SCU as a Jesuit, Catholic institution, where students can thrive and reach their full potential. Together with students and campus colleagues, staff from across the Division of Student Life implement programs and services that enhance student learning and facilitate student engagement.

We have a great deal to be proud of this past year. I invite you to take a few minutes to read through the annual report to learn more about our work on behalf of students.

Regards,

Jeanne Rosenberger  
*Vice Provost for Student Life and  
Dean of Students*



## FAMILY WEEKEND

Family Weekend 2014 welcomed over 700 families to Santa Clara University. Participants were able to engage in lectures that featured talented Santa Clara faculty. Lectures ranged from topics of Solar Decathlon technology to multicultural learning to the future of SCU. Spirited Broncos cheered on SCU men's basketball in a rival game against St. Mary's. Broncos looking for a laugh attended ComedySportz! hosted by SCU Presents or challenged other families at the Family Feud competition hosted by the Center for Student Leadership. Graduating seniors joined their family members for an unforgettable night at the Senior Parent Dinner Dance.

## MPACE 3I GRANT FOR INNOVATION

The Career Center won an innovation grant of \$5,000 from the Mountain Pacific Association of Colleges and Employers for a proposal entitled "Bringing Industry to You." The innovation program at MPACE challenges members to think outside the box to create ideas and programs for the future of career services on campus. Preparing students to transition from education to employment is the work of the entire academy. The Career Center serves as a catalyst to educate campus constituents on industry and the skills needed for the 21st century. The Center organized employer site visits for faculty, employer and faculty lunch forums, and speakers on industry trends. The impact of the grant allowed the center to consult with 225 faculty and staff and increased the flow to the faculty portion of the center's website by 61 percent.

## STUDENT HEALTH 101

The Public Health Program, Fitness and Recreation, Wellness Center, Cowell Center, and the Office of Student Life collaborated to present Student Health 101 for the campus community. Student Health 101 is a monthly online health and wellness publication that uses LiveMagazine technology to deliver content in an interactive format. Content addressed included stress management, alcohol and other drugs, body image, sleep habits, eating well and working out, academic performance, mental health, sexual assault prevention, tobacco cessation, sexual health and responsibility, money management, and healthy relationships. Students can receive email and text messages with updated information and the publication can be directly accessed at [www.readsh101.com/scu.html](http://www.readsh101.com/scu.html).

## HALFWAY TO GRADUATION

The Division of Student Life sponsored Halfway to Graduation, a celebration for the sophomore class, in conjunction with other campus departments.

The event included many components:

- A faculty and staff dialogue about the challenges of the sophomore year
- A photo booth
- Bucky List station where students wrote their own version of an SCU Bucket List
- An art wall where students demonstrated their creativity
- An inspiration wall allowing for student writing
- A live student band
- Free food and beverages
- Giveaways including Class of 2016 t-shirts, water bottles, stickers, and raffle prizes

The celebratory tone of the event was a success with over 300 students in attendance. Sophomores appreciated the unique attention. A committee of sophomore students helped organize this first annual event.

## HOSTING NJSJC

Santa Clara University hosted the annual National Jesuit Student Leadership Conference (NJSJC) in June 2013. Over 300 participants from 23 Jesuit colleges and universities attended. The conference theme was "Contemplatives in Action: Leaders in a Globalizing World" and addressed topics of innovation, ethics and sustainability, and global citizenship through workshops, panel discussions, keynote speakers, excursions in San Francisco, and community engagement projects.

Hosting NJSJC provided opportunities for 11 students to serve on the planning committee, 11 students to serve as volunteers during the four-day conference, and eight students to participate as attendees or delegates. The 11 member student planning committee was supported by two primary staff advisors who oversaw the entire conference as well as 15 additional staff advisors who each managed a specific aspect of the conference.

Sponsored by the Jesuit Association for Student Personnel Administrators (JASPA), the purpose of NJSJC is to improve student leadership at Jesuit institutions. The NJSJC mission statement is to support "student organization leaders collaborating to develop ideas, explore student issues, and build stronger leadership skills to better serve their colleges and universities in the Jesuit tradition."

# BENSON MEMORIAL CENTER

## MISSION

Benson Memorial Center, located on the Santa Clara University campus, is committed to the education of the whole person in the Jesuit Catholic tradition. To this end, Benson Memorial Center is thus dedicated to:

- Providing services and facilities to meet the needs of the campus community including students, staff, faculty, alumni, and guests of the University
- Supporting the academic mission and student development mission of the University
- Offering an environment for life-long learning through a variety of structured and unstructured activities
- Celebrating uniqueness of each individual
- Practicing a client-centered philosophy, which encompasses maximizing usage of facilities and the well-being of others
- Encouraging the value of service to others

Benson Memorial Center creates an environment for education, relaxation, recreation, and interaction and thus serves as the hearthstone of the University.



## ASSESSMENT UPDATE

The following three learning objectives were focused on in training and were role modeled throughout the year: Professionalism, Integrity, and Risk and Event Management.

## POINTS OF PRIDE

- Successfully managed nearly 4,700 events, ranging from table reservations to complex, multi-use conference events
- Remodeled Conference Room 15 into an office for the newest chartered student organization, Into the Wild
- Continually received compliments on the accuracy of room setups and helpfulness of student and professional staff members
- Became increasingly self-reliant on solving client needs
- Student staff were united as a team and exhibited professional and excellent customer service
- Created student staff learning objectives and intentional training and assessment of those expectations
- Increased responsibility for student leadership positions through execution of a new student staff organizational model; leadership positions include: communication outreach specialist, interior specialist, facilities specialist, and training specialist
- Provided a face-lift to outdoor venues, in particular The Bronco and Shapell Lounge patios
- Concluded the visioning of the student center of the future



## GOALS ACCOMPLISHED FROM 2013-14

- Developed student employee learning objectives related to professionalism, integrity, and risk management
- Participated in master planning process for re-imagined student center
- Instituted a new student staff organizational model that introduced increased responsibility in leadership positions
- Reviewed existing web presence and created a plan to launch updated site in August 2014
- Reviewed and rewrote building policy and procedure documents

## GOALS FOR 2014-15

- Improve effectiveness of communicating key messages via technology
- Maximize community-building opportunities within common areas
- Act upon assessment findings to improve building practices and to facilitate student staff development and mastery of desired knowledge and skills

## A MESSAGE FROM THE ASSISTANT VICE PROVOST

This past year was keyed by the terms of transition and education. We continue to transition from primarily an events-focused facility to a student-focused center. This is exhibited in use of terminology, strategic student staff training initiatives, and in review of building policy. We continue to educate students, staff, faculty, alumni, and guests of the university of our role on campus. This is exhibited through conversations, communication, and in re-imagining the future of the building.

The challenge is how to continue to be relevant in the life of students. The building is much more than “a place to eat.” Benson Memorial Center serves as a formal and informal gathering place: a place to meet and expand friendships, a place to learn from and interact with peers, and a place to create memories and hone lessons learned in the classroom. Thus Benson Memorial Center serves as the “hearthstone” of the University.



Matt Cameron  
*Assistant Vice Provost for  
Student Life*



# CAREER CENTER

## MISSION

The Career Center is dedicated to transforming education into application for the common good.

## ASSESSMENT UPDATE

The center conducted a survey of the freshman class via Emerging Leaders Program students and learned significant information about the needs and preferences of this year's first-year students. The results will be used to inform outreach to all incoming freshmen.



## POINTS OF PRIDE

### Vocation Discernment

- Created labs to assist students with discerning their major and future direction by encouraging students to take the iStart Strong assessment and follow up for an interpretation
- Led lunch forums for faculty to provide resources and support for integrating vocation discernment into the classroom
- Initiated virtual “career counseling” for students

### Professional Development

- Created content-rich “Professional Development Labs” for the classroom. These customizable workshops help students to discern a vocation and translate classroom experiences into a professional profile.
- Developed weekly LinkedIn Labs to ensure that students have exemplary profiles and know how to use LinkedIn to network and look for jobs and internships
- Expanded Career Prep Boot Camps to new employers in healthcare, green, and video-gaming industries

### Employer Relations

- Awarded MPACE 3i Grant for Innovation to develop a 2013-14 series for faculty and staff titled “Bringing Industry to You.” Programs included site visits to Google for Arts and Sciences faculty, hosting faculty and staff forums on topics such as “Virtual Consulting Projects for the Classroom” and “Why do Employers Hire SCU Grads?”
- Conducted very popular high-tech industry panel for students
- Facilitated hospitality panel event to introduce students to new employers and opportunities in this industry
- Engaged new employers to recruit on campus (Netflix, LinkedIn, Hewlett-Packard, and Visa)
- Took students to site visits at Electronic Arts and Kaiser Permanente

### Career Development and Outcomes Data

- Expanded library of infographics for faculty advising and developed robust section of website for faculty and staff, populated with advising resources and outcomes data
- Conducted quarterly employer surveys to seek feedback on topics such as why employers hire SCU graduates and the distinct attributes they seek when recruiting athletes
- Communicated data via monthly faculty and staff newsletter



## BY THE NUMBERS

### Vocation Discernment

- iStartStrong labs brought in 86 requests in the first week compared to the usual three to five requests
- 15 students took advantage of virtual career counseling over winter break
- 17 faculty attended lunch forums on vocation discernment for the classroom
- 2,090 students scheduled appointments in the Career Center (September through May)
  - 1,269 15-minute drop-ins
  - 821 extended appointments

### Professional Development

- More than 120 faculty and staff attended Career Center events or sought out consulting to assist them with supporting students' professional development
- 61 percent increase in traffic to the faculty and staff section of the Career Center website
- 2,555 internships were available to our students this year through BroncoLink, 78 percent were paid internships
- 17 percent of available internships were open to all majors, 34 percent open to business majors, 27 percent open to arts and sciences majors, and 22 percent open to engineering majors
- More than 200 students attended LinkedIn Labs & one-third reported being contacted by a recruiter after having worked on their profile

### Employer Relations

- 8.5 percent increase in the number of employers attending career fairs, a grand total of 482 employers throughout the year
- More than 130 students attended the High Tech Industry Panel, which included representatives from companies like Netflix, Facebook, Pinterest, Google, Tesla, Dropbox, Cisco, and Yahoo

### Career Development and Outcomes Data

- 87 percent of SCU employers declare our college grads are work-ready compared to 42 percent nationwide
- 86 percent of SCU employers believe our grads have an excellent work ethic
- More than 90 percent of SCU employers believe our grads have critical employment skills

## GOALS FOR 2014-15

- Customize outreach to first-year students per results of freshman survey
- Refine methods of data collection and analysis to identify opportunities for increasing effectiveness and efficiency



## A MESSAGE FROM THE DIRECTOR

Dear Santa Clara Community,

Pressures continue to rise for institutions of higher education to produce data that show the value of a college education. Parents, students, and even the federal government, are scrutinizing graduate employment outcomes as a measure of the success of their education. The focus is on campus career centers to produce this measure of perceived success. As a Jesuit university, this focus on education and employment present us with the unique opportunity to explore the synergy between our Jesuit values and Silicon Valley so that we successfully prepare our students for work. We educate the whole person—intellectual, personal, professional—and the job of preparing students to make the transition from education to employment is the work of the entire academy, not just a career center. The preparation of students for work is “preparation for active life commitment.” one of the characteristics of Jesuit



education, as expressed in “Go Forth and Teach,” published by the International Commission on the Apostolate of Jesuit Education. The Career Center looks forward to continued collaboration with our colleagues as we prepare students to go forth and make a difference in the world.

Elspeth Rossetti

# CENTER FOR STUDENT LEADERSHIP

## MISSION

The Center for Student Leadership (CSL) is dedicated to providing high-quality leadership education through leadership programs and student activities in an integrated academic environment. Working with faculty, students, staff, alumni, and the greater community, CSL will:

- Prepare students to be informed, educated leaders in society who exhibit courage, character, and respect for others
- Provide students with opportunities to discover their potential and examine their personal values, opinions, and beliefs
- Encourage students to practice skills and competencies associated with effective leadership
- Advise student leaders and student organizations in group development, organizational management, and program development
- Be an advocate for students' interests and celebrate their contributions to University life and the larger community

## GOALS ACCOMPLISHED FROM 2013-14

### General

- Engaged staff in a process to review mission statement and goals
- Implemented a comprehensive marketing and branding campaign focused on the slogan "Get Involved!" and included the following communication platforms and methods: OrgSync, Facebook, Twitter, Instagram, YouTube, e-newsletter, digital ads, banners, t-shirts, and other promotional products

### Student Leadership

- Developed a comprehensive leadership development curriculum for students of all class standings including the Emerging Leaders Program and scuID Leadership Retreat for freshman students and the Magis Leadership Retreat for sophomore and junior students
- Planned and executed The Bucky Awards, a leadership recognition ceremony for student organizations
- Completed the curriculum for Empowered Leadership, an advanced leadership development course
- Launched the scuID Leadership Retreat at full capacity with 30 freshmen led by six upperclassmen facilitators as well as our professional staff
- Featured campus colleagues from Campus Ministry, Office of Student Life, and Campus Recreation at the Bronco Lunch 'n Leadership series to share perspectives on how aspects of the Social Change Model impact leadership

### Student Activities

- Formed the Late Night Stampede, a programming entity to work with Activities Programming Board (APB) on enhancing late night events
- Provided a consistent schedule of late night programming
- Managed the Late Night Programming Grant for student organizations and issued grants totaling \$2,000
- Provided a consistent schedule of programming in The Bronco
- Offered 49 coordinated events during Welcome Weeks, which began on the first day of fall classes and continued for four weeks
- Coordinated senior class programming between Associated Student Government (ASG) and CSL



## Student Organizations

- Implemented the identity group/cohort structure of registered student organizations (RSOs) to improve efficiency and effectiveness of advising, assigning each RSO to one of 10 specific categories as well as to one of five cohorts: (1) academic/professional, business, engineering; (2) cultural, faith-based; (3) performing arts, recreational; (4) service, social justice; and (5) special interest
- Developed streamlined and student-friendly protocols for chartered student organizations (CSOs) and RSOs in managing finances
- Developed proposal for consideration to sanction RSOs for both organizational misconduct and financial misconduct
- Reviewed an online travel management platform, Terra Dotta
- Conducted research for best practices and considerations when developing policy and protocol for monitoring events involving minors
- Increased the number of RSOs to 183, an increase of more than 30

## New Student Programs

- Streamlined the timing, format, and method by which the variety of information is distributed to new students and parents before, during, and after Orientation
- Started dialogue and assessment to develop a comprehensive support network for commuter students
- Doubled the number of Adventure Trips offered to freshmen



## Locatelli Student Activity Center

- Upgraded the sound and lighting of the first-floor Gathering Hall
- Installed north patio paver replacing ground cover
- Met with ASG and RSOs to explore how their sound, lighting, and staging needs could be met



# CENTER FOR STUDENT LEADERSHIP

## POINTS OF PRIDE

- Offered new leadership programs including the sculD Leadership Retreat, Bronco Lunch 'n Leadership, and Bucky Awards
- Welcomed Into the Wild, as the ninth CSO
- Developed streamlined structures, protocols, and resources to meet the operational, programmatic, and financial needs of the growing number of RSOs
- Offered two Adventure Trips for freshmen during the week prior to Welcome Weekend
- Managed a smooth transition of Family Weekend from the Development Office
- Upgraded the sound and lighting systems in the Gathering Hall
- Instituted a comprehensive marketing strategy that focused on a branded slogan
- Started the process of a multi-year plan to develop a risk profile for campus programs in order to strengthen management of risk

## LEARNING OBJECTIVES

After participating in a leadership program or being involved as a student leader, students will:

- Have an understanding of leadership as a process and reflect on how values and experiences affect how they choose to serve and lead
- Be able to integrate leadership competencies with practical experiences
- Have the ability to think ethically and critically, be able to make individual decisions, and participate effectively in group decision-making

## GOALS FOR 2014-15

- Complete strategic planning initiative that includes redevelopment of mission statement, goals, learning objectives, assessment, and communication and marketing
- Develop a comprehensive leadership development and educational program curriculum
- Ensure opportunities and structure for student-led late night programming and class-based social programming
- Improve efficiency and effectiveness of advising, communicating, tracking, training, and educating RSOs and their leadership
- Increase the use of available technologies in regard to interacting and communicating with admitted students and their parents
- Tailor initiatives to address the unique challenges of transfer and commuter students
- Review building operations procedures such as reservations, protocols, staffing, policies, and risk management, to insure clarity and effectiveness



## BY THE NUMBERS

### General

- Employed over 60 students in various positions throughout the year with the Orientation staff comprising slightly more than half of this total

### Student Leadership

- Emerging Leaders Program (ELP)
  - 15 participants fall quarter
  - 24 participants winter quarter
- sculD Leadership Retreat
  - 30 participants in this first year of the program
- Magis Leadership Retreat
  - 22 participants
- National Jesuit Student Leadership Conference (NJSLC)
  - 11 delegates

### Student Activities

- Welcome Weeks
  - 49 events
- Student Involvement Fairs
  - 133 tables reserved for Fall Fair
  - 39 tables reserved for Winter Fair

### Student Organizations

- Number of student organizations
  - 9 CSOs
  - 183 RSOs
- Event registrations
  - 918 event registration requestsOf those requests,
  - 430 event requests
  - 231 meeting requests
  - 257 tabling requests

### New Student Programs

- Welcome Weekend
  - 17 events



## A MESSAGE FROM THE DIRECTOR

Dear Santa Clara Community,

Starting with this past year and continuing into the upcoming academic year, the Center for Student Leadership has focused on encouraging students to “Get Involved!” through the various co-curricular experiences that we offer whether via leadership programs, student organizations, or events and activities. The “Get Involved!” slogan is first communicated to new students during Orientation — which is the largest program we oversee— and continues with visual cues in the print and online forms of communication that comprise our comprehensive marketing campaign. Research has shown that getting involved while in college has proven to contribute to higher levels of satisfaction with the overall college

experience and even to enhance performance in the classroom.

Thank you to all areas of campus that not only provide opportunities for students to get involved at SCU but also support them in their endeavors in and out of the classroom.



Tedd Vanadilok  
Director of Campus  
Programs

Transition  
Office  
Integrity  
Family Weekend  
Holistic  
Orientation  
Leading  
Competency  
Disabilities Resources  
Center for Student  
Collaboration Outreach  
Values Programming Community  
Vision  
Health  
Career Center  
Interaction  
Responsibility  
Learning objectives  
Office for  
Conscience  
Branding  
Living  
Growth Accommodation  
Residence  
Advocacy  
NJSLC  
Student Health 101  
Goals

Compassion Character  
of Student Life  
Jesuit University Gathering  
Benson Center Inclusion  
Leadership Bronco Learning  
Faculty Cowell Center Pride  
2014 Mission Bucky Awards Connections  
Education Employment sculd Development  
Multicultural Learning  
Wellness Center Staff Prevention  
Diversity Ignatian Tradition Excellence  
Life Students MPACE 3i Service  
Whole Person  
Halfway to Graduation

# COWELL CENTER

## MISSION

The Cowell Center is the comprehensive health care provider for the Santa Clara University student community, committed to caring for the whole person by providing professional medical and psychological services through compassionate treatment and education.

## GOALS ACCOMPLISHED FROM 2013-14

- Enhanced the webpage and designed and distributed a new brochure

## POINTS OF PRIDE

### Cowell Center

- Continued to strengthen the Community Referral System
- Contracted with an additional advanced practicum student to engage in work specific to the Wellness Center
- Contracted with a new psychiatrist
- Attended a Safe Space LGBT Training Seminar
- Restructured the administrative component of the Emergency Medical Services program
- Conducted joint staff meetings with a variety of campus colleagues



### Student Health Services (SHS)

- Coordinated seven blood drives with the American Red Cross, Stanford Blood Center, and with The Blood Centers of the Pacific
- Hosted a travel medicine seminar for the study abroad program
- Implemented a nurse triage system to help educate students how to best manage their cold and flu symptoms
- Developed a Self-Care Café where students are educated about certain over the counter (OTC) medications and encouraged to buy the appropriate OTC medications based on their symptomatology
- Served on the Influenza Task Force
- Approved to conduct a research on the prevalence of chlamydia infection in college-aged women
- Maintained consistent input on the Healthy Campus Committee and The DeNardo Committee
- Hosted the Peer Health Educators

### Counseling and Psychological Services (CAPS)

- Conducted six weekly support groups for students:
  - Reclaiming disEase – a support group for students with chronic medical conditions
  - Comfort in the Chaos – a psycho-education and support group for students struggling with family problems
  - Two Counseling Psychology Graduate Support Groups
  - International Students Support Group
  - Successful Survivors Support Group
- Peer support training for LEAD scholars
- Presented educational opportunities to residence life staff and peer health educators
- Provided mental health support services to students attending programs dealing with sexual assault and alcohol consumption: “Vagina Monologues” and “Take Back the Night”
- Spoke at the Law School outreach program “Parents and Partners: Law School” series
- Lectured in Dr. Plante’s psychology class
- Developed an online Interactive Stress and Relaxation program

### Student Health Insurance Services

- Transitioned to a new broker, Arthur J. Gallagher & Co.
- Transitioned to a university “Hard-Waiver Mandatory” for all students
- Presented health insurance requirements to parents and students at New Student Orientation
- Participated in International Student Services’ new student orientations
- Presented health insurance requirements to new incoming LLM/law students
- Provided quarterly health insurance information letters to International Student Services
- Participated in the International Students Orientation



### Emergency Medical Services (EMS/EMT)

- 34 volunteer SCU students
  - 3.47 average GPA
  - 7 EMTs are in the Honors Program
- Reassigned EMT medical advising duties to the campus physician, nurse practitioner, and physician assistant
- Contracted with Foothill College to provide an on-site comprehensive "SCU/Foothill EMS Certification Training Program" for students

## BY THE NUMBERS

### Student Health Services (SHS)

- 4 percent decrease in the number of medical visits
- 17 percent increase in the number of gynecological visits
- 30 percent increase in psychiatry visits

### Counseling and Psychological Services (CAPS)

- 8 percent increase in clients seen
- 17 percent increase in the number of individual therapy sessions conducted
- 35 percent increase in crisis sessions, a total of 466

### Student Health Insurance Services

- 1,084 Santa Clara University students purchased AETNA insurance through the University's Health Insurance Program
  - 557 Undergraduate students
  - 85 Graduate domestic students
  - 162 Graduate international students
  - 143 Law domestic students
  - 61 Law international students
  - 76 Jesuit School of Theology students

### Emergency Medical Services

- Responded to 282 calls, a 4 percent increase
- 4 minutes 25 seconds average response time
  - 133 Alcohol calls (78 or 71 percent of these calls were stabilized and did not result in a hospital transport)
  - 65 Medical calls
  - 84 Trauma calls

## GOALS FOR 2014-15

- Ensure efficient and effective use of a new electronic medical records system in offering health services and scheduling patients
- Successfully advance towards accreditation of the Student Health Center through the Accreditation Association for Ambulatory Health Care (AAAHC)
- Successfully advance towards accreditation of Counseling and Psychological Services Training Program through the American Psychological Association (APA) from an APA grant received in 2014
- Successfully advance towards accreditation of Counseling and Psychological Services through the International Association of Counseling Services (IACS)



## A MESSAGE FROM THE DIRECTOR

Dear Santa Clara Community,

An obvious goal of the Cowell Center is to provide excellent medical and psychological services to students so that they can succeed academically and become the effective leaders of tomorrow. A more subtle goal of the Cowell Center is to touch the souls of individuals; to empower students to be all that they can be so that they are not afraid to embrace life and to make a positive difference in the lives of others.

We teach students not to compare themselves to others because in so doing, they may become vain and bitter. There will always be greater and lesser persons than ourselves. We work with students to be kind and accepting of themselves as well as others; to be compassionate, warm, and empathetic. We assist students in becoming socially, emotionally, and academically responsible. We help students to understand the importance of self-care, affection, and connection to self and others. We fortify students in knowing when and how to laugh ... and cry ... and



how to have fun and learn through conflict; how to trust the self as well as others and how to support each other's highest good as we walk in joy for each other's joy. Most importantly, we empower students to shine intellectually, physically, and emotionally as they embark upon the wonders of the world.

Jill Rovaris, Ph.D.  
*Director of the Cowell Center*

# OFFICE FOR MULTICULTURAL LEARNING

## MISSION

The mission of the Office for Multicultural Learning (OML) is to collaborate, cultivate, consult and co-sponsor co-curricular programs that advance multicultural learning. OML works with students, staff, and faculty to create cross-campus programs that further integrate multicultural learning into the University curriculum and student life. OML works with the University Council on Inclusive Excellence and the Office for Diversity and Inclusion to strive for Santa Clara's goals of diversity and inclusive excellence.

OML will:

- Collaborate with campus partners on events and programs that educate the campus to respect and honor differences
- Cultivate dialogue and meaningful interactions between individuals from different backgrounds
- Consult for students, staff, and faculty on integrating multicultural learning into their programs and curriculum
- Co-sponsor events and provide resources and support to programs and spaces that nurture a more inclusive campus climate



## GOALS ACCOMPLISHED FROM 2013-14

### General

- Began departmental strategic planning process to evaluate and redevelop mission statement, goals, learning objectives, and assessment plan
- Implemented an integrated marketing and branding campaign

### Programming

- Developed comprehensive programming calendars for heritage months

### Rainbow Resource Center

- Redeveloped Safe Space Training curriculum and developed regular schedule

## POINTS OF PRIDE

- Piloted a new format for the Difficult Dialogue series which included 15 weekly sessions and an overnight retreat
- Offered one to two Safe Space Trainings per week
- In collaboration with the Office for Diversity and Inclusion, Associated Student Government, and the Multicultural Center, helped bring spoken word artist Sy Stokes to campus whose YouTube video "Black Bruins" about racial inequity in college admissions went viral
- Joined efforts with students of the Ethnic Studies Club to support first-generation students, students of color, and other students looking for help in navigating the academic and social college experience

## BY THE NUMBERS

### Approximate Attendances:

- Welcome Dinner: 190
- Difficult Dialogue: 249
- Difficult Dialogue Retreat: 12
- Lavender Graduation: 30
- Pan-Asian Senior Ceremony: 180
- Black Senior Ceremony: 85
- Chicano Latino Senior Ceremony: 500

# LEARNING OBJECTIVES

Students will:

## Perspectives

- Develop a personal commitment to facilitating justice, creating social change, and combating oppression
- Challenge and shift their own values, world-view, assumptions, and biases that may perpetuate injustice or oppress others
- Recognize their own behavior and its impact on others

## Knowledge

- Explain how gender, class, race, ethnicity, language, nationality, sexual orientation, age, religion or spirituality, and disability and ability affect individuals and their experience
- Examine the nature of institutional oppression, power, and privilege
- Define and distinguish the terms diversity and inclusion

## Skills

- Identify and openly discuss cultural differences and issues
- Recognize and constructively respond to microaggressions
- Advocate for diversity and inclusion

## GOALS FOR 2014-15

- Identify and act upon opportunities for improving efficiency and effectiveness with campus colleagues and partners
- Review staff expectations and division of responsibilities
- Identify unique needs of student populations served, and implement policies and procedures to better meet students' needs
- Implement assessment practices to evaluate program performance and achievement of learning objectives



## A MESSAGE FROM THE PROGRAM DIRECTOR

Dear Santa Clara Community,

This year's theme for OML staff development was all about growth, both literally and figuratively. Our professional staff grew from one to three and our student staff from one to seven!

In the fall, we focused on "planting seeds," or meeting as many students, staff, and faculty as possible who would be our allies and programming partners. In the winter, we focused on "watering with purpose," as we nurtured programs based on the needs of our campus. And in the spring, we focused on "weeds in the garden," or looking at all of the work that happens in between

our events and programs and how we could be meeting those needs most effectively.

Now that we have laid down some roots, we are looking forward to truly thriving in the year to come in our journey towards inclusive excellence!



Jade Agua  
Program Director

# OFFICE OF STUDENT LIFE

## MISSION

As a Catholic and Jesuit institution that makes student learning its central focus, the Office of Student Life serves as an advocate for students to promote a university experience that fosters the holistic development of our students.

## POINTS OF PRIDE

- Received a \$150,000 grant from the Avon Foundation to turn the play *Can't Thread a Moving Needle*, which is a sexual violence prevention and education program, into a screenplay, in collaboration with professors Barbara Fraser and Michael Whalen
- Updated and re-created The Guide to Off-Campus Living as a web publication
- Updated Title IX investigator certifications by completing a certification program offered through United Educators
- Attended national conferences focusing on the impact of VAWA, Clery, and Title IX legislation for universities
- Implemented the updated Sexual and Gender Based Misconduct Policy, Reporting Protocol and University Response, and Student Judicial System in compliance with the Violence Against Women and Clery Acts
- Updated and expanded the training program for the Sexual and Gender Based Misconduct Board
- Hosted Dr. Joseph White, recognized as a pioneer in the field of Black psychology
- Expanded the Community Standards Campaign by posting banners in the highly-used Malley Fitness and Recreation Center
- Received feedback from multiple sets of parents regarding their appreciation of the intervention and support provided to their respective students
- Provided direct intervention, services, and resources to 136 students experiencing significant student welfare challenges
- Facilitated multiple sessions of Men In Progress
- Attended staff meetings of each Student Life department and select campus departments and informed participants of the updated Sexual and Gender Based Misconduct Policy and their responsibilities within this policy
- Presented informational meetings for multiple academic departments and new faculty regarding student welfare issues, campus resources, and policies
- Hosted the Bay Area Case Managers Annual Meeting



## GOALS FOR 2014-15

- Implement engagement and reflection strategies as a means of promoting the holistic development of students who progress through the University's judicial system
- Conduct second phase of assessing the effectiveness of the University's judicial sanction practices
- Implement new initiatives for off-campus students that focus on community values, reducing bias-based behaviors, and improving sustainability

## A MESSAGE FROM THE ASSOCIATE DEAN

Dear Santa Clara Community,

I am proud of the contributions that the staff in the Office of Student Life, Disabilities Resources, and Wellness Center made during 2013-14. Each member of the team is wholeheartedly committed to the welfare and holistic development of our students.

Grounded in the Ignatian tradition, we continue to serve as educators in the lives of our students. We challenge our students to:

- 1) Engage in active discernment about the choices before them as they live each day of their lives;
- 2) Be women and men for and with others; and
- 3) Be leaders of competence, conscience, and compassion who are committed to a more humane, just, and sustainable world.

Reflected in the work of each department are examples of how we have engaged our students in this challenge and have been attentive to their welfare and development. At times our work was in a public format and broadly disseminated. Many times our work was with individual students to provide each student with support and resources so each one was positioned to make the most of their own educational opportunities.

Looking forward to the upcoming years, we will continue to ask ourselves, "*Quo vadimus?*" (Where are we going?)

as the Office of Student Life, Disabilities Resources, and the Wellness Center look to shape our work with students in support of Santa Clara 2020, the University's integrated strategic plan.



Matthew Duncan  
Associate Dean for  
Student Life



# DISABILITIES RESOURCES

## MISSION

The Office of Disabilities Resources (DR) ensures students with disabilities have equal access to all academic and University programs. This is achieved through the provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the University community.

## GOALS ACCOMPLISHED FROM 2013-14

- Expanded the usage of DR online services
- Adopted a draft procedure for a math course substitution for registered students whose disability interferes with their ability to complete specific math courses in the core curriculum requirements

## POINTS OF PRIDE

- As a pilot program purchased 10 iPads outfitted with Notability, a note taking app, iAnnotatepdf, which enables students to highlight PDF files; and Voice Dream Reader, which reads documents aloud
- Collected feedback to determine the effectiveness of the use of iPads; responses favor the use of the iPad
- Accommodated 396 undergraduates, 40 law students, and 39 graduate students with disabilities

## GOALS FOR 2014-15

- Expand the use of technology to more effectively deliver student-based services
- Review existing department policies to ensure best practices

# WELLNESS CENTER

## MISSION

The mission of the Wellness Center is to promote student well-being through education, prevention, and outreach services. The Wellness Center recognizes diversity in values systems and behaviors, and works to provide services to enhance wellness through a non-judgmental approach.

The Wellness Center has an intensive focus on the prevention of violence, and risk reduction and early intervention related to alcohol and drug use amongst the student body. The Wellness Center also works to educate and promote students taking action on behalf of their peers to reduce and eliminate violence and negative consequences of alcohol and drug use.





## POINTS OF PRIDE

- Collaborated with the Office of Student Life to create an interactive bystander intervention program for all community facilitators
- Brought bystander-intervention-focused programs and bulletin boards to residential learning communities
- Successfully implemented Haven for all incoming first-year students
- Brief Alcohol Screening and Intervention for College Students (BASICS) received 101 referrals, of which 98 students completed both sessions
- Updated BASICS and implemented a new evaluation protocol to more effectively meet the needs of the student population
- The Violence Prevention Program (VPP) created a display about sexual assault for the Tunnel of Oppression, a counter display on bystander intervention, and an additional support for the Tunnel of Hope
- The VPP delivered over 12 programs and events including events and programs for Domestic Violence Awareness Month, Stalking Awareness Month, Sexual Assault Awareness Month, and classroom and RLC presentations focused on bystander intervention
- The peer health educators (PHEs) created a display in the Tunnel of Oppression about the negative impacts of alcohol, marijuana, prescription pills, cocaine, and molly/ecstasy, and a counter display in the Tunnel of Hope with statistics that challenged how much students overestimate their peers' use of alcohol and marijuana at SCU, alternatives to drinking and using drugs, how to talk to a friend who may have a drug or alcohol problem, and resources for help for drug and alcohol issues or addiction
- 14 students completed Peer Health Education (PHSC 196), the class for PHEs, and they delivered over 22 programs and events, including Alcohol Awareness Week events, Celebrate Every Body Week events, the Stay Well Fair, presentations in RLCs, and presentations to the LEAD classes in the fall and winter quarters
- Teamed with the Center of Student Leadership's Emerging Leaders Program in which students created a bystander intervention program that would appeal to students and could be used campus-wide

## GOALS ACCOMPLISHED FROM 2013-14

- Overhauled Center website to increase user-friendliness and accessibility, content has been created for the website, on the topics
  - faculty and staff – identifying and addressing problematic alcohol use among students
  - parents – identifying and addressing problematic alcohol use in one's college-age child
  - students – how to talk to a friend if you have concerns about their alcohol or drug use
  - mixing alcohol and other drugs
  - marijuana
- Completed the implementation of Haven, a sexual assault prevention online module
- Assisted with the roll-out and oversight of Student Health 101

## GOALS FOR 2014-15

- Create and adopt initiatives that address the American College Health Association's Health Campus 2020 program
- Develop and implement a comprehensive bystander intervention program
- Review and adopt new practices in regard to BASICS



# RESIDENCE LIFE

## MISSION

The Office of Residence Life provides living and learning communities focused on the holistic development of our students with student learning and development at the core.

## LEARNING OBJECTIVES

Students will:

- Engage in community service opportunities offered through their residential community
- Have meaningful interactions with people from different economic, social, racial or ethnic backgrounds, sexual orientations, religious beliefs, and political opinions or values; educational programs will also allow for greater understanding and knowledge of multicultural issues
- Establish and maintain healthy relationships with their peers and student staff
- Engage with their specific community theme and specific population
- Demonstrate a sense of personal responsibility and integrity through actions such as making good decisions, handling conflict appropriately, and by taking care of themselves, others, and personal property
- Express feeling safe and secure in their living environment

## GOALS ACCOMPLISHED FROM 2013-14

- Completed a department reorganization, which included hiring an associate director
- Continued to refine how OrgSync is used to best meet departmental and data collection needs
- Finalized building plans for the McLaughlin-Walsh remodel and the connecting tower to be completed in January 2015

## POINTS OF PRIDE

- Piloted two new theme floors, Ciao da Vinci in the da Vinci RLC and Students Wild About Nature (SWAN) in the Cyphi RLC; and a new sophomore leadership initiative, Sophomores Active in Leadership (SAIL) in the Loyola RLC.
- Created and implemented a required student staff leadership course for all incoming student staff members
- Supported the Division of Student Life's Halfway to Graduation by having professional and student staff serve on the planning committee and a graduate practicum student who assisted with the coordination of logistics
- Included a Justice Starts Here display in the campus-wide program Tunnel of Oppression for the first time
- Continued to centrally collect programming data from all communities
- Continued the Living on Campus survey, in partnership with the Housing Office and the RLC program
- Managed staffing turnover and selection of three new resident directors (RDs)





## BY THE NUMBERS

Our students responded that they “strongly agree” and “agree” to the following statements:

- I have a good understanding of what it means to live harmoniously with others (93 percent)
- I feel safe and secure living in my community (92 percent)
- I have established and maintained positive relationships with my fellow residents (86 percent)
- I have a positive relationship with my student staff member (community facilitator/neighborhood representative - CF/NR) (82 percent)
- My residential experience on campus has been positive and enjoyable (80 percent)
- I know of resources to help me resolve a conflict in my residence hall (80 percent)
- Through my experience living on campus, I have had meaningful interactions with people from different economic, social, racial or ethnic backgrounds, sexual orientations, religious beliefs, and political opinions or values (78 percent)

Throughout the year 1,149 programs were coordinated across campus in the residence halls, an average of 37 per week, the breakdown is as follows:

- 602 – Community development and socials, double 2012-13
- 180 – RLC community theme
- 101 – Justice Starts Here and diversity-related
- 100 – Wellness-related, double 2012-13
- 81 – Service-related
- 68 – Academic-related
- 17 – After hours and late-night alternative

More than 90 percent of residents indicated their CF/NR was regularly meeting expectations in these ways:

- Serving as a good role model and example of a successful student and leader
- Being approachable and available to residents
- Promoting a sense of wellness in the community
- Demonstrating a value for diversity, social justice, and inclusive excellence
- Being fair and consistent in upholding policies and regulations
- Balancing their position, academic, and personal responsibilities

## GOALS FOR 2014-15

- Build the knowledge-base of a six-quarter integrated experience
- Examine and refine existing student leadership opportunities
- Enhance use of technology in social and educational program management and assessment

## A MESSAGE FROM THE DIRECTOR

Dear Santa Clara Community,

Each year we continue our efforts to provide our students with a remarkable community living and learning experience. We do this by helping our residents develop connections in their experiences: connections in their community, connections to their learning, and connections across campus. The Residence Life staff is committed to the Jesuit principle of “*Cura Personalis*,” where we actively support, care for, and encourage the development of each student as a whole



person. We are here to help students succeed, find connections, and learn from one another and our different and shared experiences. We pride ourselves on our respectful, open, and engaged communities, with student development as the central focus.

Heather Dumas-Dyer  
Director of Residence Life



# STAFF HIGHLIGHTS

## PROFESSIONAL INVOLVEMENT

**Courtney Budziak** was a member of the 2013-14 Mountain Pacific Association of Colleges and Employers (MPACE) Employer Relations Committee.

**Matt Cameron** was appointed the Jesuit Association of Student Personnel Administrators (JASPA) Development and Strategic Fundraising Committee Chair.

**Career Center** was one of three finalists nationwide for the National Association of Colleges and Employers (NACE) Member's Choice Award and was the MPACE 3i Innovation Grant winner.

Division of Student Life Staff Development Committee members **Ann Bucher, Robin Cole, Jennifer Ferrari, Dee Goines, Nora Jamison-Danko, Samantha Kibbish, Leah Nakasaki-Peterson,** and **Pat Sandvick** are members

**Matthew Duncan** is a member of the JASPA 2015 Institute Program and Planning Committee.

**Daniel "Dee" Goines** is a member of the JASPA 2015 Institute Program and Planning Committee.

**Elizabeth Krishnan** and **Elsbeth Rossetti** had their article entitled "Vocation at Work" accepted for publication in the fall edition of *Conversations on Jesuit Higher Education*.

**Dean Ku** had his articles "5 Ways to Nail a Job Interview" and "How students can optimize LinkedIn to land a job" published in USA Today.

**Kyle Medley** was a member of the Western Association of College and University Housing Officer's NRAP Programming Committee.

**Alissa Novak** was appointed to the National Association of Campus Activities (NACA) 2014 West Regional Conference Planning Committee as the Special Events Coordinator.

**Jeanne Rosenberger** was appointed JASPA Vice President and President-Elect.

**Elsbeth Rossetti** had her article "Add Value, Hire Millennials" published in Huffington Post.

**Tedd Vanadilok** was appointed the JASPA 2014-15 Functional Area Networking Co-Chair for Student Activities, and he co-advised the 2013 National Jesuit Student Leadership Conference.

**Marci Walton** co-advised the 2013 National Jesuit Student Leadership Conference.

## AWARDS

**Difficult Dialogue: #Being\_\_\_\_\_atSCU** won the JASPA Community Impact Award for March 2014.

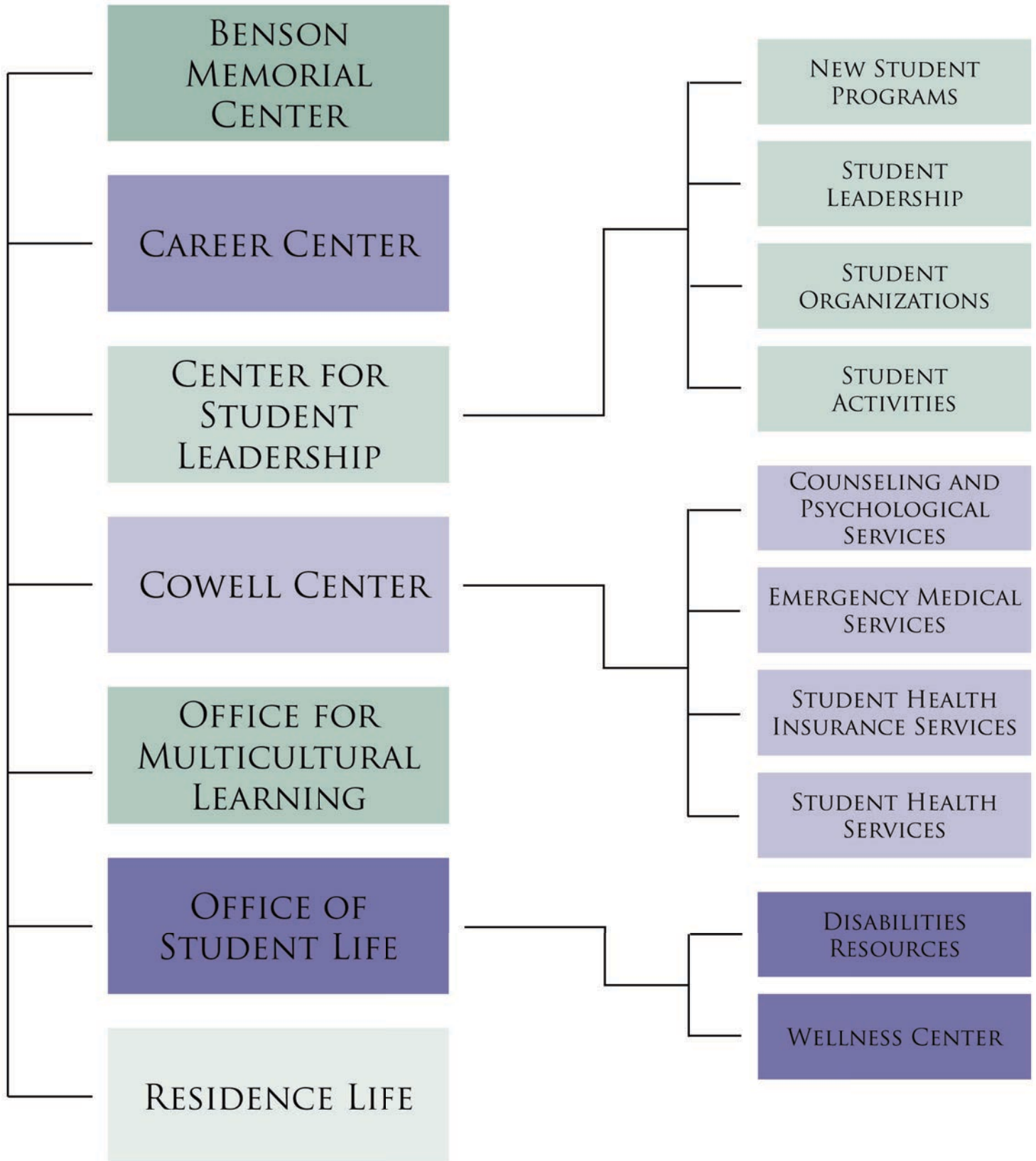
**Jessica DiVento** received the 2013 JASPA New Professional Award.

**Galina Pappu** was nominated for the JASPA New Professional Award.



# ORGANIZATIONAL CHART

## DIVISION OF STUDENT LIFE





The Jesuit University in Silicon Valley



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