Welcome to the 2019-2020 Annual Report for the Division of Student Services! When I joined the Seton Hall family nine months ago, I was looking forward to building upon the rich tradition of Catholic education that exists here. All of the people I have met have been extremely welcoming, and I could not have asked for a better experience. I firmly believe that for today’s college students to be successful, it requires close collaboration between divisions, offices and all members of the University community. I am excited to strengthen and expand upon those collaborations.

Since I began my post in October 2019, I’ve led this division on the grounding of the 4 P’s and 3 C’s. The 4 P’s provides a framework and strategic approach to student success and retention. This starts with attention to the profile of the students who are admitted, focuses on ways the university can facilitate their progress toward degree completion, improves the process of navigating a complex institution and ensures that all students’ experiences in and out of the classroom fulfill the promise of the university (Kalsbeek, 2013). Our vision for our division is rooted in the 3 C’s — communication, coordination and collaboration. How do we better communicate and engage with each other, both personally and professionally? How do we coordinate and create systems that allow for better efficiency? How can we better collaborate, support and work together to dismantle silos?

This year, I also led our Division on three University-wide Committees:

- **The Council for Student Success** maximizes and advances student success through strategic interventions focused on increasing student retention and completion rates. Our Committee craft policies and procedures that will enhance and elevate student engagement and satisfaction inside and outside of the classroom, in accordance with the University’s Catholic mission.

- **The Diversity, Equity and Inclusion Committee** strives to enhance and expand its commitment to diversity and inclusion by staying abreast of emerging ideas, taking advantage of unforeseen opportunities and recommending new initiatives for the academic year.

- **The Health Intervention Communication Team and Reopening Operations Team** integrates and finalizes campus operational details and communicates with the campus community.
This framework and our vision drive our mission of creating a premier student experience that is equitable and consistent, enhances student support and retention, and prepares students to be impactful global citizens. One of our first action steps was to critically review and refine our organizational structure to maximize efficiency and effectiveness.

As of June 1, 2020, our new division structure is defined in five distinct areas:

- **Academic Success**
  - Academic Resource Center
  - Academic Support for Student-Athletes
  - Career Center
  - First-Year Advising
- **Campus Inclusion and Community**
  - Educational Opportunity Fund
  - Upward Bound
- **Engagement and Central Administration**
  - Business Affairs
  - Information Systems
  - Student Engagement
  - ROTC
- **Public Safety and Security**
  - Campus ID
  - Parking Services
  - Public Safety and Security
- **Wellness and Support**
  - Counseling and Psychological Services
  - Dean of Students Office
  - Disability Support Services
  - Health Services
  - Housing and Residence Life

In addition to our new areas, our division created six subcommittees to work on various initiatives and projects throughout the year (Assessment, Communication, Community Building, Policy and Procedures, Professional Development and Technology).

A special thanks to our Assessment Subcommittee for their hard work on creating our new annual report. This digital version highlights some of the many initiatives from our departments, assesses the status of our programs and projects and articulates new goals for our division moving forward into 2010-2021.

Go Pirates!

**Dr. Shawna Cooper-Gibson**
Signature Events

ACADEMIC SUCCESS

• SHU Tutopia on Reading Day
• Pirates Around the World
• Career Fairs
• Experiential Education Student Awards
• University Life Classes
• Transfer Center and Gen 1 Programming
• 4.0 GPA Reception
• MLK Day Symposium

CAMPUS INCLUSION AND COMMUNITY

• Diversity, Equity and Inclusion Committee Retreat
• Educational Opportunity Program Summer Program
• Books and Brunch
• Upward Bound Cultural Enrichment Trip
• Upward Bound College Tours

ENGAGEMENT AND CENTRAL ADMINISTRATION

• Parent and Family Programs
• Christmas at the Hall
• Involvement Fair
• New Student Orientations and Welcome Week
• Student Leadership Conference
• Student Activities Board Events
• Cadet Summer Training
PUBLIC SAFETY AND SECURITY

- SHUFly and SafeRide Transportation
- Community Emergency Response Team
- Rape Aggression Defense Program

WELLNESS AND SUPPORT

- Active Minds Events
- 1st 56 Days Programming
- What’s Up Doc Video Series
- KNOW MORE Education Program
- BUZZ Alcohol Education Program
- Student Flu Clinics
- Fall at the Hall
- House Calls
Welcome Letter from the AVP of Academic Success

Having been a participant on so many teams throughout my life, I am especially happy at this point in my career to be a member of the Student Services team at Seton Hall. Under the guidance of our new Vice President, Dr. Shawna Cooper-Gibson, I look forward to increased collaboration with other departments in the division as well as campus wide. I am enthusiastic about the newly designed Academic Success unit of the division. Freshman Studies, Academic Support for Student-athletes, the Career Center and the Academic Resource Center working more closely together will only serve to empower our students more and propel them to be even more self-directed and successful.

My own career at Seton Hall began when I attended as a Title IX athletic scholarship recipient in the late 1970’s. I graduated in 1978 with a Bachelor’s Degree in English. In 1984, I earned a Master’s Degree in Student Personnel Services and then received an Ed.S. (Educational Specialist) degree in teaching in 1996. I was one of the first women to receive an athletic scholarship in 1974 and played three sports during my four years: tennis, basketball and softball. I was the first woman to captain all three teams and to score 1,000 points in basketball. I was the first woman athlete to have her basketball number retired (1980), and the first woman inducted into the Seton Hall Athletic Hall of Fame (1984).

In 1984 I created the office of Academic Support Services for Student-athletes and remained its director until 2004 when I moved over to Freshman Studies to serve the general first-year student population. In June, 2010, I became Associate Dean of Freshman Studies and in 2016 was named Dean.

In 2005 I was honored as Seton Hall’s Woman of the Year. I was also named the Seton Hall University Alumni Association’s Humanitarian of the Year in 2008, and in 2011 I was the recipient of the McQuaid Medal which acknowledges outstanding service to the University.

The Academic Success Team is excited to be working together to serve our students.

Go Pirates!

Robin L. Cunningham
Associate Vice President/Dean, Freshman Studies
ACADEMIC RESOURCE CENTER

DIRECTOR: Brandon Larmore, M.A.

CONTACT INFORMATION: Arts and Sciences Hall, (973) 761-9108; arc@shu.edu

STAFF: director, one 10-month program coordinator

MISSION: The Ruth Sharkey Academic Resource Center strives to create a supportive learning environment that encourages students to become independent thinkers and learners.

LEARNING OUTCOMES
• Through our supportive learning environment, students will develop the necessary skills, habits and knowledge to enhance their academic understanding and become independent learners.
• Students will have the capacity to analyze and evaluate their work, identifying areas of improvement.
• Students will be able to develop and implement strategies specific to the area of need.

SIGNATURE ACTIVITIES
• Providing tutoring and Supplemental Instruction covering all of Seton Hall’s undergraduate colleges and programs
• SHU Tootopia on Reading Day in the Fall and Spring semesters. Large scale tutoring event to prepare for final exams.
• MCAT guided study groups in preparation for the Medical School entrance exam.
• Campus-wide Summer Tutor Training for the ARC, Writing Center, Academic Support for Student-Athletes, EOP and Math Learning Lab.
• Academic Coaching for undergraduate and graduate students in need of guidance during their collegiate career.

HIGHLIGHTS
• The ARC welcomed a new Program Coordinator, Alex Ukey, to assist with the Academic Coaching program, the Tutors in Residence program and our workshop offerings.
• 100 percent of graduating senior tutors (11) were accepted into their graduate program of choice or offered employment at their desired company.

ASSESSMENT
• We run a student response survey (SRS) for every tutoring session and workshop.
• The purpose of our Tutor Satisfaction Survey is to monitor overall student satisfaction with the service they recently completed. The assessment is conducted virtually at the end of each tutoring session, SI meeting, or workshop. Information is reviewed at the end of every week, and tutors/presenters are contacted should any changes need to occur.

ASSESSMENT OUTCOMES
• 99 percent of students who received tutoring in the ARC were satisfied with their experience.
"My experience at the ARC was wonderful. It was my first time there. I brought in questions, and they were answered."

- 98 percent of students would recommend their tutor or presenter to fellow students.
- 95 percent of students would recommend an ARC service to their fellow students.
- Over 50 unique students attended our MCAT study groups, with 15 of them attending all six sessions.
- As of Fall 2019, all ARC tutors were trained in and holding appointment hours in our virtual tutoring system “ARC online.” This took our virtual offerings from 25 percent of our staff to a full mirroring of in-person services.

DEPARTMENT GOALS FOR 2019-2020
- Development of MCAT study group initiative
  We were able to implement a year-long study, a guided study group led by tutors who scored well on the MCATS. Students could come as often as desired and learned tips and strategies from the tutors who have mastered the content. (Completed and ongoing)
- College Reading and Learning Association Certification
  We submitted our application to be an officially recognized level 1 program. This will enhance our national profile and provide us with more resources to improve our services. (Ongoing)
- IHS campus tutoring
  In conjunction with the College of Nursing, we were able to establish a more seamless drop-in and appointment tutoring on the IHS campus. Common space was identified, providing a location for students seeking assistance. (Completed and ongoing)

DEPARTMENT GOALS FOR 2020-2021
1. Enhance and expand SHU tutor training to include more virtual training modules. This will allow us to better monitor, assess and enhance the efficacy of the tutoring services at Seton Hall University.
2. Enhance and expand our graduate exam preparation services, including GMAT and LSAT, to our study group offerings to assist our students as they prepare for life beyond Seton Hall.
3. Increase the number of academic coaches to include student coaches. By training upper-level student coaches from diverse areas of campus, we can decrease the wait time between application and assignment.

ADDITIONAL TESTIMONIALS
“It was helpful to understand the text from a different interpretation and get feedback on my thesis statement.”

“I liked how [my tutor] listened to my questions and tried her best to answer them.”

ACADEMIC SUPPORT FOR STUDENT-ATHLETES
DIRECTOR: Matthew Geibel
CONTACT INFORMATION: Regan Athletics Center, (973) 761-9192
STAFF: director, associate director, assistant director, 2 graduate assistants, 2 professional tutors, approximately 18 peer tutors and 2 study hall monitors
MISSION: The Mission of the Office of Academic Support Services for Student-athletes and the Charles W. Doehler Academic Center for Excellence is to aid in the overall development of the student-athlete from orientation to commencement. We serve our student-athlete community guided by the principles of Catholic education and the standards of excellence set forth by the Division of Student Services, the Department of Athletics, the NCAA and the BIG EAST Conference. We recognize that all students are unique, and therefore we provide a holistic approach to supporting their efforts toward earning a degree from Seton Hall and becoming productive members of their communities. Academic Support Services for Student-Athletes embraces the core values of Seton Hall University and its Catholic mission to collectively support the growth of servant leaders and socially conscious and responsive citizens.

LEARNING OUTCOMES
- For student-athletes to become independent learners and advocates for their education.
- For student-athletes to apply strategies to perform at their highest academic potential consistently.

SIGNATURE ACTIVITIES
- Comprehensive tutoring program including training, individual and drop-in tutoring sessions, regular evaluation
and achievement recognition.
- Collaboration with the Alliance of Therapy Dogs, including regular visits by Buster the therapy Golden Retriever.
- Pirates Around the World program celebrating the global reach of Seton Hall student-athletes, and Quote of the Day that provides inspirational and educational thoughts for motivation.
- Weekly academic and mentoring meetings with first-year, transfer and higher-risk students.

HIGHLIGHTS
- The cumulative GPA for all student-athletes is currently 3.464, and more than 60 percent of all student-athletes earned Dean’s List in the spring 2020 semester.
- 34 student-athletes were inducted into Chi Alpha Sigma – the College Athlete Honor Society; 88 percent of student-athletes were named to the BIG EAST All-Academic Team.
- Seton Hall student-athletes ranked 11th in the nation in the number of community service hours completed.
- Baseball, Women’s Cross Country, Men’s Golf, Women’s Golf, Women’s Swimming, and Diving, and Volleyball earned NCAA National Recognition for academic excellence by ranking in the top ten percent for Academic Progress Rating (APR).
- Collaboration with Morris-Union Jointure Commission and Bergenfield School District to provide career experience for students with special needs.

ASSESSMENT
- We conduct several assessment tools primarily through Campus Labs to assess the effectiveness of the tutoring program and also the overall needs and satisfaction of students and tutors in the academic center.
  - Overall needs and satisfaction survey
  - Tutor satisfaction survey
  - Tutor survey

ASSESSMENT OUTCOMES
- 91.67 percent of student-athletes feel extremely or very supported by their Academic Support Services for Student-Athletes academic adviser.
- 100 percent of respondents feel very knowledgeable or somewhat knowledgeable about their degree requirements.
after meeting with their adviser in Academic Support Services for Student-Athletes.
• 81.13 percent of respondents plan to continue utilizing tutorial services in the future.
• 78.43 percent of respondents indicated that the academic center is conducive to studying.

DEPARTMENT GOALS FOR 2019-2020
• Comprehensive revision of office policies and procedures manual. (Completed)
• In consultation with Sports Medicine and Disability Support Services, implemented an intake survey for all incoming student-athletes to identify learning concerns. (Completed).
• Completed the Academic Integrity Assessment (AIA) through the National Association of Academic Advisors and Student-Athlete Development Professionals (N4A) to recognize strengths and weaknesses with institutional monitoring of academic integrity. (Ongoing)

DEPARTMENT GOALS FOR 2020-2021
• Additional collaboration with Disability Support Services to enhance the intake survey for student-athletes.
• Continue to review data to enhance concussion protocol related to return-to-learn and return-to-play decisions.
• Consider updating the physical layout of the academic center to improve student success and provide a more accessible learning environment.
• Update policies to include virtual learning procedures and academic integrity agreements for online learning and tutoring.
• Evaluate eligibility certification process against NCAA best-practices materials.

ADDITIONAL TESTIMONIALS
“The transition [to online learning] was good. Of course, I’d rather see everyone in person, but considering the circumstances, I cannot. I think Matt, Carissa and Amanda have done a great job so far.”

“I do not have a bad thing to say about the academic center. I feel so valuable walking in there and being greeted by all. My experience has been elite.”

CAREER CENTER
DIRECTOR: Reesa Greenwald
CONTACT INFORMATION: Bayley Hall, (973) 761-9355, careers@shu.edu
STAFF: 7 full-time employees, 2 graduate assistants, student worker
MISSION: The Career Center facilitates career development and experiential education opportunities that empower students to engage in lifelong career management. We provide a learning environment to ensure that our students are prepared for professional success and service to the common good.

LEARNING OUTCOMES
• Students will learn about “career readiness” competencies, set goals and create strategies for improvement.
• Students will learn to talk about their strengths and accomplishments with recruiters and others at networking events.
• Students will learn to conduct an ethical job search.
• Students will learn to use LinkedIn and other career education resources.

SIGNATURE ACTIVITIES
• The annual Spring Career Fair was successfully moved to a virtual platform.
Two large all-industry career fairs, one statewide consortium fair, the Big East virtual graduate school fair and eight on-campus networking events were held (422 organizations participated).

Each year The Career Center manages the University’s “Experiential Education Student Awards” program. This year 24 students were nominated, and seven were given the awards. Winners were honored virtually this year.

CHAMP (Comm/Arts Honor Alumni Mentor Partners) completed its tenth year with 60 students and mentors.

HIGHLIGHTS
- “Get Hired Boot Camp” was offered virtually and included six separate workshops, a panel of 2009 alumni who discussed job searching in a recession and a LinkedIn Learning Workshop. Additionally, 16 recruiters conducted “practice interviews,” and 13 interviewed students for entry-level jobs.
- A virtual panel, “Careers for International Students,” and another entitled “Careers in Broadcasting” were presented for students.
- A new platform was utilized to compare intern “career readiness” skills with those of other students and entry-level candidates around the United States.
- New resources were created, and workshops presented to help international students navigate the job market.
- Three students were awarded the “Big East Professional Development” scholarship, and three other students were selected for the “2020 Nonprofit Internship Scholarship.”
- Career Center staff took students on “Road Trips” to LeadDog Marketing, Sirius XM, Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), Google, Madison Square Garden, UPS, CBRE and Firmenich (89 students).

ASSESSMENT
- Six total
- Campus Labs:
  - Class of 2019 1st Destination Survey-employment outcomes 6-months post-graduation.
"I realize how lucky we are as students to have the opportunity to speak with so many highly regarded companies and successful individuals."

- Intern Student Evaluation/Reflection: students evaluate their intern experience and reflect on their learning.
- Skill Survey Project: intern evaluation that provides aggregate data to compare to students around the United States.
- On-Campus Interview (OCI) Employer Evaluation: recruiters provide feedback on their interviews with SHU students.
- Career Fair Evaluation: participating employers provide feedback on their experience at the fair.

ASSESSMENT OUTCOMES
- First Destination: 6-months post-graduation employment rate was 93 percent, grad school acceptance rate was 99 percent, the overall success rate was 95 percent.
- Intern Employer Evaluation: 96 percent of employers said that students “exceeded” or “met expectations.”
- Intern Student Evaluation: 99 percent said that they “strongly agree” or “agree” that the internship was a valuable learning experience.
- 274 interviews were held on-campus, utilizing The Career Center’s facilities. Recruiters also conducted 77 “practice interviews” with students.
- The Career Center staff presented 85 workshops in The Career Center and another 91 workshops to students in classes.

DEPARTMENT GOALS FOR 2019-2020
- Create programming for students in the humanities/liberal arts area. (Ongoing)
- Create new content and schedule of workshops to increase student participation. (Completed)
- Create new resources and programming for international students. (Completed)
- Increase student participation in Pirate Connect. (Ongoing)

DEPARTMENT GOALS FOR 2020-2021
- Increase awareness of “career readiness” skills among students, faculty and employers. Work with individual schools/colleges to create awareness among faculty and include competencies in classroom discussions.
- Increase focus on transfer students: connect with transfer students before the start of their first semester and continue outreach throughout the year.
- Increase the quality and quantity of virtual resources to continue beyond COVID. Develop plans to use virtual options to complement in-person events. Increase the use of Microsoft Teams to reach students at the IHS campus.
- Create new ways to track noncredit internships.
- Locate and develop partnerships with recruiters who hire humanities and liberal arts graduates.

ADDITIONAL TESTIMONIALS
The Career Center helped me pick my major (which I love), my career (which I love), and has assisted me in reaching my goals post-graduation. I was completely undecided before coming to the Career Center. They gave me purpose and direction.”

“I was offered a full-time job in the department I interned at!”

“Everyone was very helpful, and I always walked out of the career center very satisfied with the help and advice I received.”

FIRST-YEAR ADVISING
ASSOCIATE VICE PRESIDENT AND DEAN: Robin Cunningham
CONTACT INFORMATION: Mooney Hall, (973) 761-9740, freshman@shu.edu
STAFF: dean, assistant dean, 7 full-time advisers, program coordinator, 5 graduate assistants; pre-major adviser, director of special projects; 60 peer advisers
MISSION: Through advising and teaching, we create a reciprocal relationship with our students where meaningful discussions are fostered about course work, career aspirations and personal journeys with the intention that students become life-long learners and advocates of their own education while discovering their own identities.

LEARNING OUTCOMES
- Students will be knowledgeable of university policies and procedures regarding graduation requirements, satisfactory academic progress, scholarship and financial eligibility, and important dates and deadlines.
- Students will be equipped to self-advocate, identify and
utilize campus resources, engage in campus activities and foster professional relationships on- and off-campus.

**SIGNATURE ACTIVITIES**
- All Pirate Adventure activities around registration and Peer Advisers.
  - Connect all first-year students to their academic adviser and peer adviser and facilitate their course registration for the Fall semester.
- Academic Advising Academies - four per year
  - Share national and university best practices surrounding all aspects of academic advising through professional development workshops.
- 4.0 Reception
  - All Administrative leadership of the university recognizes all first-year students who achieved a 4.0 in their first semester. 102 first-year students earned a 4.0 for the fall 2019 semester.
- To assist all new first-year and transfer students acclimate to campus and to celebrate our sophomore’s return to campus, we have welcome tents on the Green for the first three days of class in the Fall (Transfer Student Center and Sophomore Center).
- The Transfer Student Center and Transfer Student Association celebrated National Transfer Student Week from October 21 through October 25, 2019.
- Gen 1 summer program trip to the 9/11 Memorial & Museum to expose students to the cultural opportunities of nearby NYC.
- MLK Day Symposium.
  - A one-credit course on anti-racism for Seton Hall and the local community and to celebrate the life and legacy of Martin Luther King Jr.

**HIGHLIGHTS**
- The Inclusion Alliance was developed and built in Freshman Studies in 2018 and 2019 before being transferred to Student Engagement. The Inclusion Alliance, a program designed to provide peer educational training regarding diversity and inclusion, continued as a collaborative effort between Freshman Studies and Student Engagement with...
presentations in all 67 sections of University Life.

- BIOM Adviser and Joint Bachelor’s/MD Program students joined the webinar, “Health in relation to society, culture, etc.” and “Journey to Med School,” coordinated by Tadé Ayeni, EdD, Director of the Office of Diversity and Equity at Hackensack Meridian School of Medicine at Seton Hall University.

- The Director of First-Year Initiatives facilitated donations equaling $4,606 during Gen 1 Giving Day to support program and First-Gen club.

- Hosted Fast Forward Program Alumni Panel where students who completed the program shared their experiences and advice with current students. The Fast Forward program is a conditional admission program where students receive intensive academic support to become full-time students for the spring semester.

- The Director of the Transfer Student Center was linked to all transfer students in Compass, resulting in increased outreach to 215 transfer students in regard to Compass early alerts, ensuring greater academic success.

- The Pre-major Advising Office assisted 244 students to change their major.

- A senior MLK Scholar received the Servant Leadership Award from DOVE — Campus Ministry.

ASSESSMENT

- Six total

- A course evaluation for all University Life sections was conducted by Institutional Research in the fall semester.

- The Peer Adviser training survey was conducted to evaluate training the experience peer advisers received in June.

- A Gen 1 program survey evaluation was conducted in August. The Gen 1 program is a summer bridge program designed to help first-generation students (first in their family to attend a four-year institution) acclimate to collegiate life.

- A transfer student survey was sent in fall and spring regarding student check-in and experience with orientation.

- Peer Adviser mid-semester evaluation was conducted in October to review expectations, goals and future goals.

- Peer Adviser Experience survey was sent to all first-year students in November to assess students’ experiences with their assigned Peer Adviser.

ASSESSMENT OUTCOMES

- The cumulative score for all sections (67) of University Life was 4.75/5.0 for “overall quality of teaching.”
  - The cumulative score for all sections (67) of University Life was 4.86/5.0 for “Instructor showed respect for students.”
  - “Instructor was available outside of class for meetings was 4.83”
  - “Instructor met course objectives 4.84”

- First-year students met with their first-year adviser in increasing numbers in 2019 — between 3-5 times per semester — a 5 percent increase from 2018.

- 74 percent of students rated their satisfaction with advising by their freshman mentor as “excellent” or “good.”

- 86 percent of Gen 1 students are registered for the Fall 2020 semester.

- 95 percent of students who participated in the Gen 1 program knew where to go for assistance if they had any questions or concerns.

- The office of Pre-Major Advising worked with 387 students. These majors are BART, PART, PSCI, UART and USCI students with 30 or more earned credits.

- Of the 107 BIOM students from 2018 and 2019, 71 remain enrolled in the program (66 percent).

- MLKSA graduated 100 percent of its class of 2020.

- 90 percent of students agreed/strongly agreed that their PA helped with the academic transition from high school to college.

DEPARTMENT GOALS FOR 2019-2020

- Engage students in reflected discernment of academic, social and career goals. (Ongoing)

- Continue to provide excellence in teaching in University Life. (Ongoing)

- Instruct students how to navigate the Degree Progress Tracker. (Ongoing)

- Utilize COMPASS, Banner and other technologies to maximize communication with students. (Ongoing)
DEPARTMENT GOALS FOR 2020-2021

• Incorporate “guest instructors” to teach University Life and to increase training.
• Collaborate more closely with divisional and campus-wide partners to contribute to students’ first-year experience.
• Transfer Meet and Greets will be held monthly throughout summer 2020 to engage deposited transfer students with Seton Hall University, administrators and their peers.
• BIOM program: Host a “Live From Surgery” video conference for BIOM students, fall 2020 sponsored by the Liberty State Science Center and collaborate with the Career Center, regarding their spring 2021 Health Professions Fair to address specific concerns of BIOM students.
• Offer a three-day summer bridge program for Fast Forward students, August 2020.
• Design an “anti-racism” course in collaboration with the Core Program.

“The Transfer Advising team is very knowledgeable, helpful and welcoming.”

• Sponsor a study tour to the King Center, Atlanta, Georgia.
• University Life Part II with divisional participation in the Spring of 2021.

ADDITIONAL TESTIMONIALS

“My mentor was definitely one of my favorite professors that I have ever had, and I am very appreciative of how kind, caring, understanding and flexible you were with us. I wish more professors taught like you. You also taught me a lot, and I really enjoyed our class discussions.”
Welcome Letter from the AVP of Campus Inclusion and Community

It is a pleasure to introduce you to the Seton Hall University Office of Campus Inclusion and Community. Our mission in the OCIC is to advance the ideals of diversity, equity, inclusion and social justice in order to foster a welcoming and supportive University environment that ensures that all our community members have a strong sense of belonging at Seton Hall University. As the home to several highly-regarded college access and career development programs (Upward Bound, Educational Opportunity Program, Pre-Medical Pre-Dental Plus Program* and Student Support Services*) that support historically underrepresented, financially disadvantaged and racially diverse students toward college completion and career progression; the OCIC also seeks to celebrate the richness of our community’s diversity, while increasing campus-wide knowledge and awareness of the importance of equity, inclusion and social justice. As a model for inclusive excellence, the OCIC uses communication, collaboration and coordination as guiding principles, working closely with campus partners to amplify its efforts of assisting student’s development into servant leaders in a global society.

As the Assistant Vice President and Senior Associate Dean, I have been at Seton Hall for 13 years and previously served as Associate Dean and Director of EOF Programs, Assistant Dean of Freshman Studies and Director of the General Studies Program. Having earned a B.A. from Oberlin College and an M.S.W. from Rutgers University, my career in higher education spans more than 20 years. I embrace my role of assisting Seton Hall students in unlocking their full potential and navigating the course of their individual journeys. With a background in counseling, academic advisement, teaching, college admissions consulting and program development, I am most satisfied in my endeavors when students embrace the idea that they are uniquely talented and possess the power to change the world. My personal philosophy is drawn from a Latin proverb, “What we do in life, echoes in eternity.” I challenge every student to “make the most of the best years of their life” while at Seton Hall University and to watch what marvels unfold in the process.

*Majid Whitney
Assistant Vice President and Senior Associate Dean of Campus Inclusion and Community

*Our Pre-Medical Pre-Dental Plus Program was transferred to the Division of Student Services on July 1, 2020, and the Student Support Services grant was awarded to Seton Hall University in August 2020. Both programs will be included in next year’s report.
EDUCATIONAL OPPORTUNITY PROGRAM
DIRECTOR: Jason Oliveira
CONTACT INFORMATION: Alfieri Hall, (973) 761-9161
STAFF: 11 full-time employees, part-time employee, 4 graduate assistants, 13 student workers
MISSION: The Educational Opportunity Program (EOP) at Seton Hall University provides access to higher education and support through graduation for students from educational and economically disadvantaged backgrounds. EOP offers a diverse and collaborative environment that focuses on preparing students to become highly educated and skilled servant leaders within their professional and personal communities that are prepared to compete and succeed in a global society. To help achieve this, EOP provides resources for recruitment, educational initiatives, student support services, leadership development and professional development activities.

LEARNING OUTCOMES
• Students will develop and apply effective problem-solving skills that will allow the student to adequately navigate through the proper resources within the Educational Opportunity Program and Seton Hall University.
• Students will successfully complete the Educational Opportunity Programs six-week incoming student summer enrichment program.

SIGNATURE ACTIVITIES
• EOP Summer Program
  Students attend a six-week summer program introducing academic and support services to incoming EOP students.
• Books and Brunch
  This event is held on reading day to promote teamwork and unity while preparing for finals.
• GOSSIP (Girls-Only Sharing Stories in Private)
  This program was created on the premise of encouraging girls to live confidently and lead fearlessly while growing into women who support and encourage one another.
• Dean’s List Reception
  Recognized EOF students attend a reception to celebrate students who achieved a 3.4 GPA during the Fall or Spring Semester(s).

HIGHLIGHTS
• Doctors Foundation Scholarship
  Four EOP students earned scholarships from the Doctors Scholarship Foundation.

• Bishop Francis Service/Leadership Award
  Seven EOP students were awarded the Bishop Francis Award for student service and leadership.

ASSESSMENT
• Two total
• Program Evaluation 1: The purpose of this assessment was to assess the semester GPA’s and cumulative GPA’s for all funded EOP students.
• Program Evaluation 2: The purpose of this assessment was to assess the retention rate and graduation rate for EOP students.

ASSESSMENT OUTCOMES
• 40.6 percent of EOP students were on Dean’s List during the Fall 2019 semester.
• 62.4 percent of EOP students were on Dean’s List during the Spring 2020 semester.
• The first-time, full-time fall 2018 retention rate was 90.9 percent.

DEPARTMENT GOALS FOR 2019-2020
• To provide a summer enrichment, transitional and transformational program to 60 first-time, full-time students, designed to introduce them to the academic and social demands of college and ease their transition to the fall semester. (Completed)
• Visit various high schools, college fairs and pre-college programs throughout New Jersey to educate, inform and recruit students to enroll in the SHU EOP program and pursue a college degree. (Completed)
• Provide targeted programming and advising via EOP’s counseling area and Center for Learning, Instruction, and Assessment (CLIA), that facilitates group cohesion, cooperation, student development and academic success for all program participants. (Completed)

DEPARTMENT GOALS FOR 2020-2021
• To provide a summer enrichment, transitional and
transformational program to 60 first-time, full-time students, designed to introduce them to the academic and social demands of college and ease their transition to the fall semester.

- Visit various high schools, college fairs and pre-college programs throughout NJ to educate, inform and recruit students to enroll in the SHU EOP program and pursue a college degree.
- Provide targeted programming and advising via EOP’s counseling area and Center for Learning, Instruction, and Assessment (CLIA), that facilitates group cohesion, cooperation, student development and academic success for all program participants.

ADDITIONAL TESTIMONIALS

“What EOP means to me cannot be described in words. To me, EOP has become more of an extended part of my family. EOP has been there for me through the good times and has helped me surpass the tough times. To me, EOP is more than just the financial assistance; it has ultimately allowed me to solely focus on my dreams rather than figure out how to pay for college. EOP has given me mentors, my best friends and an opportunity to be someone in this country. As a first-generation college student, EOP gave me the opportunity to succeed in life. I am grateful to be an EOP scholar.”

“I will always be forever grateful to EOP because it not only changed the trajectory of my life; it gave me the opportunity to achieve my goal of graduating from college. Coming from an economically disadvantaged background, I did not have the financial means to afford college. College, at that time, seemed like an unattainable goal. However, EOP, with their financial assistance gave me hope and a chance to achieve my dream. Moreover, they also gave me resources and support to ensure that I graduate college without any difficulties. The staff are constantly checking in, asking how my classes are and helping me whenever I have concerns or problems. Since then, EOP has become a second family or a home away from home.”

UPWARD BOUND
DIRECTOR: Marva Cole-Friday
CONTACT INFORMATION: Mooney Hall, (973) 761-9419
STAFF: 4 full-time employees, 10 part-time employees
MISSION: Upward Bound’s mission and vision during the five years of funding are to assist 131 participants in enrolling in and completing post-secondary education. This goal will be accomplished by challenging participants to excel, building positive self-character and developing alternative methods of instruction.

LEARNING OUTCOMES
- Participants to earn a cumulative GPA of 2.5 or better and achieve “proficient level” on state assessments in reading/language arts and math at the end of the academic year.
- Participants who graduate high school will enroll in a post-secondary education program by the fall term immediately following high school graduation.
- For all participants, who graduated and enrolled in a post-secondary program, to attain either an associate or bachelor’s degree within six years of their high school graduation.

SIGNATURE ACTIVITIES
- Rising Juniors participate in an annual overnight college tour during the summer and fall semesters.
- Overnight Enrichment Trip to Pocono Springs, Pennsylvania for all participants.
- The Annual Cultural Enrichment Trip for seniors. The location varies each year. This past year seniors traveled to New York City with the administrative staff and their advocates to participate in a Broadway Classroom, with actors from The Lion King, before attending the show.
- At the end of the summer program, participants showcased their science projects, artwork, poetry, acting and choreographed dance routines on stage.
- Parents and guardians meet the first Saturday of each month to participate in workshops on financial literacy, financial aid planning and completing the FAFSA. During these meetings, parents also plan fundraisers.
HIGHLIGHTS
• Four seniors were nominated to participate in the National Student Leadership Congress (NSLC) in Washington, DC. Students who attend, interact with other Upward Bound students from all over the United States, meet congressional leaders on Capitol Hill, and participate in mock debates. This year our students won the trophy for best “Mock Debate Team.”
• Kervins Racine, a graduate in 2020, was the Salutatorian at East Orange Campus High School.
• One participant applied and was accepted to all eight post-secondary institutions she applied to, included Ivy league institutions.
• Six participants received acceptance to all top 5 post-secondary institutions of their choice.
• Two participants were recipients of “The Cooperman Scholarship,” granting them tuition, room and board and books for four years.

ASSESSMENT
The “Student Satisfaction” surveys are created and distributed through Campus Labs each semester. Students complete non-cognitive assessments including those in Student Navigator and LASSI- Student Learning and Study Skills Inventory.

ASSESSMENT OUTCOMES
• 78 percent of participants earned between a 2.5 to 3.0 cumulative GPA during the 2019-2020 academic year.
• 100 percent of participants achieved above-average proficiency on state assessments in reading/language arts and math.
• 100 percent of participants successfully completed secondary education.
• 72 percent of current and prior Upward Bound participants are enrolled in post-secondary education.
• 52 percent of participants in the 2013 cohort, who immediately enrolled in post-secondary programs, attained an associate or bachelor’s degree.

DEPARTMENT GOALS FOR 2019-2020
• In alignment with our 2017 grant competition competitive preference priorities (CPP), we strove to provide additional academic support for our 2019-2020 cohort through PSAT/SAT courses, non-cognitive assessments such as the LASSI-Student Learning and Study Skills Inventory and enrollment in the one-credit College Study Skills course at Seton Hall.
• To increase collaboration with the University, 15 Seton Hall undergraduate sophomores and juniors participated in our 2019-2020 Mentoring Program. The SHU Mentors participated in a formal mentoring training facilitated by the National Mentoring Resource Center, a grant-funded program through the Department of Justice.

DEPARTMENT GOALS FOR 2020-2021
• Provide 131 participants with quality academic instruction, targeted tutoring, career advisement, personal counseling, internship opportunities, mentorship, financial aid and college admissions counseling.
• 100 percent of the 2021 cohort (46 students) will graduate and enroll in post-secondary institutions immediately following high school graduation.
• 100 percent of participants will be identified, selected and retained; and graduate high school.

ADDITIONAL TESTIMONIALS
“Upward Bound program helped prepare me for what college was and the real world. The advice that was given to me by Mr. Chase and Mr. Shepherd still resonates with me to this day. I enjoyed myself so much, and I am very grateful to have been a part of the program. Thank you to everyone that was a part of the program for all those years.”

“Being a part of Upward Bound taught me how to be a role model for students in the lower grade levels. It pushed me to carry myself with a certain degree of decorum. I was also able to explore my creative side and face my fear of singing on stage. Seton Hall Upward Bound became the highlights of my school years. I was always anticipating Saturdays because of the fun, community service, social and academic aspects of the program. I can honestly say that the program overall shaped me into a more responsible young lady while in high school.”
Welcome Letter from the AVP of Engagement and Central Administration

Welcome from the areas of Engagement and Central Administration! Our mission is to foster a premier student experience that is rooted in the 3 C’s — communication, coordination and collaboration, and implemented by the 4 E’s — engagement, effectiveness, efficiency and evaluation.

As the Associate Vice President and Chief of Staff at Student Services, my role focuses on divisional operations, budgeting, strategic planning, outcomes assessments, professional development projects, departmental supervision and special student success initiatives. I have worked at Seton Hall for seven years and currently supervise the efforts of Student Engagement, Business Affairs, Information Systems and ROTC. I am also an adjunct faculty member in the College of Education and Human Services.

Born and raised in San Francisco, California, I have worked in higher education for the past 20 years in public and private institutions, with experience in undergraduate and graduate enrollment management, academic advising and student support. I graduated with a B.S. in Human Development from the University of California, Davis, and earned my Master of Arts in Postsecondary and Higher Education from Columbia University - Teachers College. In 2017, I received my Ph.D. in Higher Education Leadership and Management from Seton Hall.

Our work in Engagement and Central Administration aligns with Goal 3 of the Strategic Plan, which is to create a premier student experience that is equitable and consistent, enhances student support and retention and prepares students to be impactful global citizens. Student Engagement strives to cultivate a seamless student experience that values and enhances learning both inside and outside of the classroom while building campus traditions and capacity for social integration. The ROTC program prepares talented students for careers in the United States Army through a focus on academics, physical fitness and leadership.

Business Affairs and Information Systems, led by Andrew Minegar, Ghana Hylton and Victor Gomez, drives the infrastructure of the division, from technology enhancement and maintenance to event scheduling and campus-wide communication to our students, faculty, staff, administration, parents and alumni. Our goal is to provide streamlined, efficient and effective operational processes and procedures for our division and establish partnerships with campus constituents.

Goals for the AY 20-21

• Develop a strategic plan for Scheduling and Operations to coordinate event space on campus.
• Create a database and strategic plan for divisional grant funding opportunities.
• Create a coordinated divisional communication plan which includes templates for sharing information and an audit of our websites and event calendars.
• Cultivate a seamless student experience that values and enhances learning both inside and outside of the classroom for all students.
• Assess and improve the quality, delivery and effectiveness of essential support services using Council for the Advancement of Standards (CAS) in Higher Education.

Go Pirates!

Monica Burnette, Ph.D.
Associate Vice President and Chief of Staff
STUDENT ENGAGEMENT

ASSOCIATE DEAN: Colleen Dallavalle

CONTACT INFORMATION: University Center, engagement@shu.edu

STAFF: associate dean, 2 directors, 3 assistant directors, operations/office manager, secretary, 2 student workers

MISSION: The Office of Student Engagement partners with students, faculty, administrators and university partners to provide experiential opportunities for students to discover and develop through co-curricular learning. Keeping the care of the whole person and the values of Seton Hall University at the forefront, the Student Engagement team seeks to empower, challenge and inspire students to be servant leaders in a global society.

LEARNING OUTCOMES
• All students will be able to engage in a comprehensive, dynamic and consistent co-curricular offerings to foster the premier student experience. These offerings will consist of a variety of memorable, intellectual and inspirational programs, events, services opportunities and resources.
• Students will be able to explore involvement and experiential learning opportunities inside and outside of the University.
• Students will be able to cultivate institutional affinity/pride by honoring campus traditions, connections and achievements; and attending University-wide programs and Athletic events.

SIGNATURE ACTIVITIES
• Christmas at the Hall is a university-wide series of events and traditions leading up to the celebration of Christmas at Seton Hall. Christmas at the Hall consists of a variety of activities including the Tree Lighting Ceremony, Student Activities Board (SAB) Christmas Pop up Shop, Division of Volunteer Efforts (DOVE) toy drive and toy wrapping and the Blessing on the Christmas Creche on the South Orange campus; as well as the Christmas Kickoff, Children’s Hospital Toy Drive, and Cookie Decorating and Ornament making in the IHS Campus.
• Involvement Fairs: The Office of Student Engagement provides involvement fairs on both the South Orange Campus and the IHS Campus to introduce incoming and current undergraduate and graduate students to involvement opportunities with clubs and organizations, Greek organizations, student government, leadership initiatives and campus partners.
• Fraternity/Sorority Life Recruitment: The Office of Student Engagement hosts and facilitates fraternity and sorority life recruitment to help students connect with and join the Greek organizations that best suit their common goals and aspirations. This process provides students with opportunities for scholarship, leadership, service and lifelong brotherhood and sisterhood.

• New Student Orientations: Student Engagement plays an active role in welcoming new students into the Seton Hall community, by presenting at orientations on both the South Orange and IHS campuses and facilitating sessions both in-person and virtually on Pirate Values, House Rules, Wellness, Academic Support and student involvement opportunities.

• Welcome Week Activities: Student Engagement kicks off the university-wide welcome back to campus celebrations for new and returning Pirates through a series of university traditions and events, including Blue Day, the New Student Barbeque and other fun activities throughout the first weeks of school.

• The Student Leadership Conference is an opportunity for undergraduate student leaders to learn more about how to be involved on the Seton Hall campus, manage clubs and organizations and connect with other students as they collaborative pursue their leadership development in a day-long conference with breakout sessions and a keynote speaker.

• SAB’s SHU Speaks is a yearly event where the Student Activities Board invites an engaging and inspirational speaker to hold conversations with current Seton Hall students. During the 2019-2020 academic year, the SHU Speaks series features Keke Palmer.

• The Student Leadership Awards are an opportunity at the end of the year to provide recognition to Seton Hall’s student leaders and give out awards for Student Organization of the Year, The Greek Organization of the Year Award, The Outstanding Leadership in Promoting Diversity Award, The Advisor of the Year, The Mother Seton Award for Presidential Leadership and The University Award for Distinguished Leadership.

HIGHLIGHTS

• Amid a global pandemic, the Student Engagement (formerly Student Life) team successfully transitioned over 165 student organizations from fully in-person operations/programming to a 100 percent digital programming model within a two-week timeframe. This effort included resource development, the publication of web resources, creating/forming guidelines, revising processes/protocols and coordinating training opportunities for students to familiarize themselves with technology, as well as connect.

• In response to the socio-political climate, Black Lives Matter movement, the Student Engagement team worked with student organizations to host a Demonstration of Solidarity on June 4, 2020, with a total of 306 attendees at the virtual program.

• The 2019-2020 academic year kicked off with the inception of the IHS Student Council. IHS Student Council is an interprofessional organization that brings together two student representatives from each of the three colleges (six in total) on the IHS Campus. Students in this organization will have the opportunity to represent their peers in developing programming, building a culture of interprofessionalism and participating in leadership development opportunities.

“NGLA (the Northeast Greek Leaders Association) provided a new perspective on Greek Life. Getting to know everyone in my delegation was a great highlight of my weekend.”
In collaboration with Dr. Bryan Pilkington and the School of Medicine, IHS Student Life co-sponsored a series of virtual panel events with leading experts from medicine, nursing, the health sciences, political theorists, economists, ethicists philosophers and student panelists to discuss how COVID-19 interacts with various ethical issues. Nine events with approximately 1,050 attendees overall discussed topics such as risks to health care practitioners, systemic racism, pregnancy, research during a pandemic, aid and discrimination.

The Student Activities Board piloted a new programming initiative in the Fall semester by hosting an off-campus trip to the Menlo Park Mall and AMC Movie Theater in Edison, New Jersey, during Fall Break. Twenty students attended the trip. SAB piloted two more travel trips during Spring Break to see Aladdin on Broadway and Mean Girls on Broadway. Twenty tickets were purchased for each show, and both events sold out. Due to the popularity, the SAB is planning to continue hosting off-campus trips during Fall and Spring Break to provide activities/entertainment for students remaining on campus.

To recognize our graduates, the department of Student Life mailed each graduating senior a “Pirate Pack” that featured an eight inch sticker of the Seal, along with a Class of 2020 pin and sticker set.

The Student Government Association transitioned their entire Spring 2020 elections process to be completely digital, including a virtual Presidential Debate with a total of 188 attendees on Thursday, March 26, 2020. A total of 1,245 students cast a vote in this year’s election process.

Despite the global pandemic, the College Panhellenic Council, Interfraternity Council, National Pan-Hellenic Council and Multicultural Greek Council each hosted an expansion/extension process, adding a new chapter to each respective council’s membership.

ASSESSMENT

- Three surveys, multiple focus groups
- Student Activities Board Student Satisfaction Survey on events and programming
- We use social media analytics weekly/monthly to assess virtual student engagement.
- Focus groups were conducted throughout the semester to assist in strategic planning/feedback.
- Satisfaction surveys are also distributed post-event for large scale events to assess learning outcomes (i.e., Student Leadership Conference, etc.).

ASSESSMENT OUTCOMES

- Student Organization Advisory Council (SOAC) recognized an additional 19 new student organizations during the
• 2019-2020 academic year, bringing the total number of recognized student organizations to 137.
  • @HallStudents social media account has increased followership by 50 percent from March (1,224 followers) to July (1836 followers).
  • 450 new members joined a fraternity or sorority in the 2019-2020 academic year bringing the total membership to 1,380 students (a 12 percent increase from the 2018-2019 academic year).
  • All Greek GPA average: 3.25
  • 27 Active Greek Organizations; 4 expansion efforts
  • Chartered Seton Hall University’s National Pan-Hellenic Council (NPHC) on October 11, 2019.
  • 453 individual students are registered as student organization executive board members.
  • The Student Activities Board hosted 61 events in the fall, 42 events in the spring semester (28 in-person, 14 virtual events) with a total event attendance of 17,133 for the 2019-2020 academic year.
  • The IHS campus hosted 28 events in the fall semester, 25 events in the spring semester (11 in-person, 14 virtual) with a total event attendance of 5,270 for the 2019-2020 academic year.

DEPARTMENT GOALS FOR 2019-2020

• The Office of Leadership Development will reassess student organization policies and create additional operational resources to assist in the management and success of clubs and organizations. (Completed)
• Greek Life will work with the Interprofessional Health Sciences campus to develop more fraternity/sorority involvement opportunities for students on the IHS campus. (In-progress)
• Greek Life will design and implement support and accountability programs for organizations falling beneath the minimum membership expectation. (In-progress)
• Develop IHS Student Council to provide student representatives of the three colleges on the IHS campus, to represent the needs of the student body and to plan events promoting interdisciplinary community building. (Completed)
• Develop a protocol to establish interdisciplinary clubs and organizations through the Office of Student Engagement on IHS to allow collaboration between SHMS, NURS, and the School of Medicine; undergraduate, graduate and medical students; and Seton Hall and Hackensack Meridian Health students. (In-progress)
• SAB will continue to introduce high impact and dynamic events to the Student Activities calendar with a goal of increasing total attendance by at least 5 percent for the upcoming year. To accomplish this goal, SAB will identify programs that are underperforming and reassess their purpose, employ new marketing strategies to reach wider audiences, and continue reviewing student feedback. (In-progress)

DEPARTMENT GOALS FOR 2020-2021

Our overall goals are to continue to support the Division of Student Services and the University’s strategic plan by building the premier/co-curricular student experience. To do this, we will:

1. Inventory current experiential learning opportunities.
2. Coordinate with on-campus partners and identify local/regional community partnerships.
4. Research, identify and apply for grants/supplemental funding opportunities.
5. Utilize strategic planning/committee research and evaluations to make data-driven changes to programmatic offerings.

In alignment with the Strategic Plan, we are also looking to
create a consistent and equitable student experience. We will do this by:

1. Establish rubric/learning objectives for experiences to be included on the Co-Curricular pathway.
2. Work in conjunction with graduate student experience to support the needs of both undergraduate and graduate student populations.
3. Work with students to identify the needs of marginalized student populations and high-focus cohorts (i.e., commuters, transfers, graduate students and IHS students).

ADDITIONAL TESTIMONIALS

“I am very grateful for my experience working in the Office of Student Engagement. My time as a student worker increased my confidence and sense of self, as well as developed soft skills, communication, public speaking and analytical thought. Not only has the Office of Student Engagement benefitted my professional development, but it has also shown that tangible and impactful change is possible at any level of involvement.”

“Getting involved, such as joining clubs and organizations, is a great way to meet new people. Going to events will introduce you to people who have similar interests as you and who also want to meet others (such as yourself) who have commonalities!”

“Kelly, Marisol and the rest of the IHS student life team do an excellent job creating events at the IHS campus that promote community and wellness. The many social events, educational seminars and holiday festivities are very well received by the students and are a great way to bring all of the health students together.”

ARMY RESERVE OFFICER TRAINING CORPS (ROTC)
DIRECTOR: LTC Brad Henry
CONTACT INFORMATION: Mooney Hall, (973) 761-9446
STAFF: department chair, Seton Hall employee, 3 active duty soldiers, national guard soldiers, 3 department of the army civilians
MISSION: Seton Hall University ROTC recruits, retains, trains and commissions 2nd Lieutenants for service in the United States Army by preparing talented students through a focus
on academics, physical fitness and leadership. ROTC, a college elective program, develops leadership qualities and traits such as discipline, confidence and integrity that build teams to accomplish any given task. The department educates and trains each student-cadet to commission as a leader of character committed to the Army Values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage) and prepared to lead our nation’s sons and daughter as soldiers in the United States Army. Through each cadet’s participation within the program, we inspire them for a career of professional excellence and service to the nation.

LEARNING OUTCOMES
- Develop cadets into leaders of character that will serve the nation with honor and distinction.
- Train cadets to serve as Platoon Leaders or staff officers that can lead American Soldiers and accomplish the mission.

SIGNATURE ACTIVITIES
- Cadet Summer Training at Fort Knox, Kentucky — Students participate in team building, leadership development and Field Training Exercises.
- Fall and Spring overnight Field Training Exercise — Field training provides an opportunity for advanced skill set exercises and greater exposure to military tactics and techniques. All committed students will attend the Leadership Development and Assessment Course at Fort Knox, Kentucky.
- Army Airborne and Air Assault School — Three weeks of Airborne Training takes place at Fort Benning, Georgia, divided into ground, tower and jump weeks. Successful completion of this training entitles the cadet to wear the Army Airborne Badge. 10-day Air Assault School at Schofield Barracks, Hawaii, or Fort Campbell, Kentucky is designed to teach air assault skills and procedures, improve basic leadership skills and instill the Air Assault spirit. Successful completion of this course allows the cadet to wear the Air Assault Badge.
- Weekly Leadership Laboratories and military training — Professors, who are first and foremost military officers or senior NCO’s, lead Cadets in the classroom by teaching the principles of leadership and military theory.
- Weekly Physical Readiness Training — Pirate Battalion Army ROTC conducts intense conditioning sessions to improve health and physical fitness throughout the week.

HIGHLIGHTS
- Commissioned 21 2nd Lieutenants into the United States Army in AY 2019-2020
- Executed multiple field training exercises at South Mountain Reservation and Fort Dix, New Jersey.

“Seton Hall Army ROTC was an awesome opportunity to help pay for school while developing myself as a student and leader. Knowing that I will have an important job as an officer immediately upon graduation made the training and challenges encountered during my time in the program more rewarding.”

"Seton Hall Army ROTC was an awesome opportunity to help pay for school while developing myself as a student and leader. Knowing that I will have an important job as an officer immediately upon graduation made the training and challenges encountered during my time in the program more rewarding.”
• Awarded over $1 million in scholarship dollars to Cadets across the program.

ASSESSMENT
• Four program evaluations focused on Cadet Training, Administrative Actions, Recruiting and Retention, and Administrative and Community Outreach.
• Assessments were conducted twice during each semester with the ROTC cadre. The assessments were measured by evaluating the Measures of Performance (MOPs) and Measures of Effectiveness (MOEs) for the program’s Four Lines of Effort: Cadet Training, Administrative Actions, Recruiting and Retention and Administration and Community Outreach.

ASSESSMENT OUTCOMES
• Exceeded United States Army Mission Set 20 Commissioning goal of 18 2nd Lieutenants by three
• On track to exceed Mission Set 21 Commissioning goal of 18 Lieutenants by five
• All Mission Set 20 2nd Lieutenants received their choice of Army Component (Active, National Guard, Reserve).

DEPARTMENT GOALS FOR 2019-2020
• Develop the Military Science (MS) IV cadets into capable Second Lieutenants ready to lead a platoon or serve on a battalion staff. (Completed)
• Prepare the MSIII cadets years for success at Cadet Field Training. (Completed)
• Train the MS/IIIs to be proficient members of a squad, and retain as many MSIs as possible. (Ongoing)
• Increase the number of scholarships awarded to cadets in AY 20-21 by 15 percent. Last year’s scholarships provided $900,000 in Army scholarship funds to Seton Hall. (Completed)
• Maintain current relationships with Seton Hall and partnered schools. (Completed)
• Develop enduring relationships with local government, law enforcement and parks departments in order to facilitate training and freedom of action in community. (Ongoing)

DEPARTMENT GOALS FOR 2020-2021
• Establish priority registration for all cadets prior to general student registration timeline
• Increase the number of National Scholarship awardees that attend Seton Hall and partner schools by 15 percent to over $1M.

ADDITIONAL TESTIMONIALS
“The training opportunities with the Active Army during the summer are incredible. I was able to attend Army Airborne school and earn my jump wings, and the following summer attended Cadet Troop Leader training where I “interned” in an active duty airborne unit. I learned an incredible amount about what my future as an officer holds and realized the responsibility we have as cadets to lead soldiers.”
The dynamic nature of today’s university environment presents unique challenges to those charged with providing security. The capability to adapt and address complicated issues in our ever-changing world requires commitment, careful planning, staffing, training and supervision of personnel. Public Safety has taken steps to ensure that our staff is trained and equipped to respond to any situation that may develop.

As the Associate Vice President and Director of Public Safety and Security, I have over 25 years of law enforcement experience. I was the Police Director for the Essex County Police Department and Vice President for a Private Security Company. I am a Seton Hall University Alumni and have been in my current position for 20 years.

Under my guidance, the Department of Public Safety has been organized into five major components: Physical Security, Safety and Security Systems, Office of Emergency Management, Parking Services and Campus ID.

The administrative staff at the Department of Public Safety is comprised primarily of former law enforcement officers who bring a wealth of experience and expertise to the department. Our staff is a hybrid force that utilizes University employees and contract guard services. Many of our initiatives are based on the community policing model as used across the country. As a result of being customer service centered, our department has been able to maintain consistency in the services we provide, and community members have come to depend on.

Patrick P. Linfante
Associate Vice President and Director
CAMPUS ID
MANAGER: Ibiyemi Adesanya
CONTACT INFORMATION: Duffy Hall, (973) 761-9771, campusid@shu.edu
WEBSITE: www.shu.edu/campus-id-office
STAFF: 2 full-time employees, 4 student workers
MISSION: The Campus ID Office provides services to the Seton Hall University community by utilizing an efficient technological one-card solution for a variety of campus operations, including identification, access and financial transactions.

LEARNING OUTCOMES
• Educate students about the many uses for Pirate’s Gold.
• Educate students about the difference between Pirate’s Gold and Pirate’s Bucks

SIGNATURE ACTIVITIES
• Identification: The Campus ID Office is responsible for issuing and maintaining the Seton Hall University Pirate Campus Card which is the official ID card of the University, and it is used by all Seton Hall University students, faculty, employees, visiting students, scholars or fellows; as well as authorized contractors, vendors, volunteers and consultants.
• Access Control: The Campus ID office manages access readers (375) and creates and assigns access levels.
• Temporary Account Generation: The Campus ID office upon request and approval generates temporary accounts and issues ID cards to visiting students, scholars or fellows; as well as authorized contractors, vendors, volunteers and consultants.
• BbOne, the off-campus management arm of the Blackboard Transaction System, continues to help build revenue by managing off-campus merchants who want to take advantage of our Pirate’s Gold. Pirate’s Gold is a debit-like account you can use to purchase items or pay for services on- and off-campus. We have a total of 13 participating merchants, including several restaurants in South Orange Village.

ASSESSMENT OUTCOMES
Disbursement of Flex funds: The Campus ID Office collaborates with various departments to enhance their programming.
• Disbursement of mobile computing fee to students: $107,500.00 (Office of the CIO).
• Disbursement of flex funds for Summer programs: $33,900.000 (EOF, Athletic programs).
• Disbursement of free prints for the academic year to students: $241,350.00 (PCSS).

DEPARTMENT GOALS FOR 2019-2020
• The office partnered and coordinated a streamlined orientation process to participate in all new student orientations, including Nutley and Newark Law school. (Completed)
• The ID office worked with various vendors to complete the ID dual encoder printer project. (Completed)
• The department created and set up an online photo submission process for incoming students. (On-going)
• The department set up Transact access for food purchases at the Café at the Nutley campus. (Completed)

DEPARTMENT GOALS FOR 2020-2021
• Implement changes to the website to reflect enhanced programming, including setting up a process for online photo submission from the Campus ID website.
• Work with Transact to increase the number of off-campus Pirate Gold Merchants that accept Pirate’s Gold.
• Work with the Assessment Subcommittee to create an assessment plan.

ADDITIONAL TESTIMONIAL
“They are nice, very understanding, and willing to help.”

“They were efficient, friendly, and knew exactly what they were doing and how to help me.”
PARKING SERVICES
MANAGER: Ann Szipszky
CONTACT INFORMATION: Duffy Hall, (973) 761-9329, parkingservices@shu.edu
WEBSITE: www.shu.edu/parking-services/index.cfm
STAFF: parking services manager, parking services coordinator, 3 student workers
MISSION: Parking Services supports the mission of Public Safety and Seton Hall University through exceptional customer service, innovation and professional management of parking and transportation resources and facilities while meeting the parking and transportation needs of all campus entities. We also strive to develop and maintain a parking infrastructure that gets people where they need to be as courteously, safely and efficiently as possible.

LEARNING OUTCOMES
Educate the university community about the new policies and procedures put into place that make it easier to order permits online and for members of departments and organizations to obtain permits needed for their groups.

SIGNATURE ACTIVITIES
At the beginning of the academic year, Parking Services assisted in the distribution of over 3,500 Pirate magnets to those purchasing parking permits.

HIGHLIGHTS
New this year was the move away from physical permits as the University transitioned to license plate recognition (LPR). For the thousands of students, faculty and staff; as well as visitors, this made the process of obtaining a permit even easier, and their license plate now became their permit.

ASSESSMENT OUTCOMES
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Permits Purchased</td>
<td>6,110</td>
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<tr>
<td>Temporary Permits Purchased</td>
<td>2,911</td>
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<td>Citations</td>
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<tr>
<td>Daily Visitors Passes for FY2020</td>
<td>178,411</td>
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</tbody>
</table>

DEPARTMENT GOALS FOR 2019-2020
Successfully transition the university community from long term physical permits to virtual permits. (Completed)

“Very easy to register a new or temporary vehicle without any issues.”
DEPARTMENT GOALS FOR 2020-2021
Transition all temporary, daily and visitor permits from physical permits to virtual permits.

ADDITIONAL TESTIMONIAL
“Good customer service.”

PUBLIC SAFETY AND SECURITY
ASSOCIATE VICE PRESIDENT/DIRECTOR: Patrick Linfante
CONTACT INFORMATION: Public Safety Building,
(973) 761-9328/ 9300, security.request@shu.edu
WEBSITE: www.shu.edu/public-safety/index.cfm
STAFF: associate vice president/director, associate director fire safety systems, associate director security operations, 3 assistant directors (operations, investigations, O.E.M.), 5 security managers (4 South Orange campus, Law School), 6 dispatchers, 15 public safety officers, 3 SafeRide drivers, courier, secretary, student worker, 35 contract security officers, provided by Securitas Security Services U.S.A.
MISSION: The Department of Public Safety and Security is primarily responsible for the safety and security of our students, faculty, staff, and visitors on the South Orange and Newark campuses. A safe and secure physical environment is one of the cornerstones upon which a superior academic environment is created. Our mission is to ensure that University resources are protected in all of our facilities, as are the personal freedoms that fuel an open exchange of ideas and experiences among our constituents.
The physical security of our facilities and properties is a major component of the department’s functional requirements. To this end, Public Safety strives to provide a range of services professionally and expeditiously to foster an atmosphere that supports the overall mission of the University.

LEARNING OUTCOMES
• Educate community members about parking and permit regulations on campus.
• Encourage usage of Public Safety provided safe transportation alternatives, including the ShuFly and SafeRide Services.
• Promote self-awareness and personal safety through services provided such as the Blue Light Phone System, RAD (Rape Aggression Defense) Training, Vehicle Jump Starts and Lockouts and Escorts on campus.

SIGNATURE ACTIVITIES
• Patrol the South Orange Campus and all off-campus University locations on foot, bicycle and motor vehicles.
• Respond to all emergencies.
• Provide assistance at major special events.
• Enforcement of University parking and traffic regulations.
• Installation and maintenance of all fire safety systems.
• Installs and maintains main campus security cameras.
• Supports and installs campus intrusion alarm systems.
• Manages Pirate Alert Emergency Notification, Alertus and Emergency Siren Notifications Systems.
• ShuFly Bus – is a fixed route shuttle service provided by Parking Services, with stops throughout campus and the town of South Orange, it is a convenient way for Seton Hall community members and accompanied guests to get to Ora Manor, Stop n Shop and the South Orange Train Station. ShuFly provided 104,126 rides for FY2019 and 83,734 for F.Y. 2020. Due to COVID-19, this service was canceled on 3/16/2020.
• SafeRide Transportation Service is an Uber type system, within a university designated zone. The system utilizes the TapRide app to request rides. SafeRide provided 43,259 rides in FY2019 and 33,486 rides in FY2020. COVID-19 caused this service to be canceled on 3/16/2020.
RAD (Rape Aggression Defense), a nationally recognized self-defense program for women. This is a twelve-hour course conducted on campus and involves physical activity. For additional information [www.shu.edu/public-safety/rad-training.cfm](http://www.shu.edu/public-safety/rad-training.cfm)

CERT (Community Emergency Response Team, Nationwide program developed to provide basic training in disaster survival and rescue skills. This program is conducted annually, for further information contact Assistant Director of Emergency Management Barry Eck at [Barry.Eck@shu.edu](mailto:Barry.Eck@shu.edu)

Fire Awareness Training, proper use of fire extinguishers, identification of fire hazards, fire evacuation, and survival techniques. This training is required for community members who are sponsoring events on campus that require sterno as a heating source.

**HIGHLIGHTS**

The South Orange main campus perimeter camera project has been completed. All 18 cameras were installed and programmed. These additional cameras are positioned along Ward Place, from the Ward Gate to South Orange Avenue, and along South Orange Avenue to the Main Gate.

The Office will abide by various COVID-19 Precautions including, masks will be required on the vehicles, SafeRide and ShuFly vehicles will be disinfected daily and physical distancing while on the vehicles.

**ASSESSMENT OUTCOMES**

**Total Dispatch Calls:** 32,922

**Vehicle jump starts were provided:** 122

- 53 people were assisted with vehicle lockouts.
- On campus escorts were provided to 65 community members

**DEPARTMENT GOALS FOR 2019-2020**

- Computer Aided Dispatch (CAD) program, this system was first instituted in February 2019. After the first year of deployment, it has been invaluable to the Department of Public Safety by providing the data needed to ensure the security and safety of the South Orange Campus. The system provides the data on calls handled, which personnel were present and the time requirements. We look forward to using the data provided for additional efficiencies. (Completed)

- Interprofessional Health Sciences Campus (IHSC). Seton Hall Public Safety was tasked with expanding the public safety department to the IHSC September 2019, the Public Safety responsibility for IHSC was turned over to the University partner Hackensack Medical System. Seton Hall Public Safety has worked hand and hand with the Hackensack Meridian Health (H.M.H.) Public Safety team at the IHSC. (Completed)

- NJ CO2 Detector Law changes. The CO2 project was completed. The new law required CO2 detectors to be installed in all campus buildings that utilized fossil fuels. This project involved 31 buildings and incorporating them into the existing fire detection systems. (Completed)

**DEPARTMENT GOALS FOR 2020-2021**

**Public Safety Advisory Group**

- Mission: Provide insight into Public Safety practices and presence on campus.
- The group serves a role in safety and security services to connect, engage and develop.
- Goals: Enhance the relationship between the community and the Department of Public Safety.
- Provides insight into Public Safety projects and initiatives
- Brings questions for safety and security perspectives on issues that affect the entire community.
- Provide honest feedback to Public Safety on security practices and presence on campus.
- Membership
  - 1 faculty member; appointed by the faculty senate; 2-year term
  - 1 staff member; appointed by HR; 2-year term
  - 2 students; appointed by S.G.A.; 1-year term
- 2 public safety employees; one chairs the meetings
- Meets twice a semester

**Verbal Judo**
- Verbal Judo Institute
- Teaching dignity, respect and empathy for 37 years
- Providing in-person and web-based de-escalation strategies.
- Offers practical solutions that work when people are under pressure.
- When personnel are tactically trained, the environment in which they work improves — the threat of conflict, violence and litigation is greatly reduced.

**Pirate Guardian**
- Personal escort; by setting up a timer. User sets timer, if the timer is not deactivated, it will notify guardians (Public Safety default) with specific information such as GPS coordinates.
- Seton Hall community members are provided with a direct connection to the dispatcher with confidential reporting. Enabling Public Safety. to act on it by sending a unit to investigate.
- Similar to our campus bluelight phones, the app provides a virtual button to Public Safety and or a user’s local P.D.

**ADDITIONAL TESTIMONIAL**
*They took care of the problem at hand.*
Welcome Letter from the AVP of Wellness and Support

Welcome to our annual report for 2019-20. We are pleased to share with you the many accomplishments of our talented colleagues during the past year. As Associate Vice President and Dean of Students, I am privileged to work directly with the departments of Counseling and Psychological Services, the Dean of Students Office, Disability Support Services, Health Services and Housing and Residence Life — all service-oriented and student-facing departments. It was truly inspiring to see every one of these departments demand of themselves that they maintain that high-quality service-orientation when we had to pivot to remote operations. I am both proud and humbled to be part of this team.

I became part of the Seton Hall community in 2006 as Dean of Students and became Associate Vice President in 2008. Prior to coming to Seton Hall, I was in North Carolina, serving as the Chief Student Affairs Officer at two different institutions, Belmont Abbey College and Mount Olive College. I earned my Master’s degree in Higher Education Administration at Lehigh University and my Bachelor’s degree at Duquesne University.

Collectively, we support the missions of the University and the Division by supporting our students’ success. We are committed to providing the premier student experience. We keep our students at the center of all we do.

Looking forward to 2020-21 academic year we will:
• Expand services through identified remote services (i.e., telehealth).
• Identify opportunities for cross-departmental collaboration for direct and shared services for students.
• Complete assessment of all third-party software programs and associated contracts.

Karen Van Norman
Associate Vice President/Dean of Students
COUNSELING AND PSYCHOLOGICAL SERVICES

DIRECTOR: Diane Aguero-Trotter
CONTACT INFORMATION: Mooney Hall, (973) 761-9500
WEBSITE: www.shu.edu/counseling-psychological-services/index.cfm

STAFF: 9 full-time clinical staff members; department secretary; 3 part-time, psychology practicum trainees; 2 part-time student workers

MISSION: Counseling and Psychological Services (CAPS) fosters the psychological health and well-being of our students in order to enable them to thrive, develop and achieve academic and personal success. We hold a strong commitment to the diverse Seton Hall community that we serve and strive to promote equity and inclusion throughout the university, treating each person with respect and dignity. Through collaboration with others across Seton Hall, we work to provide programs and services that build a supportive community for all.

LEARNING OUTCOMES
• Students will learn coping skills and self-care mechanisms to gain and maintain mental wellness.
• Students will be better able to cope with academic, personal, emotional and interpersonal challenges and stressors.
• Students, faculty, and staff will learn how to identify signs of emotional distress and know how to refer students to CAPS.

SIGNATURE ACTIVITIES
• Clinical services
CAPS provides a wide range of therapeutic services to enrolled Seton Hall students, including undergraduate, graduate, law, and seminary students. CAPS offers brief individual therapy, crisis intervention, unlimited group counseling, case management and consultation. Group counseling options vary by student need. This year’s group offerings included Women of Color, LGBTQIA+ Support, Interpersonal Process, Stress and Anxiety Management and Manage Your Moods.

• Outreach and prevention
Counseling and Psychological Services offers a variety of prevention and outreach programs designed to provide education about various mental health issues, to familiarize the community with our services, to reduce the stigma associated with seeking counseling and to assist students in getting appropriate services to address emotional and developmental concerns. Outreach programming is particularly important because it allows us to serve a larger number of students than would otherwise be possible. CAPS routinely engages in the following outreach and prevention activities:
  • Introduction to CAPS services during various student orientations
  • Campus Connect Suicide Prevention Gatekeeper Training
  • Mental Health Informational Workshops
  • Student leader training
  • How to identify and refer students in distress training
  • Stress and anxiety management workshops
  • What’s Up, Doc? online video series
  • Student-led mental health advocacy
CAPS has been home to Seton Hall’s Active Minds chapter since 2013. Active Minds is a national student-run organization dedicated to ending mental health stigma and building a sense of community on campuses. Seton Hall Active Minds chapter plays a major role on campus in spreading awareness, facilitating supportive conversations around mental health, and strengthening prevention efforts on campus.

• Doctoral Training Program
CAPS provides a comprehensive Doctoral level training program (practicum) to aspiring professionals. The training program is designed to provide graduate students enrolled in psychology doctoral programs with firsthand experience of the full range of clinical services and prevention activities provided by university counseling centers. CAPS practicum students provide services to clients while under the direct supervision of CAPS staff.

HIGHLIGHTS
CAPS successfully adapted to multiple transitions this year.
• Upon the retirement of the department’s Director, CAPS
transitioned several key staff roles and hired four diverse individuals to replace open Staff Psychologist positions. CAPS created two new staff roles: Referral Coordinator and Group Coordinator that are critical to meeting the growing mental health needs of the students we serve. In response to the shift to remote learning in the spring, CAPS rapidly and seamlessly transitioned to fully remote mental health service delivery. CAPS now provides confidential, telemental health clinical services and remote outreach programming. Since transitioning to remote services in March, CAPS has provided 730 remote clinical sessions and offered 20 virtual outreach programs that resulted in 245 individual contacts.

- CAPS expanded its services to the Law School by adding an additional day of staffing on that campus. The increased visibility and outreach efforts by the new Staff Psychologist at the Law School resulted in a 30 percent increase (357) in attended clinical sessions and an unprecedented 576 percent increase in outreach contacts (388) over last year.
- CAPS successfully implemented a brief screening instrument designed to assess the problematic use of and the potential risk for cannabis use disorder. Results of the screening are used to identify clients who may benefit from a referral for specialized mental health care. Since its implementation in October, 544 new clients were screened, 32.5 percent of those screened reported having used cannabis at least once in the prior six months with 5 percent reporting use of more than four times per week. Twelve students received further clinical assessment related to their substance use and, as a result, were provided referrals for specialized treatment.
- Upon the university’s transition to remote learning, CAPS responded quickly by expanding its outreach and prevention programming to virtual platforms. Programs were specifically designed to provide support and effective coping strategies around increased stress related to the consequences of the pandemic and race-based trauma. Virtual programs and live events offered included the following:
  - Cultivating Calm Live Series
  - Rolling with Distance: A program offered to Seton Hall University seniors
  - Building Community Through Crisis
  - Connecting in a Time of Racial Trauma
  - Pre-recorded audio-guided mediations in both English and Spanish were posted on CAPS website

**ASSESSMENT**

- Four total
- CAPS participates in a national research consortium that, with client consent, gathers anonymous data from over 160 schools pertaining to collegiate mental health. Data that is gathered is obtained from the CAPS client recordkeeping database and pertains to college student mental health, counseling center utilization, delivery of services and client demographics. Data is analyzed annually, and national trends are used as a benchmark against which CAPS assesses its service delivery and utilization. CAPS routinely applies data obtained from this consortium to inform change that reflects best practices in collegiate mental health.

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“I think I’ve learned a lot from my counseling experience this year. The most important is how to relieve stress but also to lessen the amount of pressure that I tend to put it on myself, be it academically or when it comes to personal health.”
measure, administering the instrument to clients prior to every individual session. This measure enables clinicians to assess change in clients’ reported symptom distress over the course of treatment.

- **Client Satisfaction Survey** — Once a year, CAPS invites clients with at least one attended appointment to complete an anonymous Satisfaction Survey via Campus Labs. The survey is designed to assess various domains that encompass CAPS services. The survey incorporates both Likert-type and open-ended response questions. The results of this survey are analyzed and used to improve service delivery with the goal of better meeting student’s needs.

- **Student leader training** is an important aspect of the CAPS outreach and prevention program. Participant achievement of learning outcomes is assessed via administration of a qualitative pre- and post-survey that is administered using the Student Response System of Campus Labs.

**ASSESSMENT OUTCOMES**

- **Clinical visits** this year totaled 4,012, with 697 new clients receiving clinical services.

- **This year CAPS outreach efforts** led to a 12.5 percent increase in community contacts. CAPS offered 99 outreach, prevention and training “live” (in-person and remote) programs that reached a total of 5,690 community members. Highlights include:
  - 2,347 students attended educational and prevention programming, where they had the opportunity to learn strategies for stress management and self-care.
  - 1,684 students attended sensitive topic presentations such as SCREAM Theatre, where CAPS staff provided support and information.
  - 1,098 students attended sessions or tabling events where they learned about CAPS services and how to access them.
  - 412 student leaders and faculty/staff attended training programs in suicide prevention, conflict de-escalation and identification and referral of students in distress.
  - 632 students who identify in traditionally underserved groups (EOP, Latino Inst, Int’l students) were reached via specifically created programs and events.

- **In a continuing effort to expand our outreach to students using digital means**, there were approximately 15,028 impressions created electronically, including the following highlights:
  - Over 10,000 engagements through Facebook.
  - 943 views of our first Instagram post (via Athletics) on using creative arts to create a community in the COVID-19 era.

- Assessment data from the CCAPS-62 revealed that CAPS clients who reported initial levels of distress in the elevated range showed greater improvement in overall distress than 61 percent of counseling centers in the national sample.
“I received individual video support during the COVID-19 crisis. It was helpful to not have to just stop seeking help during a global pandemic. Also, by not ending the individual therapy, I felt I was able to trust the psychologist more.”

• As reported on this year’s annual client satisfaction survey, 82 percent of clients indicated that they were “very satisfied” or “satisfied” with services received at CAPS. 76 percent reported that they either “strongly agreed” or “agreed” with the statement, “Counseling has helped me cope with my problems better.”

DEPARTMENT GOALS FOR 2019-2020
• Successfully integrate the use of ProtoCall telephonic crisis response into CAPS emergency services. On August 23, 2019, CAPS transitioned its after-hours emergency service to ProtoCall. During remote operations, CAPS utilized ProtoCall for all calls to the department’s main number. Since initiating this service, 496 calls have been responded to by this service. (Completed)
• Explore using additional forms of digital outreach and technology (Twitter, Instagram, virtual self-help tools, Apps) as a means to enhance primary prevention efforts and invite further student contact. As outlined above, in response to the transition to remote learning, CAPS significantly expanded its outreach and prevention programming to virtual platforms. Moreover, CAPS increased activity on its Facebook page and website, adding additional What’s Up Doc? videos, pre-recorded guided audio meditations in both English and Spanish, and specific pages pertinent to accessing services during remote learning. (Completed and ongoing)
• Increase outreach to ethnic and racial minority student groups who underutilize CAPS services. CAPS took a mindful and focused approach to increasing outreach and service delivery to student populations who historically underutilize mental health services. This year, CAPS offered therapy groups to support women of color and students in the LGBTQIA+ community and published several pre-recorded audio meditations in Spanish on the CAPS website. Collaborations with EOP, the Unanue Latino Institute, Office of International Programs and the Law School’s LEO program led to over 630 student contacts, reflecting a more than 200 percent increase from the prior year. (Completed and ongoing)
• Increase collaboration with and access to external treatment providers in order to facilitate referrals for students who present needs for long-term and/or intensive treatment. CAPS implemented the new staff role of Referral Coordinator. This role provides an essential service by gathering resources for connecting students to community providers for specialized and longer-term mental health treatment. This year the Referral Coordinator coordinated several visits to local outpatient treatment programs, created a robust referral database, a handout of local referrals and the Finding Help Off-campus webpage. These new resources allow clinicians to facilitate off-campus referrals to clients with more specialized treatment needs, and provides all Seton Hall students with a resource for finding off-campus help. (Completed)

DEPARTMENT GOALS FOR 2020-2021
• Successfully recruit new staff psychologist for IHS campus. Increase recruitment of diverse applicants by posting position announcement on a variety of media that reaches a diverse pool of mental health professionals.
• Continue to refine how we provide remote clinical services to students. Expand remote services to include group therapy and live sessions of the Stress and Anxiety Management Workshop and other virtual workshops.
• Continue collaborations with EOP to pilot the Let’s Talk program with their students.
• Explore and pilot additional methods of assessing learning outcomes of CAPS outreach and prevention programs and training.

ADDITIONAL TESTIMONIAL
“My counselor was absolutely wonderful, and I was truly sad to leave her when I graduated in December. Without her support, I don’t know who else would have bolstered my courage in the tough times or help me keep my head straight with everything I was dealing with. I am very happy with the counseling I received.”

DEAN OF STUDENTS OFFICE
ASSOCIATE VICE PRESIDENT AND DEAN OF STUDENTS:
Karen Van Norman
CONTACT INFORMATION: University Center, (973) 761-9076
WEBSITE: www.shu.edu/student-life
STAFF: 4 full-time employees
MISSION: The Dean of Students Office advocates for students and their success throughout their academic career. Led by the principles of collaboration, communication and coordination, we provide services and opportunities that empower students in their personal and professional growth. We do this with a focus on integrity and guided by the University’s Catholic mission.

LEARNING OUTCOMES
By engaging with the programs and services of the Dean of Students Offices, students will:
• Develop responsible decision-making skills.
• Engage in reflective thought, particularly in terms of how the individual’s actions can impact another and the community and demonstrate growth from that process.
• Be more likely to take appropriate actions that influence the safety and well-being of their peers.

SIGNATURE ACTIVITIES
• Behavioral Intervention Team (BIT) — The Behavioral Intervention Team exists to support students and the wider University community. The Team receives, collects, assesses and when appropriate, acts upon information regarding students of concern.
• Any member of the University community may refer concern for or with a student’s behavior to the Team. The Team will develop an action plan based upon information available. The action plan may range from maintaining a confidential file to intervening with the student and conducting a formal threat assessment. The majority of plans connect a student with resources and provides assistance to address the concerning behavior and to be successful in the continuation of his/her college career. The plan may change and evolve as additional information becomes available.
• BUZZ — BUZZ is a high energy, fun, informative and relevant alcohol education and prevention program. The Dean of Students Office brings together administrators from around the division of Student Services who volunteer to facilitate a game show style presentation that delivers important information about responsible decision making, tips for being active bystanders and University support and resources.
• KNOW MORE — KNOW MORE is a collaborative effort between administration and students that works to provide the Seton Hall community with education and resources for sexual violence prevention, bystander intervention and responsible decision making around drugs and alcohol through creative outreach programs and campaigns.
• The KNOW MORE Peer Educators are a group of undergraduate students who work directly with the Dean of Students Office to receive comprehensive training through NASPA’s Certified Peer Educator program. The Peer Educators provide a student voice and perspective to shift societal norms and attitudes around drugs and alcohol, empower students to stand up and help their fellow Pirates
and provide education to end sexual violence.

- Student Conduct Review Board — The Student Conduct Review Board reviews cases within prescribed, formal hearing procedures. The Board is chaired and advised by the Associate Dean of Students or his/her designee, who is a non-voting member. In those instances, when the Associate Dean of Students has been integrally involved in the investigation of the matter, the Dean of Students will assign another administrator to serve as the Board Chair. The Board, during a typical hearing, will consist of two students and one administrator. The Board may assign any sanction listed within the Student Code.

HIGHLIGHTS

- Title IX Investigators Team — Living our principle of collaboration, a dedicated team of individuals across the division came together and volunteered to be trained and to serve as Investigators for cases involving allegations of sexual misconduct and/or violence. The newly formed team learned new skills, grew professionally and provides a valuable service to the University. The in-house team is a model that has been adapted by some of our peer institutions.

- Basic Needs Website — Knowing that our students’ basic needs of food, housing, financial, security need to be met before they begin to reach their full academic potential, we wanted to find a way to help students find available resources. Again, our emphasis on collaboration was the key. Working with partners across the University, we identified on- and off-campus resources for students facing emergency needs and basic insecurities. All of the resources were put together in an easy to find and navigate website that was promoted throughout the campus and on social media.

- Words Matter — Having identified a need for educating our community about microaggressions, we needed a solution, and that was “Words Matter.” Words Matter was created in partnership with Freshman Studies and the Teaching, Learning, Technology Center. It is a multi-media, interactive program that demonstrates what a microaggression is, what the impact of a microaggression is, what you can do in response if you are the recipient of a microaggression, what you can do if you commit a microaggression to correct the behavior, and what you can do in response if you witness a microaggression.

ASSESSMENT

- Eight total
- BUZZ Evaluation - online survey: Purpose - measure student learning and satisfaction with the program.
- CHOICES Pre and Post Test - online pre and post-test/evaluation: Purpose - measure student learning and satisfaction with the program.
- KNOW MORE How to Help a Friend Workshop Pre and Post Assessment - online pre and post evaluation: Purpose - gauge effectiveness of program in student learning and shifting student attitudes around reporting cases of sexual assault, solicit feedback for improving program.
- KNOW MORE Peer Educator End of Year Survey - online survey: Purpose - evaluate Peer Educator position to identify knowledge/confidence gaps for future training and assess the effectiveness of Certified Peer Educator Training.

“My year as a peer educator has made me find the voice I never thought I had! It is an honor to be able to help students and provide them with resources that can guide them to make the right choices while here at Seton Hall and beyond.”
• BIT - Data collection - annual comparison and analysis: Purpose - identify trends in report sources, student issues.
• Title IX - Data collection - annual comparison and analysis: Purpose - identify trends in locations, violations.
• Basic Needs Website - website hits; time spent on page: Purpose - identify utilization of site.
• Student Conduct - Data collection - periodic and annual comparison and analysis: Purpose - identify trends, inform future training, personnel audits.

ASSESSMENT OUTCOMES

• After attending the BUZZ class, 93 percent of students demonstrated an understanding of the Seton Hall University Good Samaritan Policy, which encourages bystander intervention.
• After attending the KNOW MORE Workshop on How to Help a Friend, students felt more prepared to support a friend emotionally.
  • Pre Test - 64 percent Strongly Agree or Agree, 24 percent Neutral, 12 percent Disagree.
  • Post Test - 96 percent Strongly Agree or Agree, 4 percent Neutral.
• After attending the KNOW MORE Workshop on How to Help a Friend, students were more aware of campus resources for survivors and victims of sexual assault.
  • Pre Test - 75 percent Strongly Agree or Agree, 9 percent Neutral, 16 percent Strongly Disagree or Disagree
  • Post Test - 100 percent Strongly Agree or Agree
• After Attending the KNOW MORE Workshop on How to Help a Friend, students were more likely to encourage a friend to report their sexual assault to the University.
  • Pre Test - 76 percent Strongly Agree or Agree, 19 percent Neutral, 5 percent Strongly Disagree or Disagree.
  • Post Test - 81 percent Strongly Agree or Disagree, 19 percent Neutral.
• After attending the CHOICES Workshop, students indicated a higher awareness regarding negative effects of their current drinking habits (an increase of 3.5 percent), a higher motivation to make a change regarding their drinking habits (an increase of 9 percent), and a higher degree of confidence in making the first steps to change their drinking habits (an increase of 7.35 percent).
  • As a result of being a Peer Educator, students indicated that they feel more comfortable talking to their peers in one on one, small group, and large group settings (95 percent).

DEPARTMENT GOALS FOR 2019-2020

• Update CHOICES Alcohol Intervention program for first-time policy violators to incorporate reflection activities utilizing concepts of self-change from the Transtheoretical
“Seton Hall is an incredible partner that has brought One Love’s conversations around recognizing the difference between healthy and unhealthy relationships to over 450 students in the past year. In 2019, their student leaders received national recognition from One Love for their amazing work, and we are so grateful for the education and critical conversations they bring to their student body.”

Model of Change. Using student feedback and student change theory, the CHOICE program now includes a self-reflection activity that prompts students to identify potential areas for change, resources to assist them and tangible action steps. (Completed)

- Increase KNOW MORE programming to expand current offerings and reach a wider audience.
- KNOW MORE created and implemented an additional workshop on how to support survivors of sexual assault, expanded Red Zone programming to include three additional facets of the campaign, and brought the One Love Escalation workshop to SGA and the RA staff. Through collaboration with the Department of Student Life, KNOW MORE hosted several programs on the IHS campus. (Ongoing)
- Create training and resource manual for Title IX Investigator Team — Drawing from a wide variety of resources and best practices, a comprehensive training and resource manual was developed for the Title IX Investigator Team. It provides for preparation prior to the investigation, the investigation process, the interviewing of the primary parties and the witnesses, the review of evidence and the writing of the Investigative Report. The manual was shared with colleagues at other institutions seeking to adapt our model of an internal Investigator Team. (Completed)

DEPARTMENT GOALS FOR 2020-2021
- Create an accessible and robust web resource with information related to sexual misconduct and violence.
- Convene a University-wide working group to research, gather and submit biannual Drug-Free Schools and Community Act Report.
- Establish a rotating on-call system, accompanied by a review of and establishment of associated protocols.
• Assure that all services remain available and accessible to students in-person or virtually in accordance with the University’s response to COVID-19.

ADDITIONAL TESTIMONIAL
“The BIT has been a resource that makes a tremendous difference in my role as a professor. Whenever I am not sure whether or not to raise a concern, Karen or Winston help me navigate the situation and reach out when needed. This has helped several students get the resources they needed to be successful. It has also helped me take action sooner when I start to feel like something may be wrong because I don’t have to figure out the solution on my own.”

“Educating my fellow students made me feel as though I had found great purpose as a first-year student at Seton Hall.”

DISABILITY SUPPORT SERVICES
DIRECTOR: Angela Millman
CONTACT INFORMATION: Duffy Hall, dss@shu.edu, (973) 313-6003 (Main Campus)
Suite 1517, 1st Floor, (973) 542-6978, dss.ihs@shu.edu (Interprofessional Health Sciences Campus)
WEBSITE: www.shu.edu/disability-support-services
STAFF: director, 2 assistant directors, secretary/testing coordinator, testing coordinator (p/t), 3-4 student workers
MISSION: The mission of Disability Support Services (DSS) is to provide students with disabilities equal access to all University programs and activities while raising campus-wide awareness of issues impacting this student population. DSS works collaboratively with academic departments and student affairs offices to engage and support the intellectual and social development of students with disabilities. To this end, DSS strives to promote academic excellence, the development of self-advocacy skills and increased student leadership opportunities.

LEARNING OUTCOMES
• Students will know that the DSS office exists and what services and accommodations are available.
• For students to learn how to self-identify their needs to faculty.

SIGNATURE ACTIVITIES
• Accommodation Determination and Provision: DSS reviews students’ requests for accommodation and determines reasonable accommodations in accordance with applicable federal and state laws.
• Exam Proctoring: DSS provides exam proctoring as a service to faculty to assist in meeting students’ accommodation needs.
• Outreach and Collaboration: provide information and resources to the campus community regarding disability access and inclusion.

HIGHLIGHTS
• DSS Parent workshop: DSS held a workshop for incoming students with disabilities and their parents to provide them with essential information and assist in their transition to college.
• Expansion of note-taking software options: DSS rolled out new technologies to assist students with developing their note-taking skills.
• COVID-19 remote support: DSS provided faculty and students with resources to assist them in the sudden transition to remote learning, and provided ongoing support meetings via Microsoft Teams.
• DSS worked together with the Office of International Programs to develop new procedures to encourage students to disclose and request accommodations for study abroad programs.
• Provided 10 training opportunities to our community in fulfillment of our goal for outreach and collaboration, in addition to 27 training meetings with the School of Medicine faculty and staff to educate, advocate for and facilitate accommodations.

ASSESSMENT
• Three total
• Conducted internal assessment regarding the effectiveness and efficiency of notetaking accommodations to inform our
procedures and decision-making.
- Conducted assessment regarding the needs of students with disabilities when attending study abroad programs; and collaborated with the Office of International Programs to develop a procedure to request accommodations for study abroad programs.
- Conducted internal assessment regarding course accessibility, specifically for students with hearing and visual disabilities and updated internal departmental procedures.

ASSESSMENT OUTCOMES
- DSS had 593 students registered for the 2019-2020 academic year, which is a 4 percent increase. There was also an increase in the number of new students registered with DSS. On the South Orange campus, a 15 percent increase (179 to 205) and on the IHS campus, 82 percent increase (22 to 40).
- Exams Proctoring. DSS at SO proctored 736 exams, which is a 31 percent decrease. However, no exams were proctored after 3/16 when online learning began due to COVID-19. Prior to that time, our numbers were up by 10 percent.
- DSS at IHS proctored 379 exams, which is a 39 percent decrease overall, and 8.5 percent as of March. However, in the same time period through March, DSS saw a 14 percent increase in the number of days it opened early to accommodate SHMS testing.
- 80 percent of students approved for academic accommodations self-advocated by requesting faculty notification letters.
- Provided 10 training opportunities to our community in fulfillment of our goal for outreach and collaboration, in addition to 27 training meetings with the School of Medicine faculty and staff to educate, advocate for and facilitate accommodations.

DEPARTMENT GOALS FOR 2019-2020
- Review its outreach efforts to students and parents and identify opportunities to increase awareness of disability services. (Completed, ongoing)
- Review and expand upon its current assessment activities. (In progress, ongoing)
- Review its outreach efforts throughout the university and identify new opportunities for outreach and collaboration. (Completed, ongoing)
- Stay knowledgeable of best practices in disability services by reviewing and revising policies and procedures. (Completed, ongoing)

“Today is my graduation day, and I wanted to take some time to say THANK YOU for helping to make this possible for me! Thank you for fighting for students like myself to ensure we have equal opportunities to succeed. Thank you for making DSS such a friendly space as well. The support I’ve gotten from DSS is one of the reasons I’m grateful to have to gone to Seton Hall.”
DEPARTMENT GOALS FOR 2020-2021
- To perform targeted outreach to students in the area of advocacy training.
- To identify areas for additional faculty training.
- To increase professional development opportunities.
- To promote the inclusion of disability as an integral element in the conversations on diversity and inclusion initiatives on campus.

ADDITIONAL TESTIMONIAL
“I wanted to thank you all so much for helping our son have a successful first semester of college. We are so proud of him and could not have asked for a better start to his college career and steps towards independence. Not only did he finish the semester with strong grades, but he is happier than ever. For the first time in a very long time, he is happy and confident. He seems to have good friends and has adjusted to college life extremely well. As a mother, I could not ask for more for my child.”

HEALTH SERVICES
DIRECTOR: Diane Lynch
CONTACT INFORMATION: 303 Centre Street, (973) 761-9175
WEBSITE: www.shu.edu/health-services/index.cfm
STAFF: director/nurse practitioner (a clinical and administrative role), physician (10 month-contracted), nurse practitioner (10 month, 25 hours per week), 2 full-time RN’s, part-time RN (10 month, 21 hours per week)
MISSION: Health Services promotes and supports health in its broadest interpretation by providing high-quality health care to University students, health education to the University community, and by promoting a safe environment of caring and community. The Department recognizes trends in Medicine and Nursing, develops policies and programs to reflect these trends and coordinates services with other departments in an integrated view of health and wellness that is Mission attentive.

LEARNING OUTCOMES
- For students to develop the ability to communicate with health care providers effectively.
- For students to understand their diagnosis and treatment plan.
- For students to understand the relationship between their treatment plan and reaching their health goals.
- For students to engage in healthy decision making.

SIGNATURE ACTIVITIES
- Fall Student Flu Clinics: Worked in collaboration with the College of Nursing to provide an opportunity for students to have hands-on experience in giving flu shots in our fall flu clinics this year.
- Employee Flu Clinics: Worked to coordinate and support employee flu clinics on all 3 campuses utilizing the services of Walgreens.
- Health tips and info for Resident Assistant training program: shared information and training with RA’s using Jeopardy Game platform to make it fun and engaging.
- We’re Still Here For You...Student Support Campaign: In response to pandemic activity, care packages were delivered to students with thermometers, masks, FAQ sheets, self-care tips, virtual activity ideas and more.
- Preceptor Program: Our office served as a clinical rotation site for students in the Nurse Practitioner and Physician Assistant programs.

HIGHLIGHTS
- 2019-2020 NJ College and University Flu Challenge. Once again, we have won this friendly competition aimed at increasing vaccination rates in our students and promoting a

- The department successfully implemented telemedicine services to serve our students better and expand access to care.
- The department had a successful onsite reaccreditation survey and three-year recertification through the Accreditation Association of Ambulatory Health Care. We are proud to be one of only four universities in New Jersey to have earned this distinction.
- This spring, our Health Services department supported our local rescue squad and frontline workers with donations of much needed personal protective equipment.
- We worked on engaging students in this year’s “South Orange Healthy Campaign” by sponsoring our first Pirate water challenge. Did you know that not staying well hydrated can put you more at risk of getting common respiratory illnesses in the winter? The Pirate Water Challenge was a 30-day challenge to drink a minimum of eight glasses of water per day using the attached “tracker.” This was part of a partnership with the larger South Orange community challenge to “be healthy” by “doing something healthy” in 2020.

**ASSESSMENT**

- 4 total
- Patient Satisfaction Survey: To get feedback from students on their level of satisfaction with services being provided.
- Flu Vaccine Program Evaluation
- Utilization of Services Annual Evaluation
- Emergency Drills: To access the preparedness of staff in responding in a crisis.

“I had an exceptionally friendly and helpful experience when I needed it most....”
ASSESSMENT OUTCOMES
• 97 percent of our students reported they felt our health services team listened to them during their visit.
• 95 percent of students reported their questions were answered during a visit.
• 92 percent of our students reported overall satisfaction with their visits.
• Over 800 students received flu shots in our fall flu clinics.
• We had 3,169 office visits for 2019-2020.

DEPARTMENT GOALS FOR 2019-2020
• Health Services will continue the ongoing assessment of its practices and compliance with recognized standards including the standards defined by the Accreditation of Ambulatory Health Care, state agencies and professional health organizations. (Ongoing)
• Increase insurance revenue by identifying and resolving obstacles to reimbursement. (In progress)

DEPARTMENT GOALS FOR 2020-2021
• The office will utilize telemedicine services this year to facilitate COVID safe care and expand access to service beyond scheduled office hours.
• The office will utilize a comprehensive strategy of surveillance, COVID testing and contact tracing in conjunction with promoting behavior that will reduce the spread of illness to support campus health and safety.
• Create a mentorship program for students interested in healthcare careers in collaboration with another department.

ADDITIONAL TESTIMONIAL
“...everyone I encountered was friendly and professional. Everything was done in a timely manner. Will definitely return for clinical clearance and illness.”

HOUSING AND RESIDENCE LIFE
INTERIM DIRECTOR: Jessica Proano
CONTACT INFORMATION: Duffy Hall, (973) 761-9172, shuhousing@shu.edu
WEBSITE: www.shu.edu/housing
STAFF: 10 full-time professional staff members, 62 resident assistants, 78 desk assistants, 4 office assistants
MISSION: The Department of Housing and Residence Life strives to create a Home at the Hall through promoting a safe and inclusive living, learning community that fosters the academic, spiritual and personal growth for residential students.

LEARNING OUTCOMES
• Students develop holistic skill sets that will prepare them for outside of the classroom experiences.
• Students learn conflict resolution and how to work together in a communal living environment cohesively.

SIGNATURE ACTIVITIES
• Welcome Crew: 230 University staff and students participated
• Annual Resident Assistant (RA) selection process to recruit new Resident Assistants for the upcoming year.
• Annual Resident Assistant Training to ensure RA’s are qualified and aware of job expectations.
• Fall @ the Hall-22 student organizations participated that

“As a first-year resident assistant, I’ve learned in ways that challenge the way I think to help me grow and create better, more inclusive communities for the residents. I am so excited to come back for another year to continue to learn more with the best co-workers and supportive department by my side.”
attracted commuters and resident students to the event.
- House Calls (16 staff members across the division, eight residence halls).

**HIGHLIGHTS**
- Average Resident Assistant GPA for the academic year: 3.6 GPA (62 students)
- Working with Business Affairs, HRL was able to pack, store or ship belongings for over 200 students who were unable to return to campus to pick up their belongings.
- Working with Health Services, HRL assisted in providing “Wellness Kits” to the resident students who were unable to leave campus during the COVID pandemic.

**ASSESSMENT OUTCOMES**
- **RA Selection and Training**
  - 330 students attended the info session.
  - 248 students filled out an application.
  - 174 students interviewed.
  - 31 students hired.
  - 26 students waitlisted.
- **RA Training** — (39 participants) 86 percent of RAs reported that they felt Training provided them with opportunities to build connections with campus partners.
- **Desk Satisfaction** — (396 participants)
  - 91 percent of participants said the DAs have a welcoming presence.
  - 97 percent of participants shared that the DA gets them into the building quickly.
- **1st 56 Days Survey** — (153 participants) 70 percent of participants stated that the 1st 56 days of programming enhanced their ability to meet new people and feel more closely connected to Seton Hall University. 85 percent of participants said the 1st 56 days programming motivated them to get involved on campus or join a club or organization.
- **Programming** — 85 percent of participants said the Community and Social Justice program they attended in the halls helped them learn to facilitate communication and mediate conflicts.

**DEPARTMENT GOALS FOR 2019-2020**
- The Housing and Residence Life department will remain current in Higher Education trends to strengthen our
regional presence by attending, presenting and hosting conferences; reading, distributing and publishing articles and benchmarking ourselves against other Catholic Universities. (Ongoing)

• Increase student satisfaction through intentional/educational programming, and utilizing the information gained through the campus climate survey. The Housing and Residence Life department will continue to maintain and improve to build future partnerships with other departments and vendors. (In progress)

• Staff members will gain tools to prepare them for their next professional endeavors through participation in collateral assignments, professional staff training and conference attendance. (Ongoing)

• Revitalize hiring practices by adopting skills learned in various professional training on effective hiring. (Ongoing)

DEPARTMENT GOALS FOR 2020-2021

• Assess and explore other thematic living opportunities to meet the needs of our student population.

• Recruit, develop, support and retain high quality, diverse staff in order to provide outstanding service to students.

• Collaborate with campus partners to facilitate leadership development, campus, and civic engagement to foster learning outside the classroom.

• Promote quality customer service and professionalism to create the premier student experience.

• Develop a comprehensive residential curriculum.
Staff Achievements

Awards and Recognitions

Adesanya, Ibiyemi President’s Award for Student Service

Battaglia, Nicole NASPA Region II Rising Star in Student Services

Burnette, Monica Promoted to Associate Vice President and Chief of Staff

Dallavalle, Colleen Greek Pillar Award. Promoted to Associate Dean, Student Engagement

Giglia, Nicole KNOW MORE Student Organization Adviser of the Year Award

Oliveira, Jason Promoted to Director, Educational Opportunity Fund

Snell, Jessica Advisor of the Year Award from the Cultural Greek Leadership Conference

Whitney, Majid Promoted to Assistant Vice President and Sr. Assoc. Dean of Campus Inclusion and Community

McQuaid Medal Award

Zuchowski, Stephen

Certificates and Degrees

Borowick, Meghan Master of Public Administration degree with a focus in Nonprofit Management

Machalaba, John Completed clinical requirements for full licensure in NJ as a Psychologist

Montgomery, Rodeá Completed clinical requirements for full licensure in NJ as a Psychologist

Publications and Research


Patel, Hezal Accepted to submit an article to the New Directions in Community Colleges Journal. “Community College Pathways to Baccalaureate Completion” chronicles the Guided Pathways and partnerships between community colleges and four-year institutions to promote transfer student success.

Professional Organization Involvement

Andrews, Sarah Elected VP Employer Services for New Jersey Career Center Consortium

Battaglia, Nicole Attended NASPA Hill Days which provided hands-on practical engagement in national public policy advocacy for higher education professionals

Franco, Bob Selected Coach and Assessor for the 2019 MBA launch experience

Greenwald, Reesa Served on the program committee for the Eastern Association of Colleges and Employers

Leoni, Carissa Presented at the N4A Region I Conference about how a field-day event that combines sport with a focus on mental health can encourage student-athletes to fight the stigma against mental health

Mari David, Jennifer Presented at MACUHO (Mid-Atlantic College and University Housing Offers)

Proano, Jessica Presented at MACUHO (Mid-Atlantic College and University Housing Offers)
Reda, Joshua Presented at MACUHO (Mid-Atlantic College and University Housing Offers)

Shah, Priti Ph.D. Member New Jersey Psychological Association Ethics Committee

Snell, Jessica Presented “Multiculturalism?: Examining the Conflation Between Identity-Based Organizations & NMGC” at the Association of Fraternity/Sorority Advisors (AFA) Annual Meeting.

Snell, Jessica Panelist at the virtual conferenced PhiredUp discussing how to best help culturally based Greek organizations growth.

Van Norman, Karen Served as Program Evaluator for NASPA 2020 national conference

2019-2020 Divisional Awards
CAMPUS PARTNER AWARD
• Disability Support Services
• Public Safety and Security
BEST PRACTICES AWARD
• Health Services
INNOVATION AWARD
• Academic Resource Center
OUTSTANDING MISSION AWARD
• Upward Bound
• Academic Support for Student-athletes
PROFESSIONAL DEVELOPMENT AWARD
• Housing and Residence Life
PROGRAM OF THE YEAR AWARD
• Career Center
• Dean of Student Office
TECHNOLOGICAL ACHIEVEMENT AWARD
• Information Systems

2019-2020 Divisional Subcommittee Chairs
ASSESSMENT
• Nicole Battaglia, First-Year Advising
• Monica Burnette, Student Services
• Kelly Freeman, Student Engagement
COMMUNICATION
• Jasmine Boddie, Educational Opportunity Program
• Ghana Hylton, Business Affairs
COMMUNITY BUILDING
• Colleen Dallavalle, Student Engagement
• Josh Reda, Housing and Residence Life
POLICY AND PROCEDURES
• Marva Cole-Friday, Upward Bound
• Mark Dadetto, Housing and Residence Life
PROFESSIONAL DEVELOPMENT
• Nicole Giglia, Dean of Students Office
• Maggie Hernandez, First-Year Advising
TECHNOLOGY
• Bob Franco, Career Center
• Brandon Larmore, Academic Resource Center
• Andrew Minegar, Information Systems
What great minds can do.