

The Future of Student Affairs

A Strategic Plan

Notre Dame 2010: A Quest for Leadership

February 7, 2003

Introduction and Context

Strategic Planning Process

In the spring of 2002, the Vice President for Student Affairs asked each planning unit within the division of Student Affairs to submit a strategic plan for the next decade. The purpose of each unit's plan was to identify ten-year goals as well as interim objectives and to devise effective strategies for accomplishing these long-range and short-term goals.

In preparing these plans, units assessed where they are today, described their aspirations over the next ten years, and articulated the key means for achieving these goals. Units were asked to take into account the impact of their plans on other units within the division and to identify points of collaboration and cooperation, both within Student Affairs and with other University departments.

Planning units specifically considered the following areas: (a) programs and services; (b) staffing; (c) capital improvements and space requirements; and (d) information technology.

Student Affairs Planning Units

Office of Alcohol and Drug Education

Campus Ministry

Career Center

University Counseling Center

University Health Services

International Student Services and Activities

Multicultural Student Programs and Services

Office of Residence Life and Housing, and Rectors

Notre Dame Security/Police

Office of Student Activities

Major Student Organizations: University Bands, Chorale, Debate, Glee Club, Student International
Business Council

Based upon the plans of the individual units, the Vice President for Student Affairs formulated the strategic plan for the division. The division's strategic plan is framed in the context of the following guiding principles:

- ▶ consistency with University mission
- ▶ commitment to Catholic character
- ▶ congruence with the specific mission of Student Affairs
- ▶ commitment to diversity
- ▶ commitment to Notre Dame's residential tradition
- ▶ commitment to student development

In addition, the Vice President relied upon the reports of the Context Subcommittees on Finance and Fund-raising, the Future of Higher Education, and Research. Trends in student life and the experiences of peer institutions were considered. Members of the Student Affairs Senior Staff conducted bench-marking visits to Dartmouth, Duke, Boston College, Rice, Vanderbilt, Virginia, Santa Clara, and UCLA.

Prior to finalizing the division's strategic plan, the Vice President offered a draft of the plan to representatives of the following constituencies for their consideration and comment :

- | | |
|--------------------------|--|
| • Faculty | • Student Affairs Department |
| • Academic Deans | • Directors, Associate and Assistant Directors |
| • The Graduate School | • Advisory Committee on Academics and Student Life |
| • Undergraduate Students | • Parents |
| • Graduate Students | • Alumni |
| • Residence Hall Rectors | • Admissions |
| • Resident Assistants | |
| • First Year of Studies | |

Student Life at Notre Dame

As an academic community, Notre Dame is a place of learning and teaching, of research and scholarship. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, Notre Dame has a distinct mission that focuses not only on excellence in teaching, learning and scholarship, but also on the growth and development of the whole person.

Scholarship, faith, service, and community comprise the four pillars of student life at Notre Dame. This combination of attributes has stood the test of time and established the University's unique position among the nation's leading institutions of higher education. Generations of students have been encouraged not only to develop their intellectual skills but also to turn their gifts to the service of others, to deepen their relationship with God, and to participate fully in "an authentic human community graced by the Spirit of Christ."

Within the context of its educational mission, Notre Dame views student life beyond the classroom as a means of fostering intellectual, spiritual, moral and social growth. Campus ministry, community service, student government, student organizations, cultural activities and athletics all provide students with opportunities to develop their talents and abilities, as they prepare to assume positions of leadership within their communities, the Church, and the world.

Perhaps the most distinctive feature of student life at Notre Dame is the residential character of the campus. Residential life has a rich history at the University and has been one of the central features of the undergraduate experience. When Father Edward Sorin founded Notre Dame in 1842, students lived with priests and brothers of the Congregation of Holy Cross in the same building in which they attended classes. The first student residence hall opened in 1888, staffed by members of the Congregation of Holy Cross. Today, roughly eighty percent of Notre Dame undergraduates and twenty percent of graduate students reside on campus.

Within the residence halls, dedicated hall staff and resident religious and faculty live side-by-side with students to form communities of believers dedicated to learning. As students study, recreate, and pray together, friendships are nurtured which mature through the years to become life-long sources of support and encouragement. The University's mission statement articulates this goal: "residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in a society that is at once more human and more divine."

Current Trends in Student Life

In planning for the future, we must consider national trends in student life that will impact Notre Dame over the next ten years. As discussed by the Context Subcommittee on the Future of Higher Education, the college student population is becoming more diverse, as increasing numbers of Hispanic/Latino and Asian-American students attend college. However, the number of African-American students attending college nationally has dropped slightly, even as the African-American population has increased slightly. At Notre Dame, the percentage of Hispanic/Latino and Asian-American students has increased over the past decade, while the percentage of Native-American students has remained constant and the percentage of African-American students has declined.¹ In

¹Between 1991 and 2001 the number of Hispanic/Latino undergraduates at Notre Dame increased by 47% to comprise 7.4% of undergraduate enrollment, while the number of Hispanic/Latino graduate students rose 72% to comprise 4.5% of graduate enrollment, for a total Hispanic/Latino enrollment of 6.6%. The number of Asian-American undergraduates increased by 25% to comprise 4% of undergraduate enrollment, with a 230% increase among Asian-American graduate students to comprise 3.5% of graduate enrollment, for a total Asian-American enrollment of 3.9%. In 1999 Hispanics/Latinos comprised 9% of college students nationally and Asian-Americans comprised 6%. Native-American students have comprised approximately .5% of total enrollment at Notre Dame, compared with the national average of 1%. The percentage of African American undergraduates at Notre Dame decreased by 20% between 1991 and 2001 from 4.3% to 3.2%. Graduate enrollment of African-American students rose from 1.9% in 1991 to 2.7% in 2001, an increase of 60%. Total African-American enrollment in 2001 was 3.1%, a decline from the 1991 total enrollment of 3.7%, and well below the 1999 national average of 11% African-American enrollment.

spite of increases in the numbers of Hispanic/Latino and Asian-American students, the percentages of Hispanic/Latino, Asian-American, Native Americans, and African-American students at Notre Dame are well below the national averages. The University must redouble its efforts to recruit and retain underrepresented students. The decrease in the percentage of African-American students attending Notre Dame is of grave concern, and a reversal of this trend will require sustained University commitment.

Research indicates that increasing numbers of university students confront developmental issues related to identity, interpersonal relationships, academics and career choices. Many university students also face mental health challenges related to depression, anxiety, substance abuse, and eating disorders. Increased student usage of counseling services on our own campus reflects these national trends.

Changes in technology have had and will continue to have an enormous impact upon the nature of university communities. Technology has opened new vistas for students, transforming not only teaching and learning but also students' understanding of and access to media as entertainment. As our reliance on technology grows, so too does the potential for its misuse. College administrators are concerned about students who are so preoccupied with communicating at a distance that they are unable to participate in the community where they live. Like other universities, Notre Dame faces the challenge of finding ways to utilize technology which will deepen personal connections and enrich communal life.

National studies show that nearly half of college students engage in binge drinking, and many in higher education consider alcohol and drug abuse to be the single most important health and safety issue facing college campuses today. A multi-pronged, comprehensive approach to the issue has been found most effective. By responding to the educational and therapeutic needs of students, offering social alternatives, and communicating clear behavioral expectations, Notre Dame is attempting to create a healthier campus environment with regard to alcohol and other drugs.

According to the U.S. Department of Education, the current generation of college students is the most educated and privileged in our nation's history. Some researchers characterize this generation as optimistic, confident, flexible and curious. They possess both the desire for material wealth and the need to make a difference, and work/life balance is especially important to them. According to the 2001 Senior Survey, Notre Dame students perceive themselves as more religious, more capable academically, and better equipped for leadership than their counterparts at other institutions.

The Future of Student Affairs: A Strategic Plan

Mission of Student Affairs

Within the Catholic academic community of Notre Dame, it is the mission of Student Affairs to provide and integrate educational opportunities for all students to develop their full potential as individuals and future leaders in our Church, society, and world.

To further this mission, Student Affairs is committed to:

- ❑ offering students a learning environment in which they can integrate the intellectual, spiritual, moral and social dimensions of their educational experience;
- ❑ providing students with the highest quality programs and services; and
- ❑ building strong collaborative links with other units of the University, particularly academic departments, centers and institutes, as well as with external constituencies.

Aspirations

1. **To be the leading Catholic university in all areas of student life, renowned for excellence in student programs and services, and for offering students unique opportunities to experience Christian community within our residential system.**

At a time of great challenge for Catholic colleges and universities, Notre Dame has the opportunity to exert significant leadership in the area of student life and it is poised to do so, both in terms of reputation and resources. Notre Dame's models of residential life and student development, disseminated more widely, can become prototypes for other campuses, both nationally and internationally.

Even as we acknowledge the strength of our residential tradition and invite others to emulate it, we must avoid complacency about this aspect of student life. If residential life at Notre Dame is to continue to flourish into the next decade and beyond, the University must be willing to commit significant new resources, particularly in terms of campus capital needs. The lack of centralized and residential social space on campus has been and remains an area of critical concern.

To achieve national prominence for the quality of our student programs and services, we must remain committed to excellence. We currently provide students with a wide array of programs and services. In most areas, we have kept pace with, and in some instances surpassed, our peer institutions, especially with regard to on-campus services for undergraduates. We have not, however, been as successful in meeting the particular needs of our graduate population; this is a crucial area for future growth. At a time when the University aspires to have 25% of its graduate

programs ranked in the top quartile of their fields and its professional programs ranked in the top 20, improving services for graduate students is essential to the University's efforts to recruit top students. Every department within Student Affairs must evaluate how it can better serve the graduate population and take action to address identified needs.

Periodic assessment of the quality and effectiveness of student programs and services is essential. Given the University's educational mission, we must consider whether we are both meeting the needs of students during their time at the University and providing them with the tools and skills they will need in their lives beyond Notre Dame.

2. **To be, within the context of our mission, the premier training ground for intellectual, moral and spiritual leaders.**

As we look to the future, we honor the contributions of those who have gone before us in service to the students of Notre Dame, particularly the many men and women of the Congregation of Holy Cross who have given of themselves so generously. In his book, *A Common Faith*, John Dewey writes:

The things in civilization we most prize are not of ourselves. They exist by the grace of the doings and the sufferings of the continuous human community in which we are a link. Ours is the responsibility of conserving, transmitting, rectifying, and expanding the heritage of values we have received, that those who come after us may receive it more solid and secure, more widely accessible and more generously shared than we have received it.

As we consider the "heritage of values" we have received and will transmit to the next generation of leaders, we encounter the duality of our mission as a Catholic university as it relates to student life. As a university, we commit ourselves first to intellectual inquiry. As a Catholic university we envision the good life within a specifically Christian context, rooted in a two-thousand-year-old religious tradition. We live out this vision in a community of teaching, learning and living, and we share it with those who choose to study here. These two aspects of our mission exist in tension, and at times student life issues bring this tension into sharp relief.

The Ad Hoc Committee on Academics and Student Life offered the following vision for integrating the twin aspects of our identity:

At Notre Dame, our educational goals are multi-faceted; we seek to support students in their intellectual, moral and social development. Our goal for students, and our hope for all persons, is an integration and intertwining of these various dimensions of the human person so that each dimension informs and enriches the other. In keeping with that integrative vision, responsibility is distributed so that each segment of the University participates in and contributes to all aspects of the educational enterprise. . . Ideally, our commitment to blending our goals should not lead us to a campus culture in which the formative and inquiry missions are strictly

divided. . . Rather, the two missions are integrated throughout the university as they must be integrated by each student in his or her daily life. Intellectual life should be as vital in the residence hall as in the classroom, and questions of faith, belief, and community should be welcome everywhere, including the classroom.

It is our collective task, then, to encourage both critical thinking and compassion, to nurture the capacity for independence as well as commitment. No better training ground exists for the intellectual, moral and spiritual leaders of tomorrow than one which fosters “the capacity to bring diverse viewpoints and experiences to bear on the critical questions of the day.”

3. **To offer students unparalleled opportunities for integrated learning,**

Undergraduate education in the U.S. is moving toward more active learning. A variety of approaches are being utilized to engage students more fully in the learning process. Notre Dame is uniquely situated to be a leader in the area of integrated learning, and in collaboration with the academic units of the University, Student Affairs has a critical part to play in offering students innovative learning opportunities.

Through its various programs, Student Affairs already offers students many avenues by which they can connect theory with practice. Each residence hall has a community service commissioner who, with support from the Center for Social Concerns, invites students to participate in hall service projects. Through many of the 300 student clubs and organizations on campus, students work alongside faculty advisors to explore particular fields of study or advance causes. The Career Center posts 20,000 student internship opportunities on its website, up from just 42 postings three years ago, enabling students to explore internships with the Smithsonian Institute, U.S. Department of Justice, American Enterprise Institute, Mayo Clinic and many others. Peer education programs on such topics as alcohol and drug abuse or diversity issues allow students to deepen their own understanding for the purpose of imparting knowledge to their peers. Campus Ministry trains students as catechists to assist in religious education programs in local parishes. Through student media, students gain invaluable practical experience in print and electronic communication, in many instances sparking their interest in careers in journalism or broadcasting.

While Student Affairs provides and facilitates these and many other opportunities for integrated learning, we must commit to continued growth and innovation in this area. Possibilities for the future include “learning communities” for selected senior students, which encourage the integration of knowledge from different fields of study, and seminars within the residence halls to explore complex human problems from multi-disciplinary perspectives. In all of our efforts we must collaborate closely with academic units of the University.

Strategic Goals: Charting the Course

To realize the aspirations articulated above, Student Affairs has identified the need for growth in the following areas:

- | | |
|--|---------------------|
| 1. Campus Facilities | 4. Student Services |
| 2. Residential Life | 5. Diversity |
| 3. Student Development and Faith Formation | 6. Technology |

1. Campus Facilities

Goal 1.1: Pursue renovation of the University Health Center as an urgent priority.

The University Health Center (UHS) urgently needs renovation. The building must be brought into compliance with building codes, and its core physical systems (plumbing, heating and cooling, electrical) must be replaced. While patient care has not been compromised to date, further delay in addressing this need will inevitably result in a decline in the quality of care UHS provides to the Notre Dame community and prevent it from moving forward in achieving other goals, such as receiving accreditation from the American College Health Association.

Goal 1.2: Construct a student center complex.

Construction of a student center complex is imperative if we are to carry forward our residential tradition. The vitality of campus life depends to a great extent upon the attractiveness and availability of social, recreational, and cultural opportunities. While today's student is accustomed to a much wider array of options than the Notre Dame student of 20 years ago, LaFortune Student Center has remained virtually unchanged during that time. Comparisons with our peer institutions indicate that relative to our on-campus residency rate, LaFortune Student Center should be at least twice its current size. Without adequate facilities, it is impossible to provide the kind of opportunities students have come to expect.

Properly designed, a student center complex will serve as a kind of "village well," bringing together undergraduates, graduate students, faculty and staff, and greatly enhancing the appeal of campus life. The creation of such a center, utilizing LaFortune as an anchor, would entail:

- the improvement and renovation of existing space within LaFortune
- the annexation of Washington Hall to LaFortune
- the annexation of Crowley Hall to LaFortune
- the construction of an addition to the south side of LaFortune

Goal 1.3: Alleviate overcrowding in the existing residence halls through a 10% bed reduction.

Goal 1.4: Accommodate undergraduate students in at least 4 new residence facilities and create more housing options for senior students.

During the late 1980's and early 1990's, the on-campus residency rate among undergraduates was approximately 82%. Beginning in 1994, the on-campus residency rate began a slow but steady decline, from 81% in 1994 to 76% in 2001. To a large extent, the 5% decrease in the on-campus residency rate can be attributed to a steady increase in enrollment in the same years we sought to alleviate overcrowding by reducing residence hall capacity. Consequently, this decrease is not cause for great concern, particularly since we have always maintained full occupancy. At the same time, in light of the importance we place on the value of residential life as a formative feature of the undergraduate experience, we seek as a goal for 2012 to return to an on-campus residency rate between 81% and 83% and to maintain that rate going forward, assuming no significant increases in undergraduate enrollment or in the number of students studying abroad.

Ideally, residence halls house substantial numbers of each of the four classes, creating an environment where seniors and juniors can provide leadership and serve as role models for underclassmen. However, our current on-campus rate for seniors is only about 42%. The on-campus rate for juniors is 72%; of the 28% not residing on campus, 19% are participating in international or off-site study programs for at least one semester, although many of these students will reside on campus during the semester they are not abroad. The reasons most commonly cited by upperclass students for moving off campus are a lack of space, a desire for greater independence, and the absence of certain amenities within the residence halls.

As a consequence of these trends, some residence halls have been left with a relatively small number of upperclass leaders. Over the next ten years, in the course of increasing our overall on-campus residency rate to between 81% and 83%, we hope to realize a corresponding increase in the percentage of our senior and junior students living on campus. If we realize our overall goal with regard to the on-campus residency rate, we will house approximately 54% of our seniors and 75% of our juniors.

Accomplishing these ambitious goals will necessitate action on several fronts. While we have made some progress in the past decade, we must continue our efforts to alleviate overcrowding in the residence halls in order to preserve and enhance the appeal of on-campus living. A reduction of 10% in the capacity in the existing halls would allow for the elimination of the least desirable rooms (e.g., one-room triples and single rooms serving as doubles), the creation of badly needed common social space within some of the halls, and the assignment of double-sized rooms to Resident Assistants as meeting and gathering space for students. It may also assist in the retention of upperclass students in the halls.

The construction of new residence facilities is necessary to compensate for the loss of beds associated with a 10% reduction in occupancy and make possible an on-campus residency rate of 81% to 83%. When constructing new halls or renovating existing halls, serious consideration must be given to creating more housing options for senior students, possibly senior suites or apartments. Offering more options on campus is essential to retaining seniors and juniors, particularly in light of the increased availability of affordable housing close to campus with amenities not available in the residence halls. If offered more choices, seniors and juniors will remain on campus, provide

leadership to hall communities and participate more fully in all aspects of student life throughout their undergraduate careers.

The construction of new residence facilities might also make possible other housing options, including coeducational housing and the creation of smaller, “themed” residential communities within a larger facility.

Goal 1.5: Construct new apartments for married students to replace University Village.

University Village was constructed in 1963 to house married students, most of them graduate students. The apartment complex is home to approximately 100 students and their families, including over 100 children. The University’s construction in 1997 of a University Village community center was a positive development, but there is an urgent need to replace the aging apartment buildings with affordable and attractive facilities. The apartments of University Village should be demolished and new apartment buildings constructed.

Goal 1.6: Construct additional housing for graduate students, preferably single-occupancy units.

Currently, approximately 622 of our 2900 graduate students reside in University housing. Each year the Office of Residence Life and Housing has a waiting list of 100 or more students for campus graduate housing. While the construction in 1991 of additional apartments in the Fischer Graduate Residences complex constituted some progress, there is a clear need for more graduate housing. The construction of single-occupancy units would provide maximum flexibility in assigning these units.

Goal 1.7: Replace Stepan Center and continue efforts to make available more campus space for student programs.

While the renovation of the Alumni-Senior Club scheduled for the 2002-03 academic year constitutes an important step forward, much more must be done to meet student needs for usable space on campus. Stepan Center is in poor condition and is woefully inadequate as the only campus venue designed to accommodate audiences of 3500 to 4000 people. The current building should be replaced with a conference center that can be configured to accommodate crowds of 4000 as well as smaller gatherings. Within other buildings on campus, a concerted effort should be made to identify space students can utilize.

Goal 1.8: Construct a retreat center.

As the number of Campus Ministry retreat programs has grown, there is a great need for a dedicated center for retreats. Currently, Campus Ministry’s scheduling of retreats is dependent upon the very limited availability of Fatima Retreat Center and Sacred Heart Parish Center. The construction of a retreat center would make possible a greater number and variety of retreats, essential for a more diverse community of believers.

2. Residential Life

Goal 2.1: Renew our commitment to build Christian community within the residence halls.

At its core, residential life flourishes at Notre Dame because students experience the halls as communities of faith. Alongside the teaching and learning that takes place in the classrooms of a nationally-regarded theology department, students encounter within their residence halls an environment which encourages them to consider faith's role in daily living, providing context for personal problems as well as world events. Through daily and weekly liturgies, participation in hall service projects, and interaction with the staff and faculty who reside in the halls, students are encouraged to participate in the vibrant communal life of Notre Dame and in turn, to strengthen their own relationships with God. As we look to the future, we must ensure that structures and resources are in place to support this central feature of our residential mission.

Goal 2.2: Study the future of ministry in the residence halls.

Throughout our history, the capable ministry of the hall rectors has been at the center of residential life. Traditionally, rectors have been Holy Cross religious, joined by lay people and priests, brothers, and sisters of many other religious communities. Graduate students typically serve as assistant rectors, and senior resident assistants complete the hall staff.

The declining numbers of men and women in religious life has had a direct impact on the applicant pool for the rector position. In 1992, 22 of 25 rectors were professed religious, compared with 19 out of 27 today. In the past, the average tenure of a rector was 10 to 15 years, with some serving 20 or more years. The addition of a greater number of dedicated, highly competent lay colleagues to the ranks of rector has been a welcome one. At the same time, it has raised important questions for the future: Given the unique nature of the position, how will we recruit, train and retain rectors who will have different needs than their counterparts in religious life? What opportunities do rectors have for advancement and professional development? How might we attract minority candidates to this position?

We face equally important questions regarding other staff positions within the hall, including assistant rector recruitment and training, the allocation of assistant rector positions among the residence halls, the future of the security monitor position and resident assistant training. These and other related questions should be considered by an advisory committee appointed by the Vice President for Student Affairs.

Goal 2.3: Centralize responsibility within Student Affairs for the assignment and management of campus residence facilities during the summer months.

Currently, responsibility for deciding how campus residence facilities will be utilized during the summer months is divided among several University offices, including the Office of Residence Life and Housing and the Summer Session. However, many other University departments are affected by these decisions, including the Athletic Department, the Center for Continuing Education, and the Alumni Association. The demand for summer housing grows each year, as an ever-widening array of programs seek to house their participants on campus. Decisions about the allocation of

limited summer housing must be made carefully, taking into account the congruence of each particular program with the University's larger mission and the impact of summer utilization on the ability to undertake repairs or renovations in time for students' return to campus. Within the context of priorities established by the University's officers and working closely with other University units, the Office of Residence Life and Housing should be charged with making decisions about the utilization and administration of campus residence facilities during the summer months.

Goal 2.4: Facilitate the integration of students' international study experiences with campus life.

With more students participating in international study programs than at any other university in the nation, Notre Dame is uniquely situated as a global learning environment. Working closely with International Studies, Student Affairs is committed to providing structures and services which will facilitate students' transition to and from foreign study programs, enhance their time abroad, and enrich the campus community.

3. Student Development and Faith Formation

Goal 3.1: Increase funding and staff dedicated to student programming and leadership development.

In addition to a lack of space on campus where social, recreational and cultural events can be hosted, there is also insufficient funding and staff for the planning of such events. To address one of these needs without addressing the others will seriously hamper efforts to improve student life at Notre Dame.

Currently, over 300 student organizations are registered on campus, organizations that run the gamut of student interests: student government, athletic clubs and teams, spiritually focused organizations, service organizations, multicultural student organizations, academic honor societies and other academic groups, media organizations that serve both the campus and the larger community, as well as groups that are purely social. To properly support these organizations and foster the development of leadership skills among students will require an ongoing commitment of resources across several departments within Student Affairs.

Goal 3.2: Continue efforts to extend the academic mission of the University to every aspect of Student Affairs.

In order to better integrate academics and student life, Student Affairs is committed to actively pursuing closer ties with faculty and academic departments, centers and institutes. This commitment must be evidenced at every level, within the residence halls and among the various Student Affairs' departments, and should influence decision-making about programming and the allocation of resources. In collaboration with faculty, we must both reinvigorate existing programs such as the Hall Fellows Program and find new and innovative ways of bringing faculty and students together outside of the classroom for the purpose of linking academic and student life. By regularly inviting faculty into the residence halls, encouraging student clubs and organizations to work more closely with their faculty advisors, and identifying faculty from various academic

departments to serve as liaisons with Student Affairs, we can forge stronger partnerships which will enhance the intellectual climate at Notre Dame.

Linking academics and student life should also be a primary consideration in the design and planning of campus buildings. Multi-purpose buildings which bring faculty and students together—faculty office space in close proximity to classrooms, social space in academic buildings, classroom space in residence facilities—can contribute significantly to our efforts in this regard.

Goal 3.3: Redouble efforts to energize students with a love for the Catholic Christian faith and prepare them for leadership within the Church.

Notre Dame has a responsibility to prepare students to be future leaders in their parishes and in the wider Church. The liturgical programs of Campus Ministry are perhaps the most obvious link in this formation, as students serve as musicians, lectors, eucharistic ministers, liturgical commissioners and cantors. The sacramental preparation programs, catechist and internship programs also provide important formative experiences. In all of our efforts, we must encourage students to become active, contributing members of the Church, giving them as many leadership opportunities as possible while at Notre Dame and challenging them to become part of a larger Church beyond Notre Dame.

Goal 3.4: Develop a retreat series which, in conjunction with other Campus Ministry programs, marks a progression in maturity, spirituality, catechetical knowledge and leadership skills as students move through their years at Notre Dame.

The retreats offered by Campus Ministry have been extraordinarily successful. Building on this success, Campus Ministry should design a retreat series tailored to students' spiritual progression during their careers at Notre Dame. These retreats will be designed to foster catechetical and theological growth and encourage lifelong habits of prayer and worship.

Goal 3.5: Collaborate more closely with the Center for Social Concerns.

With nearly 80% of all undergraduates participating in some form of service during their Notre Dame careers, community service is very much a part of the student experience. By connecting more closely the service opportunities offered through the residence halls, the offerings of the Center for Social Concerns, and the programs of Campus Ministry, we hope to offer students a wide array of opportunities to explore the academic and theological aspects of service.

Goal 3.6: Offer a comprehensive program geared toward human skills development to first year students.

Over the course of the past two years, Student Affairs has collaborated with the Physical Education department and the First Year of Studies in the creation of the "Contemporary Topics" component to the required P.E. course for first-year students. Student Affairs seeks to supplement the P.E. course with discussion groups and programs within the residence halls on topics such as diversity, alcohol and other drug use, and sexuality and relationships in the Christian tradition. While this kind of programming is not new to the residence halls, there is a need to create a structure which would support a comprehensive "curriculum" to be implemented campus-wide.

Goal 3.7: Allocate additional resources to expand student media.

The University currently has two radio stations, WSND (classical music) and WVFI (Voice of the Fighting Irish). WVFI broadcasts only on the Internet but reaches a global audience with its coverage of football games. In the near future, WVFI will seek FCC approval for an FM frequency to supplement its Internet operation, providing students with significant broadcast experience. Similarly, students could gain invaluable experience through the creation of one or more student-run programs or television stations, when campus buildings are wired for cable television. Additional print media opportunities should also be explored. In all of these efforts, close collaboration with appropriate academic departments, perhaps most notably Film, Television and Theatre as well as the Gallivan Program for Journalism in the American Studies department, will be essential.

Goal 3.8: Form a campus-community coalition to address the issue of student alcohol abuse.

While Student Affairs has made a concerted effort to address alcohol abuse through educational, therapeutic, and behavioral initiatives, real change will not occur until campus and community constituencies support and participate fully in these efforts. Alcohol abuse is clearly not “just a student life issue;” when a significant percentage of students drink abusively, the intellectual climate on campus suffers. So, too, do our relations with the local community, as neighborhoods are disturbed and vandalized by intoxicated students. By forming a campus-community coalition of faculty, students, administrators, and community leaders, this complex issue can be addressed in a comprehensive fashion.

Goal 3.9: Achieve national recognition for our alcohol and drug abuse prevention programs.

In addressing alcohol and drug abuse issues, prevention efforts are critical; reactive measures alone will not change campus culture. Through innovative programs developed by the Office of Alcohol and Drug Education and the Counseling Center, Notre Dame can become a national leader in the area of alcohol and drug abuse prevention.

Goal 3.10: Create an endowment to support student internships.

As previously noted, the Career Center has made great strides in connecting students with the thousands of internship opportunities available to them. As a result, Notre Dame students are enjoying greater success in finding and securing internships. However, many Notre Dame students simply cannot afford to take internships which offer little or no salary, or which require them to live and work away from home. With the creation of an endowment, students who demonstrate financial need can be awarded grants, allowing them to take advantage of these opportunities for experiential learning.

Goal 3.11: Continue to fund and develop student organizations which offer students unique opportunities for leadership and integrated learning.

Student Affairs is responsible for the supervision of certain major student organizations which have free-standing budgets and full-time directors, including University Bands, Debate Team, Chorale, Glee Club and Student International Business Council. These organizations offer students unique opportunities to hone their leadership abilities and develop skills and competencies which link

theory with practice. Because of the importance of these organizations as vehicles for learning, we should provide sufficient staff and funding to allow for their continued growth.

4. Student Services

Goal 4.1: Address the specific needs of graduate students.

Graduate students at Notre Dame require programs and services which differ, in many instances, from those required by undergraduate students. While undergraduates tend to identify most closely with their residence halls, graduate students often view their academic departments as their primary communities. On a campus which is highly residential, graduate students frequently perceive that they do not enjoy the same ready access to campus programs and services as undergraduates. Student Affairs has a critical role to play in terms of providing services to graduate students, and it is imperative that we enhance the quantity and quality of services we offer, particularly in the areas of placement assistance, student housing for both single and married students, counseling, health care and medical insurance needs. Recognition of the particular needs of graduate students, as distinct from those of undergraduates, is critical in providing these essential services.

Goal 4.2: Regularly assess the quality and effectiveness of student programs and services.

Periodic assessment of the quality and effectiveness of student programs and services is essential. Within the context of the University's educational mission, we must consider not only how well we meet students' needs during their time at Notre Dame, but also how well we prepare them for life beyond Notre Dame. Assessment outcomes should play a critical role in decision-making about resource allocation.

Goal 4.3: Allocate sufficient resources to the Career Center to allow for the development and implementation of innovative programs and services that promote life-long career management skills.

The Career Center's goal is to teach students lifelong skills which will enable them to accurately assess their interests, values and skills related to the world of work. Beyond assisting students in finding employment after graduation, the Career Center encourages students to understand their educational pursuits within the context of potential careers. In order to provide the programs and services needed to assist students in the face of technological advances and a changing global environment, we must continue to provide the Career Center with adequate resources.

Goal 4.4: Receive accreditation for University Health Services from the American College Health Association.

Accreditation of health care services is the highest form of public recognition that a health care organization can receive for the quality of care and services it provides. In order to receive accreditation from ACHA, UHS must show compliance with core standards in these categories: rights of patients, governance, administration, quality of care, quality management and improvement, clinical records and health information, and facilities and environment. Accreditation would increase student and parent confidence in the services of UHS and enhance the quality of services provided.

Goal 4.5: Increase services available to students through the University Counseling

Center, including greater availability of psychiatric services.

In order to meet the increasing mental health demands of students, the UCC should expand its staff and hours of operation. Evening hours are essential to accommodate students whose work schedules do not permit daytime appointments and to schedule group meetings and outreach programs. In hiring new staff, consideration should be given to hiring counselors with expertise in working with underrepresented and international students. There is also a need to increase the availability of psychiatric services. Currently 25% of the UCC's clients receive psychiatric care; this represents a significant increase over the past six years. In 1995-96, 458 students sought psychiatric services, compared to 634 students in 2001-02. Given the national projections of mental health needs among students at prestigious universities, we can expect that there will be greater demand for these services in the future.

Goal 4.6: Create specialized treatment/education/prevention centers within the University Counseling Center to target the most common concerns of Notre Dame students.

University counseling centers across the country have expanded their roles to include prevention and outreach activities to the broader campus. Through the creation of specialized treatment centers to help students with issues such as stress management and depression, healthy eating and body image, performance enhancement, and interpersonal relationships, the UCC can provide prevention and consultation services which will both address students' immediate concerns and foster their educational and personal development.

Goal 4.7: Ensure that our campus will continue to be a safe and secure environment for students, faculty, staff and visitors to campus.

As a community, we often take for granted the safety and security of the Notre Dame campus. While each member of this community must participate in making Notre Dame a secure place to live, study, and work, Notre Dame Security/Police is charged with providing essential services that promote a well-ordered and safe environment. At a time when safety and security issues are of great concern to students, their families and the nation, resources should be allocated to accommodate changing security needs and expectations.

5. Diversity

Goal 5.1: Increase the number of staff in the division of Student Affairs from underrepresented groups.

As a community which prizes the uniqueness of all persons as God's creatures, we must strive to be an inclusive environment in which every student feels welcomed. Our commitment to diversity must be evidenced in many ways, but most particularly in hiring decisions. Those charged with decision-making about recruitment and hiring within the division must make every effort to hire qualified individuals from traditionally underrepresented groups, including women, African-Americans, Hispanics/Latinos, Asian-Americans and Native Americans.

Goal 5.2: Provide ongoing opportunities for all students to explore issues of diversity.

Over the next decade, we anticipate that our campus will grow more diverse in terms of race, culture, religion and socio-economic status. We must provide meaningful opportunities to all students to explore issues of diversity, as part of preparing them to enter a multicultural, global environment. Diversity education, properly understood, is not the domain of a few offices on campus; rather, it must be an integral part of all educational efforts.

Goal 5.3: Allocate additional staff and programming resources to support increased numbers of underrepresented and international students.

For the 2003-04 academic year, the Office of Admissions has set a recruitment goal of 20% for underrepresented students and 5% for international students. In light of anticipated growth next year and beyond, sufficient resources should be allocated across many different departments to provide appropriate support. Among other departments, Multicultural Student Programs and Services, International Student Services and Activities, the Career Center, the Counseling Center, Campus Ministry and Student Activities will need to expand their services to meet the needs of a larger number of underrepresented and international students.

Goal 5.4: Create a larger, more visible Intercultural Center within the new student center complex.

With the construction of a new student center complex, the Intercultural Center could become much larger and far more visible to the campus community. Under the auspices of Multicultural Student Programs and Services and International Student Services and Activities, the Intercultural Center should be a gathering place for all students to explore issues of diversity. Features might include a café serving ethnic foods, a small theater and an intercultural library, as well as office and meeting space.

6. Technology

Goal 6.1: Ensure that students have access to state-of-the-art technology.

Given the growing importance of technology in teaching and learning, students must have access to state-of-the-art technology both in the classroom and within residential facilities. By present standards, much of what is currently in place, including RESNET, is rapidly becoming outdated and does not allow for the utilization of more complex learning tools. As new technology is developed and resources are allocated, student needs for technology must be met.

Goal 6.2: Provide Student Affairs' departments with technology resources to meet student needs.

In planning for the future, University departments that provide services to students must have sufficient information resources to meet identified needs; to cite one example among many, the Career Center needs the capability to answer, through sophisticated technology, a wide array of students' career-related questions. The University is currently planning to update the core information technology available to campus offices in the *Renovare* Project. While *Renovare* constitutes progress, technological needs within the division are growing by leaps and bounds, and meeting these needs requires the commitment of significant funding.

Goal 6.3: Hire additional staff to provide technical support and training.

Within Student Affairs, there is a need to hire additional personnel to provide technical support and training for increasingly complex technologies. In collaboration with the Office of Information Technology, Student Affairs should hire several technology specialists to provide adequate support across the division, thus allowing departments to capitalize fully on their technological resources.

