

# DIVISIONAL ANNUAL REPORT AND STRATEGIC PLAN UPDATE



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# DEAR HOLY CROSS COMMUNITY:

The primary obligation of the Division of Student Development is to provide and promote a transformational, residentially-based student experience rooted in Jesuit, Catholic formation. This charge is both simple and complex, and we take seriously the responsibilities it describes. Working with colleagues across the College and with our students, we endeavor daily to realize the goals called for in Pillar 2 of *Aspire*, the College's strategic plan. Reflecting on the accomplishments of the last academic year, we are pleased to present our 2023-2024 Annual Report and its evidence of the impact of the collective dedication and hard work of our entire team.

The Division's aspirations for delivering a transformational experience worthy of our students has centered on six focus areas that support our perennial goals for ensuring that we give our best to students:

- Student development and formation
- Residential experience
- Student onboarding
- Inclusion and belonging
- Mental health and wellbeing
- Assessment

These focus areas have guided our efforts over the past year. The pages that follow are a testament to the collaborative spirit and shared vision that define our work with and for students. They outline key accomplishments in our priority areas and point to our next steps.

I am fortunate to work alongside colleagues in the Division of Student Development who are deeply committed to the learning, growth, and development of Holy Cross students. Each and every day, we have the opportunity to make a difference in the lives of students, whether by offering enriching opportunities, accompanying them through difficulty and disappointment, fostering community, or mentoring them as they discover their gifts and talents.

We are grateful for the incredible strides we have made together and for the support we have received from partners like you. Together, we are making a difference, and we look forward to the continued journey ahead.

With gratitude,

**Michele C. Murray, Ph.D.**

Senior Vice President for Student Development and Mission



# YEAR TWO STRATEGIC PLAN UPDATES

- Student development and formation
- Residential experience
- Student onboarding
- Inclusion and belonging
- Mental health and wellbeing
- Assessment

In the fall of 2022, the Division of Student Development identified six specific areas of focus for divisional efforts over three academic years ending in Spring 2025. The work in these areas spans across the division, are integrated, and are mutually reinforcing. In the pages to follow, we offer updates on our progress in Year Two (AY23-24).





# STUDENT DEVELOPMENT AND FORMATION



Create opportunities for staff to deepen their understanding of student development and Ignatian spirituality; ensure that divisional and office-based programs, events, policies, practices, and/or systems are grounded in Ignatian spirituality, and that all are undertaken with a developmental and formative approach.

## INITIATIVE 1

Develop a process and practice inventory so that staff will be able to identify the spaces and opportunities in which to further embed student development approaches, as well as elements of Ignatian spirituality into their work.

### YEAR TWO PROGRESS:

- Each office drafted a process and practice inventory noting how student development and formation is integrated into their work.

## INITIATIVE 2

Focus on education and training so that staff will have the tools and resources they need in order to further embed student development approaches and elements of Ignatian spirituality into their work effectively.

### YEAR TWO PROGRESS:

- Held division-wide professional development about Ignatian spirituality.
- Continued new staff onboarding introducing mission and Ignatian spirituality.



## INITIATIVE 3

Develop a four-year student development plan so that we are able to define and articulate for students, families, faculty, staff, and administrators a vision for a four-year student formation plan that is achieved through students' out-of-classroom experience.

### YEAR TWO PROGRESS:

- Drafted four-year student development plan.

# THE RESIDENTIAL EXPERIENCE





Develop a residential plan that supports today's and tomorrow's students; and identify facilities, staffing, and programming structures that support these plans.

## INITIATIVE 1

Envision the future of the residential experience (facilities, support, programming, and the student residential experience) that culminates in a strategic plan informed by the College's goals for student formation.

### YEAR TWO PROGRESS:

- Hired a new director and filled seven vacant or newly created positions to support the residential student experience.
- Established a Resident Assistant (RA) Advisory Council to address the needs of the student staff within Residence Life and Housing.
- Welcomed 148 students into the newly constructed City View Townhouses.
- Developed a cross-divisional working group to explore the appropriate resources to support students who are randomly assigned roommates in their first-year.

## INITIATIVE 2

Establish a new Living-Learning Community (LLC) focused on student wellbeing that has a measurable, positive impact on student residents.

### YEAR TWO PROGRESS:

- Converted Ciampi-Condrón Jesuit Residence into the Ciampi Wellbeing Living Learning Community (LLC) serving 61 students.
- 82% of surveyed students living in the Ciampi-Condrón LLC stated that their expectations for year one were met or sometimes met.
- Identified key operational needs and opened the Ciampi-Condrón LLC Ground Floor for campus use from 8am – 8pm, Monday – Friday.

## INITIATIVE 3

Review residential processes, procedures, and operations in order to improve student satisfaction, increase equity, and positively impact the student experience.

### YEAR TWO PROGRESS:

- Condensed the Housing Selection Process and provided more time for students to make meaningful connections with others before the process began.
- Collaborated with campus stakeholders for better oversight of facilities projects and work orders happening in the halls with the intent of resolving student concerns, cosmetic issues, and deferred maintenance in a timely fashion.

## INITIATIVE 4

Reimagine the residential curriculum by developing a new RA programming model that aligns with the College's goals for student formation.

### YEAR TWO PROGRESS:

- Created new expectations and guidelines for documenting RA interactions with residential students.
- Benchmarked the first-year experience of residential students at peer institutions with the intention of creating more strategic goals and outcomes with the Montserrat Program.



# STUDENT ONBOARDING\*



Create a comprehensive, developmental, collaborative, and connected approach to new student onboarding that is inclusive of and accessible to all students and their families; that acculturates them to and educates them about Holy Cross; and prepares them for the transition to and through college.

*\*The initiatives for this area have been revised based on progress-to-date and may not match previous publications.*

## INITIATIVE 1

Develop and launch online modules so that all incoming students will receive and understand introductory information in key areas related to mission, student wellbeing, and diversity and inclusion, among other topics.

### YEAR TWO PROGRESS:

- Launched *Student Mental Health* course via United Educators platform.
- Revised *Sexual Violence Prevention and Resources* course based on new federal regulations.
- Enhanced *Creating a Culture of Respect* course based on survey results to further improve the learner experience.

## INITIATIVE 2

Create a comprehensive, and collaborative college-wide, and effective plan for first-year communications that ensures incoming students, their families, and campus offices receive information that satisfactorily meets students' needs.

### YEAR TWO PROGRESS:

- A working group met to focus on the shift of the College's orientation model and the resulting impacts.
- The Strategic Student Engagement Committee, consisting of key campus stakeholders, was convened to coordinate communication and engagement efforts for incoming students.
- Completed an inventory of the current landscape of communication, tools, and programs supporting new student on-boarding and transition.

## INITIATIVE 3

Continue efforts to evaluate the Gateways Orientation model in order to determine the most appropriate format, scale, and scope of institutional resources.

### YEAR TWO PROGRESS:

- Revised and remodeled Gateways Orientation fall program for all first-year students with a focus on equitable access and community building.
- Introduced a new model for family orientation, that published newsletters twice a month, hosted six webinars, and featured Move-In Day programming.
- Established, in collaboration with campus partners, the HC Connects Program.

## INITIATIVE 4

Fully realize a collaborative First-Year Experience programming model that delivers important developmental and educational content to students so that they are able to demonstrate the necessary and relevant student learning outcomes.

### YEAR TWO PROGRESS:

- First-Year Experience Group (FYE) served as steering committee to reimaging Gateways efforts.



## HC CONNECTS

In summer 2024, HC Connects was piloted in six regions, with two additional virtual offerings, the goal being to provide incoming first-year and transfer students and their families opportunity to build connections among one another and with current students and parents, staff, alumni, and their class dean.

# INCLUSION AND BELONGING



## INITIATIVE 1

Identify and embed opportunities for student skill development in dialogue within existing educational spaces so that students who participate will be able to demonstrate competency in these skills.

### YEAR TWO PROGRESS:

- Joined the Constructive Dialogue Institute as an Institutional Member.
- Collaborated with faculty colleagues to offer four dialogue dinners.
- Offered dialogue training for almost 250 student leaders.

## INITIATIVE 2

Educate students about free speech and freedom of expression in a way that is connected to and consistent with college-level efforts so that students who participate in said opportunities will demonstrate an understanding of and appreciation for these concepts.

### YEAR TWO PROGRESS:

- Created a new peer educator group sponsored by the SGA: **S**tudents **P**romoting **E**xpression, **E**mpathy, and **C**ivic **H**armony (SPEECH).
- Recruited and trained 13 students as peer educators.

**Foster** and promote a culture that supports the free and open expression of ideas, identities, and beliefs; build skills to negotiate different perspectives; cultivate capacities for staff to engage in inclusive initiatives and practices; and ensure that divisional and office-based programs, events, policies, practices, and/or systems are inclusive, equitable, and accessible for all students.

## INITIATIVE 3

Each office will benchmark their initiatives, policies, and practices against their established diversity, equity, inclusion and belonging (DEIB) professional standards in order to effectively illustrate that they have made evidentiary progress in removing barriers to inclusion.

### YEAR TWO PROGRESS:

- Completed and submitted a Divisional Inclusive Excellence Plan.
- Began benchmarking work by identifying relevant professional affiliations and investigating departmental assessment tools.

## INITIATIVE 4

Launch a systematic DEIB professional development, education, and training effort so that all divisional staff have the foundational knowledge and skills necessary to identify and address these issues in their functional areas.

### YEAR TWO PROGRESS:

- Disseminated equity-centered assessment resources to the division.
- Held a divisional staff professional development session on bias training.
- Held a divisional staff professional development session on accessibility services.



The Constructive Dialogue Institute is a not-for-profit organization that provides research-based educational tools, resources, and frameworks to equip universities with a shared language and practical set of skills to build inclusive cultures and engage constructively across differences.

# MENTAL HEALTH AND WELLBEING



Strengthen efforts to address student mental health, substance mis-use, and suicide prevention by becoming a JED Campus; take a comprehensive campus approach to expand the College's health promoting ecosystem in order to further promote student wellbeing.

## INITIATIVE 1

Formally join the JED Campus initiative in order to achieve JED Campus designation to further the College's efforts to address suicide prevention.

### YEAR TWO PROGRESS:

- Continued the development and work of the subcommittees (seven subcommittees: Strategic Planning; Safety; Counseling & Care; Substance Use Support; Outreach & Community Engagement; Leave Policies; and Health Insurance).
- Offered Question, Persuade, Refer (QPR) Training to a total of 1,229 campus members, including 1,126 first-year students and student leaders, and 103 faculty and staff members.

**QPR Training** is an evidence-based suicide prevention training model to assist with a common language and understanding among all campus members in their support of each other.

### The Jed Foundation (JED)

is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today...and tomorrow.

## INITIATIVE 2

Formally join the US Health Promoting Campuses Network and adopt the Okanagan Charter in order to promote, expand, and increase access to the College's health-promoting ecosystem.

### YEAR TWO PROGRESS:

- Identified and convened a cross section of key campus stakeholders to form a new campus-wide committee, the Wellness Advisory Board.
- Adopted the Okanagan Charter at a signing at Worcester City Hall on April 3, 2024.

SCAN TO READ  
ARTICLE IN  
HC MAGAZINE



### Lifestyle medicine

is an evidence-based therapeutic approach that provides students with the education, practical tools, and personalized support to help implement lasting habits to prevent disease and promote thriving.

## INITIATIVE 3

Institute health-promoting efforts in key areas, including lifestyle medicine and peer wellness coaching (among others) to demonstrate a positive impact on individual student wellbeing.

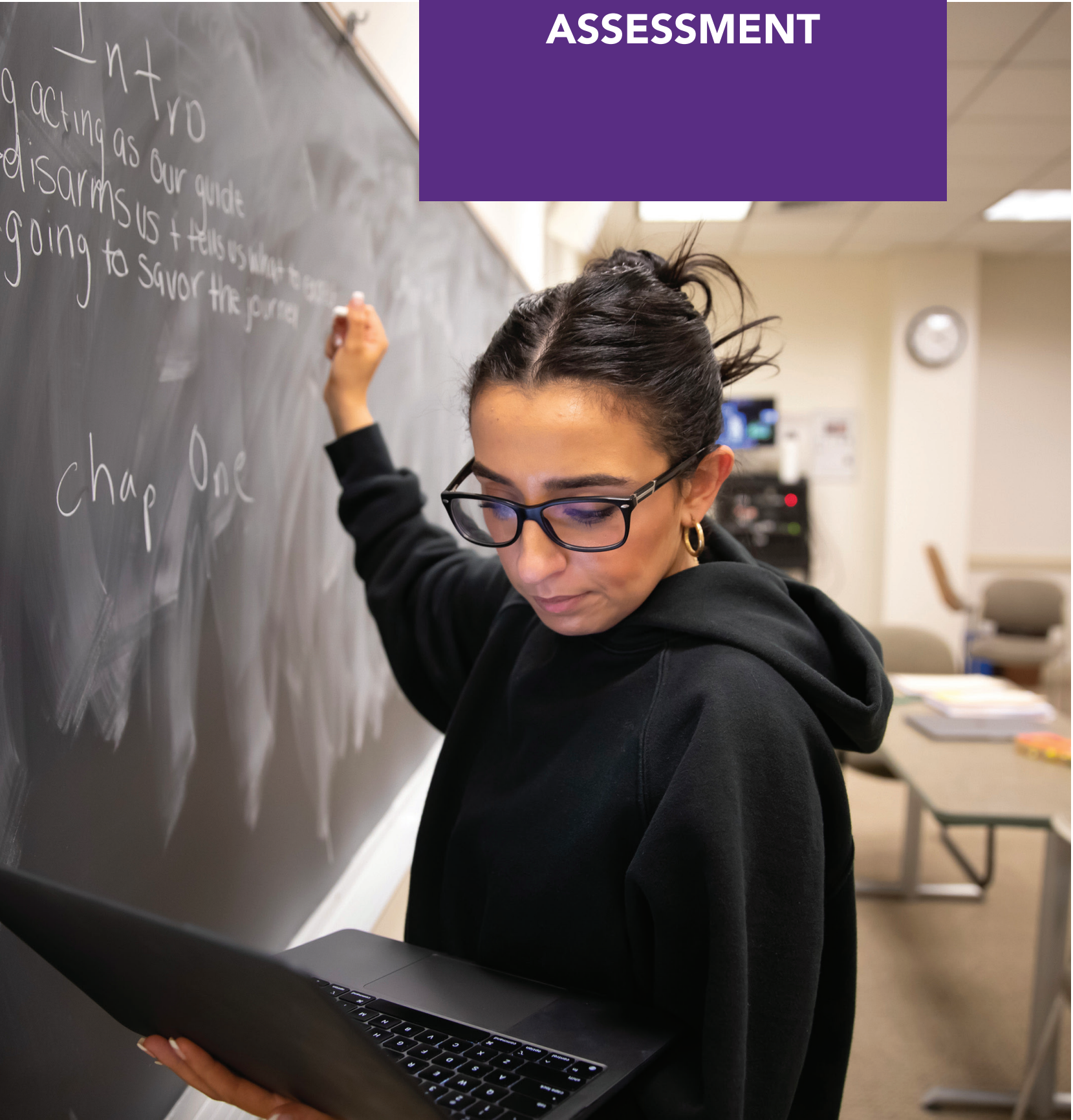
### YEAR TWO PROGRESS:

- Developed a framework to implement a lifestyle medicine approach in Health Services.
- Launched Peer Wellness Coaching program.

### Peer Wellness

**Coaches** are students who are trained to provide their peers with judgment-free information and goal-setting on a variety of topics, including stress management, time management, sleep management, loneliness and homesickness, relationship difficulties, and other wellness-related topics.

# ASSESSMENT





Build a culture of evidence within the division by engaging in transparent and continuous data collection that informs our work and student learning.



## INITIATIVE 1

Develop a divisional three-year strategic plan with assessable goals so that divisional strategic initiatives will have longitudinal, reliable, and valid assessment data to support goal-setting and measured progress.

### YEAR TWO PROGRESS:

- Developed project plans to manage progress.
- Drafted success metrics for each focus area and accompanying initiatives.
- Published the divisional annual report for AY22-23.

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TO READ



## INITIATIVE 2

Develop and field assessment projects at both divisional and office-levels in order to identify impact and promote evidence of student learning.

### YEAR TWO PROGRESS:

- Worked with the Office of Assessment and Research to revise and update the Incoming Student Survey and the Senior Survey.
- Revised and updated divisional student learning outcomes.
- Began process of updating office-level domain and curricular maps.
- Held two-day workshop to assist office directors with assessment projects and strategic planning.
- Piloted the concept of pop-up or pulse surveys.
- Drafted a divisional survey cycle.
- Drafted a divisional I-E-O model.

## INITIATIVE 3

Create a divisional assessment education plan so that staff feel empowered to field their own assessment efforts.

### YEAR TWO PROGRESS:

- Began drafting a division-wide survey on education needs.
- Initiated development of a Divisional Assessment Handbook.

## INITIATIVE 4

Make divisional assessment efforts visible so that the division's assessment efforts and resources are centralized and accessible.

### YEAR TWO PROGRESS:

- Organized assessment project share-outs at Divisional Leadership meetings.
- Began work on a division-wide factbook.
- Began work towards identifying metrics for the president's dashboard.

# HIGHLIGHTS FROM OUR DIVISIONAL ANNUAL REPORTS

In addition to the progress made in our strategic areas of focus outlined in the previous pages, staff and departments continued their work in additional areas. The following pages highlight some key achievements and news from the division.

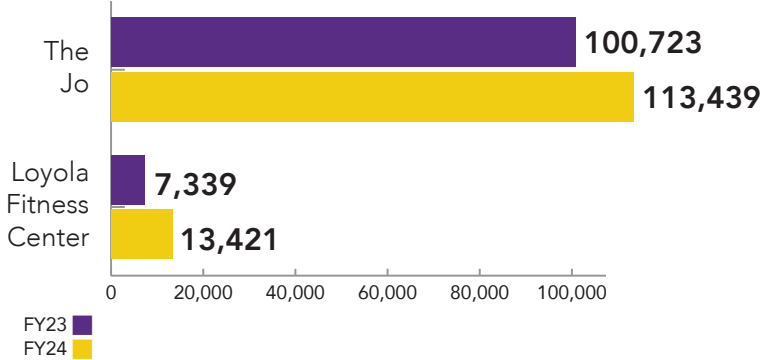




## CAMPUS RECREATION (CAMPUS REC)

In AY24, Campus Rec welcomed new staff, reimagined the building supervisor training program, and introduced a Club Sport Council to provide student leadership opportunities among the club sports programs.

- Facility check-ins:



- 645 unique students completed 5,388 registrations for fitness classes. On average, 22 classes were offered each week, including: spin, pilates, yoga, and barbells and others.
- 796 unique students completed 1,538 registrations for intramural sports.
- The following club sports teams achieved competitive success in playoffs, regionals, and/or nationals: Men's Club Rugby, Men's Club Lacrosse, Ski Club, Women's Club Lacrosse, Men's Club Volleyball, Women's Club Volleyball, and Club Running.

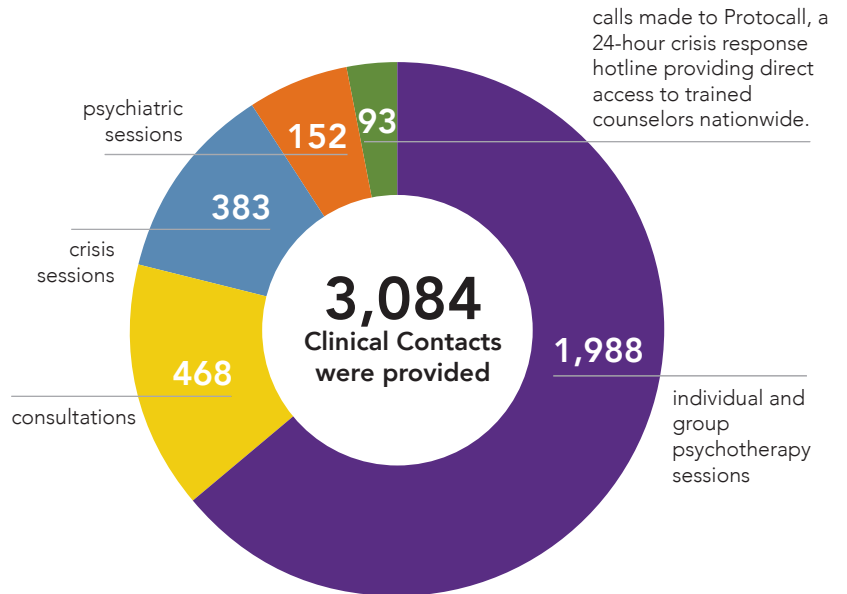
## CARE AND EMERGENCY FUNDING

In AY24, emphasis was placed on training and revising policies and procedures.

- There were 105 referrals to the CARE Team.
- Evaluated 277 emergency funding requests for assistance related to: course materials, winter coats and boots, technology repair, medical bills or services, travel home or for family emergencies, graduate school applications, and for food insecurity.

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- Approximately 22% of the student population presented for psychological services which continues to outpace the national average of 12% in FY23 (as reported in the Association for University and College Counseling Center Directors 2023 Surveys).
- During their time at Holy Cross, 47% of students in the class of 2024 accessed services at CAPS.
- The coordination and supervision of the Multicultural Peer Educators (MPEs) transitioned into CAPS under the Staff Clinician/Coordinator of Multicultural Psychological Services who will continue collaboration and consultation with the Office of Justice, Equity, Belonging, and Identity (JEBI).



## HEALTH SERVICES

- Provided care for 1,785 unique students in more than 6,570 clinical appointments, which represents an 9% increase in visits from last year.
- Developed an Express STI Clinic that provides quick and confidential STI testing to students.
- Offered five flu clinics that serviced over 550 students, faculty and staff.

## PARENT AND FAMILY ENGAGEMENT

- Maintained a strong open rate of 74% for monthly newsletters.
- More than 3,200 guests, representing 1,080 families, who registered for Family Weekend.

**1,100 FAMILIES**

attended or viewed "From the Hill to You" webinars, which included 8 new episodes and 2 re-posted episodes.



## TRAININGS AND COACHING PROVIDED

Narcan training for **85** students and staff.



CPR training for **4** students and peer mentors.



First Aid training for **6** students.



Culinary coaching for **12** students.



## RESIDENTIAL LIFE & HOUSING (RLH)

- Fall 2023 residential occupancy was 2,667 students; spring 2024 residential occupancy was 2,577 students.
- Added 212 beds to the housing inventory with the opening of the City View Townhouses and the Ciampi Wellbeing Living Learning Community, enhancing the on-campus student experience.
- The added campus inventory allowed us to close 160 beds at the Edge at Union Station.

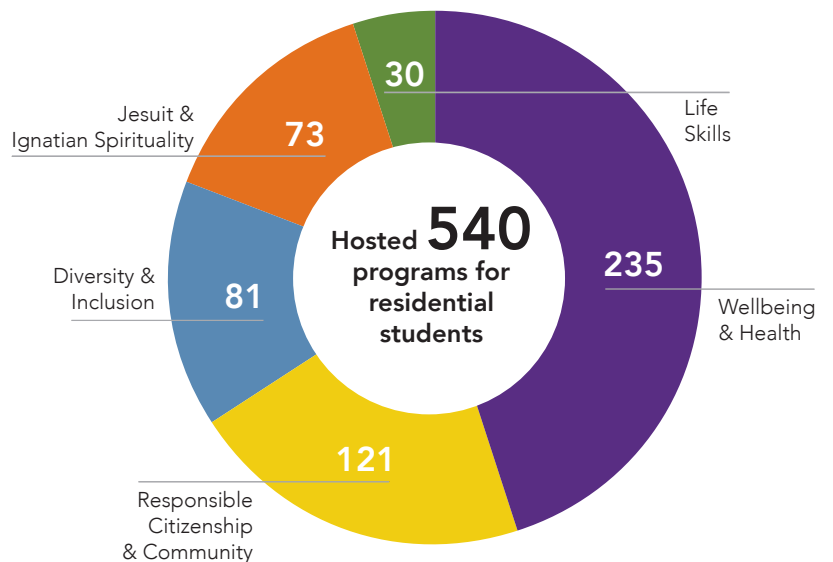
**20,212**



Resident Assistants tracked 20,212 interactions and referrals with their residents.

**96.2%**

Post-visit surveys show that 96.2% of students agree or strongly agree that they felt empowered to improve their health and wellness after their visit.



## STUDENT ACCESSIBILITY SERVICES (SAS)

- SAS met the needs of 16% of the student population by serving 493 students with 1,649 accommodations.
- DREAM Peer Educators have secured funding through the Student Government Association (previously funded through Kenrose Kitchen Table Foundation (KKTF) grant, which will soon expire).
- Sponsorship of Disability Awareness, Access and Inclusion Week funded by a \$10,000 gift from The Poses Family Foundation.
- In collaboration with DREAM Peer Educators, SAS, hosted Noelle Lambert, accessibility advocate, as the keynote speaker for Accessibility Awareness Week on Oct. 18.
- KKTF had awarded us \$6,000 to pay for the upgrade our contract for Glean, a computer program that enables students to record and annotate lectures.
- 1,346 exams were proctored by the office.
- Began planning for a new testing room, which will be piloted in AY25 on Hogan 5th floor.



The Poses Family Foundation was created by Fred and Nancy Poses. The Poses made the gift in honor of their friendship with a Holy Cross student who benefited from her connection with Student Accessibility Services along with her mother, both alumni of the College.



## STUDENT CONDUCT AND COMMUNITY STANDARDS

- Focused on preventive education, providing support to, and enforcing behavioral expectations for off-campus students including: an all-student fall off-campus orientation, individual student meetings, all-apartment meetings, and thoughtful sanctioning.
- The office received 474 student referrals, which resulted in 52 residence hall probations, 32 college probations, 6 college suspensions, and no college dismissals.
- 45 students were transported to the hospital, all for medical reasons related to the use of alcohol and other drugs, of which 74% qualified for Good Samaritan intervention.

## STUDENT INVOLVEMENT (OSI)

- The Bands and Cheer Teams were combined and moved to OSI to form a new organization.
- Spirit Programs: comprised of approximately 50 members, Spirit Programs completed 43 performances, including the HC football game at Boston College, the EBW Classic at Polar Park, and the NCAA March Madness Tournament in Iowa City, IA.
- Re-imagined Recognized Student Organization (RSO) leadership training, which now includes fall and spring training, a retreat for Multicultural Student Organization (MSO) leader training, and Faculty Advisor Resource Training.

OSI hosted or co-sponsored **114** major events, including First Night on The Hill, Fall Pep Rally, the Co-Curricular Extravaganza, the Annual Christmas Tree Lighting, the Holiday Market, the 100 Days Ball, and Senior Week.



Staff facilitated **12** CliftonStrengths workshops for **352** total participants, and administered **256** talent assessments.



The Sader Center provided free access to games, activities, sporting equipment, and art supplies, with **383** items checked out by **169** students.



SGA shuttles provided almost **4,000** rides to Worcester destinations during the fall and spring semesters.



**164**

unique students participated in wellness coaching

**4,432**

student interactions via SWELL events, tables, programs, drop-ins

**136**

programs were hosted by SWELL, RPEs, SWEET, and Peer Wellness Coaches

**827**

student interactions for programs held in Ciampi

**54**

hours of training were provided to affiliated peer education groups

## STUDENT WELLNESS EDUCATION (SWELL)

AY24 saw an unprecedented number of events, student interactions, training of peer educators, and significant engagement from students.

- Included a record number of wellness coaching sessions, significantly outnumbering the referrals for alcohol or drugs.
- Implemented a year-long nutrition campaign for student athletes to address skipping breakfast and calorie deficit. Data from this initiative was the catalyst for Athletics creating a breakfast concession in Luth for student athletes, starting in Fall 2024.



## DIVISIONAL PROJECTS

- Brooks Hall Plaquing Ceremony was held April 6, 2024, as a part of the College's Celebration of 50 Years of Coeducation. The event included the dedication of a commemorative bench and plaque outside of Brooks (nee Mulledy) Hall, the first residence hall to welcome female students.
- More than 50 participants attended the division's inaugural Faculty Appreciation Happy Hour at Courthouse Brewery. The event was designed to recognize effective partners and generate goodwill among our faculty colleagues.





# STAFF HIGHLIGHTS





The Everyday Champion Award goes to just one postsecondary educator and/or administrator in the entire country. The award highlights the significance of disability rights and learning accessibility, emphasizing the need for equitable opportunities, inclusivity, and the dismantling of systemic barriers.



## AWARDS

The Division of Student Development:

- JASPA Ignatian Medal for Outstanding Academic Partnership for “Freedom, Controversy and Respect on Campus: Advancing Liberal Arts Inquiry in Contested Times”

Luke DiCicco, Area Coordinator, Residence Life and Housing:

- NASPA NOW Integrity Award

Paul Galvinhill, Director of Counseling and Psychological Services:

- ACS Service Award for serving as the IACS president

Erin Mayo, Assistant Director of Student Accessibility Services:

- Everyday Champion Award from the National Center for Learning Disabilities
- ACUHO-I Robert P. Cooke Talking Stick Article of the Year Award for the article, “Deeper Understanding of Accessibility”



The Talking Stick Article of the Year award is granted based on the quality of writing; organization of the article; use of supporting documentation, where appropriate; capacity of the article to provoke thought; usability of the article to student housing programs or staff, and contribution to the student housing field.



## PUBLICATIONS

Neal Lipsitz, Associate Dean/  
Director of Student Accessibility  
Services:

- Lipsitz, Neal E., Michael Berger, Eileen Connell Berger, eds. 2024. *Crucial Collaborations: A Practical Framework to Ensure Access, Equit, and Inclusion for Students with Disabilities*. NASPA - Student Affairs Admin in Higher Education.
- Lipsitz, Neal and Alan Rosen. 2024. "Celebrating the Number Thirteen in Jewish Teaching and Observance". *Philadelphia Jewish Exponent*. Published March 14, 2024.

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Erin Mayo, Assistant Director of  
Student Accessibility Services:

- Mayo, E. M. (2023, July). *DISABLED Faculty and Staff in Higher Education: Intersecting Identities and Everyday Experience*. In M. L. Vance (Eds.), "Having A Disability...And So Much More: Exploring The Impact Of Disability And Other Identities On My Experience As A Higher Education Professional And Activist". Association on Higher Education And Disability.

Michele Murray:

- Murray, M. (Winter, 2024). Suppose we all presupposed?: Applying the Ignatian plus-sign in everyday life. *Holy Cross Magazine*.

## TEACHING AND GUEST LECTURES

Gabrielle Clark, Associate  
Director of Student Accessibility  
Services:

- Adjunct faculty, Disability Rights, Simmons University
- Guest Speaker, "Curriculum Frameworks and Creating an Inclusive Lesson Plan", Simmons University

Neal Lipsitz, Associate Dean for  
Student Wellbeing and Director  
of Student Accessibility Services:

- Faculty, Science of Happiness Montserrat Seminar, College of the Holy Cross

Patrick Rogers, Director of  
Orientation and Transition:

- Guest Speaker, "Leading and Developing Diverse Student Teams", Springfield College





## PRESENTATIONS

Michelle Bata, Associate Dean for Student Engagement:

- Presenter, “Not a Moment Too Soon: Practical Approaches to Reclaiming the (Seemingly) Lost Art of Constructive Dialogue” for NASPA’s VPSA & AVP Colleague Conversations Series, April 2024

Liz Drexler-Hines, Director of Student Wellness Education:

- Presenter, “DIY e-Learning, It’s Possible!” at the NASPA Strategies Conference, January 2024
- Panelist, “DEIB and Health” at WPI Wellness Day, November 2023

Paul Galvinhill, Director of Counseling and Psychological Services:

- Presenter, “Understanding the IACS Standards & the Benefits of IACS Accreditation in Collegiate Mental Health” at the AUCCCD Annual Conference, October 2023

Neal Lipsitz, Associate Dean/ Director of Student Accessibility Services:

- Presenter, “Crucial Collaborations for Institutional Stakeholders: A Practical Framework to Assure Access, Equity, and Inclusion for Students with Disabilities”
  - New England AHEAD, College of the Holy Cross, Worcester, MA, October 27, 2023
  - New England Faculty Development Consortium, College of the Holy Cross, Worcester, MA, October 2023
  - 22nd Annual Weingarten Center Disability Symposium, University of Pennsylvania, March 2024, Philadelphia, Pennsylvania
  - NASPA Annual Conference, March 2024, Seattle, Washington
  - Postsecondary Disability Training Institute, June 2024, Portland, Maine
- Presenter, “Ensuring Access, Equity, and Inclusion for Students with Disabilities: Live Briefing”, NASPA Webinar, April 2024

Caitlin MacNeil, Associate Director of Student Involvement:

- Presenter, “Preparing for the 2024 Election Year: A Jesuit Approach to Engaging in Difficult Conversations” at the JASPA Annual Conference, March 2024

Erin Mayo, Assistant Director of Student Accessibility Services:

- Presenter, “Making the Invisible Visible: Addressing Implicit Bias and Access in Student Affairs” at the 2024 ACUHO-I One Symposium, March 2024

Michele Murray, Senior Vice President for Student Development and Mission:

- “Conflict on Campus: Navigating Competing Priorities and Demands,” AJCU Leadership Institute, 2024
- “Student Development at Jesuit Colleges and Universities,” AJCU Trustee Forum, 2023
- “The Vocation of a College Administrator,” AJCU Leadership Institute, 2023
- “If Not You... Reflections for Mission Stewardship,” Fordham University, 2023



## SERVICE TO THE PROFESSION

Michele Murray, Senior Vice President for Student Development and Mission:

- President, Jesuit Association of Student Personnel Administrators (JASPA)
- VPSA Initiatives team for NASPA
- President, JASPA
- Steering Committee, Network for AJCU Chief Mission Officers
- Consultant, Division of Student Life, Santa Clara University
- Facilitator, Moving Deeper into Mission, Fordham University
- Chair, Network for AJCU Chief Student Affairs Officers
- Member, Network for AJCU Chief Mission Officers
- Steering Committee, AJCU Faith, Justice and Reconciliation Assembly 2024
- Peer Reviewer, Regis University: Jesuit *Mission Priority Examen*
- Board Member, National Catholic Reporter
- Member, JASPA Executive Board
- Member, AJCU National Seminar
- Member, NASPA VPSA and AVP Initiatives Steering Committee

Michelle Bata, Associate Dean for Student Engagement:

- Vice President for Member Services and Innovation Grants, JASPA
- Faculty member, ACPA Student Affairs Assessment Institute

Kelsey DeVoe, Director of Health Services:

- Secretary for the College Health Administrators and Nursing Directors

Cathleen Doane Cannon, Director of Parent and Family Engagement:

- Planning committee member for JASPA's Five-Year Institute

Paul Galvinhill, Director of Counseling and Psychological Services:

- Immediate Past President of the International Accreditation of Counseling Services (IACS) Board of Directors

Paul Irish, Senior Associate Dean of Students:

- Planning committee member for JASPA's Five-Year Institute
- Associate Vice President Steering Committee, NASPA
- Coordinating Presenter, NASPA National Conference

Neal Lipsitz, Associate Dean for Student Wellbeing and Director of Student Accessibility Services:

- Co-chair of Disability Knowledge Community, NASPA

Caitlin MacNeil, Associate Director of Student Involvement:

- Co-host for the 2023 National Jesuit Student Leader Conference

Erin Mayo, Assistant Director of Student Accessibility Services:

- Committee member, JASPA Innovation Grants
- Steering Team Member, ACPA2025 Convention
- Chair, ACPA's Coalition for Disability

Kevin O'Connell, Director of Student Integrity and Community Standards

- Host for the 2024 New England Conduct Officer Institute (NECOI)

Patrick Rogers, Director of Orientation and Transition:

- Chair, JASPA Innovation Grants
- Co-host for the 2023 National Jesuit Student Leader Conference

Charles Todd, Associate Vice President and Dean of Students:

- Conference Planning Committee member, NASPA Region I
- Mid-Level Institute Coordinator, NASPA Region I Advisory Board



## PROFESSIONAL CERTIFICATIONS ACHIEVED

Gabrielle Clark, Associate Director of Student Accessibility Services:

- Professional Certification in The Fundamentals of Neurodiversity, Florida State University. Issued: December 15, 2023

Mackenzie Drew, Assistant Director for Spirit Programs:

- USA Cheer Coach certification, CPR/First Aid/AED certification

Brenda Hounsell Sullivan, Assistant Dean/Director of Student Involvement:

- USA Cheer Coach certification

Erin Mayo, Assistant Director of Student Accessibility Services:

- Professional Certification in The Fundamentals of Neurodiversity, Florida State University. Issued: December 15, 2023

Darlene Menz, Associate Director of Health Services:

- Board Certified by American College of Lifestyle Medicine, DipACLM, December 2023

Alex Weld, Nurse Practitioner, Health Services:

- Board Certified by American College of Lifestyle Medicine, DipACLM, December 2023





## RECOGNIZED FOR YEARS OF SERVICE

This spring the following staff were recognized by the College for their years of service to the institution.



**15 YEARS OF SERVICE**

Adriana DiPasquale, Associate Director of Counseling and Psychological Services

Cathleen Doane Cannon, Director of Parent and Family Engagement



**5 YEARS OF SERVICE**

Alex Cutler, Psychiatrist, Counseling and Psychological Services

Kelsey Moran, Assistant Director of Counseling and Psychological Services

Kevin O'Connell, Director of Student Integrity and Community Standards



## PROMOTIONS

Paul Irish, Senior Associate Dean of Students

Robin Huntley, Director, Student Support & Success

Patrick Rogers, Director of Orientation and Transition, Office of Student Involvement

Joanne LaMorticelli, Assistant Director of Staffing and Fitness, Office of Campus Recreation

Kelsey Moran, Assistant Director / Coordinator of Clinical Services and LGBTQIA+ Psychological Services, Counseling and Psychological Services

Tyler Camuso, Operations Coordinator, Office of Campus Recreation

Michele Urso, Office Coordinator, Health Services

# WELCOME NEW STAFF

Stephanie  
Clark  
Office  
Coordinator,  
Student  
Development  
She/her



Jennifer  
Feraud '21  
Assistant  
Director, Office  
of Student  
Involvement  
She/her



Casandra  
Gilbes  
Graduate  
Assistant,  
Residence Life  
& Housing  
She/her



Hanna  
Karas  
Resident  
Director,  
Residence Life  
& Housing  
She/Her



Kelly  
Knutelski  
Coordinating  
Assistant to  
the SGA/RSO  
Center, Office  
of Student  
Involvement  
She/her



Lex  
Marquez  
Office  
Coordinator,  
Residence Life  
& Housing  
She/her



Catherine  
(Cathy)  
Meloche  
Staff RN,  
Health Services  
She/her



Haley  
O'Brien  
Area  
Coordinator,  
Residence Life  
& Housing  
She/her



Cindy  
Pendleton  
Staff Clinician/  
Coordinator  
of Outreach &  
COPE, CAPS  
She/her



Kiara  
Suero  
Resident  
Director,  
Residence Life  
& Housing  
She/her



William  
(Billy) Vanner  
Resident  
Director,  
Residence Life  
& Housing  
He/him



Antonio  
Willis-Berry  
Director,  
Residence Life  
& Housing  
He/him



DIVISION OF **STUDENT DEVELOPMENT**