From the Vice President for Student Affairs

Dear Colleagues, Students, Parents and Friends of Seton Hall University:

It gives me great pleasure to share the latest report of the Division of Student Affairs with you. It highlights the many achievements in another year of working with a diverse and exciting student body. This has been a busy year with many positive outcomes.

We continue to work on initiatives that make our campus a vibrant and exciting community where students flourish. The level of participation in student clubs and organizations is soaring; our Housing and Residence Life program continues to score consistently above our national peers in terms of student satisfaction and engagement; and more than 70 percent of our students participate in University-sponsored experiential education (e.g., internships, practica, etc.). These results document our ongoing commitment to student engagement and student success. We support this commitment through the use of assessment in order to measure progress toward goals and ensure sound evidence-based decision making.

As important as it is to provide services and programs that meet our students’ needs, we know that we have to do more at a Catholic university. My colleagues and I work diligently to create an environment in which individuals flourish. It is an environment that supports intellectual, personal, ethical and spiritual growth, so that students not only graduate, but are prepared to excel as servant leaders who can make a difference in our world. We do this by drawing on the rich tradition that is embodied in the Catholic identity and mission of Seton Hall University.

As always, we look forward to the year ahead. Each new class presents new opportunities for us to grow as a community of learners in the great tradition of Catholic higher education.

Sincerely,

Laura A. Wankel, Ed.D.
Our Values, Mission and Vision

We are educators at a Catholic university. The dozens of professionals who serve in the eight departments of the Division enrich the experience of our students by establishing a caring community and building a culture of success.

Typically, full-time students are in class approximately 15 to 20 hours per week. Much of the rest of their time on campus is spent making use of the facilities, services or programs that are provided through the Division of Student Affairs. This creates an opportunity — and, indeed, a responsibility — for us to promote intellectual, personal and spiritual growth. This holistic approach to student learning and development cultivates the skills to pursue meaningful goals and the vision and motivation to serve the common good.

We know that, in order to be effective in this educational endeavor, we must be ready to lead by example. Therefore, we begin with the clarification of our own values. Below are the Division’s statements of Values, Mission and Vision. The work that we do unfolds from these principles.

**OUR VALUES**

As the Division of Student Affairs, we value:

- Our institution’s Catholic tradition
- Our students and their success in every area of their lives
- Our diverse and supportive community
- Our continual drive for excellence and professional growth

**OUR MISSION**

As stewards of Seton Hall University, the members of the Division of Student Affairs enhance and support the holistic development of our students by providing them with a dynamic educational environment. All that we do is informed by the best professional practices, the latest technological advances and the values of the Catholic tradition. Our work with students is intentionally designed to foster excellence in academics, as well as spiritual and personal growth, so that all are empowered to reach their full potential as servant leaders.

**OUR VISION**

Seton Hall University’s Division of Student Affairs is the recognized model for creating a culture of success and excellence in the student experience by providing opportunities for our students to develop the necessary skills to become responsible and compassionate global citizens who serve as they lead.
Our Commitment to the Catholic Mission and Identity of Seton Hall University

In 2006, the leadership of the Division developed “A Statement of Self-Understanding by Student Affairs Professionals on a Catholic Campus.” It is a comprehensive document that seeks to engage each of the departments of the Division in an ongoing dialogue between our profession and the Catholic tradition. We present an adaptation of the introduction to this document as a testament to our commitment to the tradition of Catholic higher education.

INTRODUCTION

Seton Hall is a Catholic university. It was founded as, and continues to be, a visible testament to the Catholic intellectual tradition and faith that is its inspiration. This is a faith rooted in the Good News of Jesus — a faith that teaches that God entered into the world as fully human to bring healing, salvation, peace and fellowship to all of humanity. This faith sees all of creation as fundamentally good. It encourages human work that builds up creation in order to establish a more just society in collaboration with the divine love that creates, redeems and sanctifies the world. An important chapter in the history of Catholic work in the world is the long and venerable tradition of Catholic education. Seton Hall continues this tradition.

While we do not all profess the Catholic faith, we embrace the work that it inspires. As student affairs professionals we are called to serve as educators. We work to develop a community where all can flourish and to facilitate educational programs that empower students to assume leadership roles in their community through their professional and personal lives. As beneficiaries of the gifts of education we feel called to share these gifts with our community in the spirit of the Apostle Paul who characterized personal gifts as “manifestations of the Spirit,” all of which are given for the sake of the common good. (1 Cor 12:7) We engage the Catholic tradition and serve all of society by working to grow a community of learners which, in the words of John Paul II in *Ex corde ecclesiae*, is

... animated by a spirit of freedom and charity; it is characterized by mutual respect, sincere dialogue, and protection of the rights of individuals. It assists each of its members to achieve wholeness as human persons; in turn, everyone in the community helps in promoting unity, and each one, according to his or her role and capacity, contributes towards decisions which affect the community...

As administrators, educators and staff of Seton Hall University, we commit to an ongoing process of reflection for the continuous renewal of our student life policies/programs and the relationships that we hold with the larger community. We engage in this task in order to ensure that our diverse community prospers and that our Catholic tradition is the foundation for all to deepen their convictions, beliefs and faith.
Our Commitment to Student Development

The Division is committed to helping students grow and develop as whole persons. In order to measure our success in this endeavor, we have adopted the concept of “literacies” so that we may define learning outcomes in our assessment program.

To be “literate” in any field is to possess the requisite knowledge and skill to act competently in that area. A literate person is one who can evaluate information, make connections, ask pertinent questions, define tasks and pursue meaningful goals. Therefore, when we speak of “literacies” in student development, we mean the knowledge, skills and values that students need to acquire to be able to act effectively in key life areas. Student affairs professionals can use the concept of literacies to define outcomes that connect programming to the acquisition of relevant knowledge, skills and values by students.

The literacies that student affairs professionals at Seton Hall University cultivate include:

**Servant Leadership, Community & Social Justice, Self Efficacy, Faith & Values**

The definitions that follow are not exhaustive, but they serve to provide a working model that allows us to define more specific objectives that, in turn, can be used to evaluate programs and measure success.

**Servant Leadership**
The ability to be interpersonally effective in a way that serves others, advances the common good and empowers others to take on leadership roles. This involves being able to positively influence and direct groups of people; motivate, manage and define goals, and also to listen; be empathetic to the needs of others; and demonstrate a commitment to community.

**Community & Social Justice**
The ability to work effectively to build up healthy and just communities, build and maintain relationships, facilitate communications and mediate conflicts. To understand the interconnectedness of the global community.

**Self Efficacy**
The ability to care for and develop oneself — intellectually, physically, spiritually and emotionally, make positive choices, engage in self reflection, advocate for oneself and discern appropriate life goals and pursue them effectively.

**Faith & Values**
The ability to connect one’s life to a larger context of meaning, to articulate personal beliefs and translate them into ethically consistent life choices.
OUR MISSION
We are career educators dedicated to facilitating career development and career-based experiential education opportunities that empower students to discover their unique calling and to engage in lifelong career management. Utilizing faculty, employer and alumni networks, we provide a practical learning environment to ensure that our students are prepared for professional success and service to the common good.

“The Career Center emailed my class about the internship at Wiley and I immediately responded. I realize that without The Career Center I never would have had this learning experience, which broadened both my mind and resume!”

-> KEVIN STEVENS
ENGLISH
CLASS OF 2011
ASSESSMENT RESULTS

» 79 percent of 2011 graduating seniors had utilized The Career Center’s services and 91 percent (+3 percent) indicated that they were either “very satisfied” or “satisfied.”

• 85 percent of undergraduate respondents indicated that they “strongly agreed” that their career professional provided helpful information and advice.

• 96 percent of undergraduate respondents “agreed” that their career professional positively impacted their ability to gain new information and knowledge of occupational/career options.

• 100 percent of graduate student respondents “agreed” that their Career Center professional positively impacted their ability to select a potential career path.

• 95 percent of graduate student respondents “agreed” that their Career Center professional positively impacted their ability to prepare an effective resume.

HIGHLIGHTS 2010-11

» More than 2,527 individualized career advising/counseling sessions took place with 1,442 students and alumni, including 159 graduate students.

» This year, 4,155 students and alumni participated in more than 227 career-related workshops and programs.

» Over the course of the year, 567 University-approved internships were reported: 292 for the Stillman School of Business and 272 for the College of Arts and Sciences.

» The 2011 at-graduation employment rate for Stillman School of Business graduates was 50 percent (+4 percent); overall employment rate was 40 percent (+1 percent).

• By graduation, 73 percent of undergraduates had participated in a University-sponsored, career-based experiential education program (i.e., internship, clinical, practicum and/or student-teaching assignment).

» 53 percent (+22 percent) of Stillman School of Business graduates received an offer of employment from their internship.

» More than 4,144 (+32 percent) employment opportunities were posted to Navigator.

ASSESSMENT RESULTS

GOALS 2012

1. Conduct a career relevant needs assessment on graduate students to increase support, services and resources.

2. Use Student Voice for On-Campus Interview Survey, Employer Satisfaction with eRecruiting Survey, and Student and Employer Career Fair Surveys.

3. Maintain quality and simplify the reporting processes for the Internship Program.

4. Launch a professional career seminar series for graduate students and increase employer outreach and development efforts.

5. Increase utilization of Navigator (employment job board) by launching the Single Sign-On and Integrated Gadget application that will reside in the students’ PirateNet portal.

6. Research available mobile career apps for use with students and alumni.
OUR MISSION
Students and their development are the focus of our work. Guided by our Catholic mission, Community Development emphasizes leadership, diversity, responsibility and engagement. The services and opportunities provided encourage students to challenge themselves to develop community and to succeed.

One Department ... Many Services ... Student Success
FROM THE DEAN OF STUDENTS, KAREN VAN NORMAN

Community Development has the unique opportunity to engage with students at all stages of their collegiate career. From welcoming at Orientation to developing life-long skills and celebrating graduation, our staff works closely with students to build a sense of community and of self. The past year has been highlighted by continued growth in campus-wide student activities, Greek Life and the number of student organizations on campus. Student leadership was particularly strong in the Student Government Association; Greek Life; and key student organizations, such as Village Liaisons and the Sexual Assault Response Team.

HIGHLIGHTS 2010-11

» Community Development, Alumni Affairs, Athletics and the Teaching, Learning Technology Center (TLTC) partnered to produce the “Traditions” program, an interactive experience that introduces freshmen to the University.

• Concerns about off-campus safety led to several new initiatives. Village Liaisons led a “Light Walk” through South Orange and organized a student safety workshop. Staff also created a program to help Greek Life students make smarter, safer choices when hosting off-campus gatherings.

• April’s “Enough is Enough” week raised student awareness and activism around violence issues. The focus of the Leadership Institute was to train student leaders to be active and vocal when they witness instances of bullying or uncivil behavior.

• Staff embraced Student Voice for Assessment. We participated in three benchmarking studies and created unique surveys to investigate student attitudes and experiences around safety and bullying issues.

ASSESSMENT RESULTS

» There was a 30 percent increase in student voting in SGA elections.

• The number of students who participate in clubs and organizations has grown to over 3,600.

• Ten new student organizations achieved recognition this year, bringing the total number of active student groups to 120.

• More than 80 percent of freshmen felt more prepared to succeed at SHU as a result of participating in Pirate Weekend activities.

“Being a part of the Student Activities Board in Community Development has made me a more organized and focused individual. The teamwork, management and level of commitment involved are skills I will retain and utilize for the rest of my life.”

-> SARAH OLSEN
PUBLIC RELATIONS, CLASS OF 2012

GOALS 2012

1. Completely revise campus activities program (major speakers, concerts, etc.) with new student activity fee.

2. Improve services and resources for student clubs and organizations with online recruitment tool, updated handbook and monthly meetings/workshops for executive boards.

3. Enhance the student experience through the programming and outreach provided by the new Multicultural and Civic Engagement Center.

4. Increase student leadership development by revitalizing Freshman Leadership Council and launching Campus Leadership track for VALUE program.
OUR MISSION
The CAPS Center mission is to foster the psychological health and well being of our students in order to help them thrive, develop, and achieve academic and personal success. We embrace the diversity that is embodied in our community, and we acknowledge that the individual needs of our students are unique. Thus we treat each person with respect and dignity. Through collaboration with others throughout the University, we work to provide programs and services that build a supportive community for all.
FROM THE DIRECTOR, 
DR. KATHERINE EVANS

At the CAPS Center, students are assured of receiving help from trained professionals who have the ability to provide care in an atmosphere of mutual respect, encouragement and hopefulness. Our counselors work to help students discover their potential, resolve difficulties and cope with stress. Our staff not only provides direct services to clients, but also plays an active role in the campus community by providing a host of outreach programs that educate students about healthy choices. Fully accredited by the International Association of Counseling Services, our department exhibits the highest level of professionalism and is recognized as a quality service provider. We are pleased to work in a setting that values the role we play in enhancing the Seton Hall experience for so many students.

HIGHLIGHTS 2010-11

» The group counseling and therapy program was expanded by 140 percent. Students utilizing the center were able to choose from seven groups and workshops designed to provide specialized and expanded support and care.

» Outreach and prevention activities and programs reached more than 2,700 Seton Hall students. Staff members and graduate student trainees provided more than 100 outreach and prevention activities on the South Orange and Law School campuses. This year’s total represents a 42 percent increase over the previous year.

» Regular evening hours were provided once a week to allow working students and those on internship and field placements to utilize counseling services.

» CAPS Center staff presented sessions on mental health awareness to all sections of the University Life course, reaching more than 1,000 first-year and transfer students.

“Whether it’s through outreach in the classroom or a face-to-face meeting in a counseling session, CAPS is an amazing resource for students and clinicians in-training. With exceptional skill and understanding, the compassionate staff put forth every effort to help students reach their full potential.”

-> LARISSA MALEY, M.A., GRADUATE EXTERN COUNSELING PSYCHOLOGY PH.D. STUDENT

ASSESSMENT RESULTS

» This year, 435 students completed online mental health screenings to assess depression, anxiety, eating disorders and substance abuse. Increasing numbers of students self-referred themselves for counseling following feedback provided by online screenings.

» For the first time, client satisfaction surveys were administered to CAPS clients electronically. During three-week periods in the fall and spring, 154 students completed online surveys prior to scheduled counseling sessions. Ninety-six percent of respondents indicated they would recommend Counseling and Psychological Services to a friend.

» The CAPS Center provided 2,205 counseling sessions — including individual, couples and group sessions — to undergraduate, graduate and law students.

» Clients were routinely assessed for symptom changes using a measure designed for college students. Across all categories of symptoms, CAPS clients reported a decline in symptoms in the first five sessions.

GOALS 2012

1. Survey non-client students in order to identify barriers to those seeking help.

2. Provide mental health-related training and programming to leaders of student organizations to foster healthy decision making within groups.

3. Offer workshops outside of the center in order to increase visibility of CAPS staff and awareness of programs and services.

4. Promote student involvement and collaborate with student-led chapters of national mental health organizations to reduce the stigma surrounding mental illness.
OUR MISSION
Disability Support Services (DSS) is committed to providing equal access to all University programs and activities for students with disabilities. Policies and procedures have been developed to provide as much independence as possible for students with disabilities, to promote self-advocacy and to provide the same exceptional opportunities available to all Seton Hall students. DSS collaborates closely with other University resources to provide a unique, integrated model that serves the needs of students with disabilities. All accommodations are determined on an individual basis for qualified students with documented disabilities in compliance with University policy and state and federal equal access laws.
FROM THE DIRECTOR, KAREN M. MARBURY

Over the past year, Disability Support Services (DSS) has continued to develop new programming and worked to more effectively leverage technology to meet the needs of our clients. These efforts have assisted our clients with self-advocacy, leadership skills and career opportunities that allow them to successfully transition from high school to Seton Hall and from Seton Hall to the workforce. Moreover, we have reached out to raise community awareness about persons with disabilities so that Seton Hall continues to be a community where all students can flourish and realize their full potential. Our goal is always to create an environment that is not only in compliance with all applicable laws, but also is a living affirmation of the inherent dignity of all persons.

HIGHLIGHTS 2010-11

» Created a comprehensive referral list for students and families in need of affordable psycho-educational evaluations and assistance in the transition to post-secondary education.

» Partnered with The Career Center and the Department of Labor to bring The Workforce Recruitment Program for College Students with Disabilities (WRP) to Seton Hall University. The WRP aims to eliminate workplace discrimination.

» Implemented online registration for all housing and exam proctoring requests.

» Increased academic strategy workshops for students with disabilities and students from the larger campus-wide community.

» Partnered with Counseling and Psychological Services Center to develop a six-week skills-building and counseling group for students with Asperger’s Syndrome.

» Participated in recruiting programs designed to address the needs of local high school students with disabilities, who are interested in attending post-secondary institutions.

ASSESSMENT RESULTS

» Undergraduate students registered with DSS during the 2010-11 academic year had an average GPA of 2.91.

» Graduate students registered with DSS during the 2010-11 academic year had an average GPA of 3.56.

» DSS serves a total of 370 students at Seton Hall University (297 undergraduates and 73 graduate and professional students).

» The largest group of students registered with DSS disclosed as having medical and chronic health disabilities. This group accounted for 31 percent of students registered with DSS. Students with cognitive disabilities (ADHD, learning disabilities and Asperger’s Syndrome) represented 28 percent; psychological disabilities 19 percent; mobility disabilities 11 percent; temporary injuries 6 percent; and sensory impairment (deaf and blind students) 5 percent.

*The staff at DSS has greatly helped me with my disorders and provided excellent and courteous care with me. I’ve received the help I needed and more.*

->DSS STUDENT CLIENT

GOALS 2012

1. Offer technology training to students who need assistive technology as an academic accommodation.

2. Increase the implementation of Universal Design Principles in classroom, student activities and commencement events.

3. Increase student participation in the Federal Workforce Recruitment programs to assist students with internships and employment.

4. Strengthen faculty partnerships to provide appropriate and high-quality academic accommodations for DSS registered students.
OUR 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.

“I have been a member of the SHU community since 1998 and have found the staff of Health Services to be a diverse group of educated and multi-disciplined professionals who offer high-quality care. They are genuinely empathic, accommodating and greet each student with a smile.”

-> PETER ECONOMOU
PSYCHOLOGY
PH.D. STUDENT
ASSESSMENT RESULTS

» 3,721 office encounters during the 2010-11 academic year.

» This year, 226 students participated in a Patient Satisfaction Survey. Highest ratings were for professionalism of the provider, high-quality service and a willingness to recommend service to others.

» Chart audit by Vivature Health showed 100 percent compliance with billing and coding practices.

» Health Services conducted internal emergency drills for fire, safety and clinical emergencies.

» Follow-up audit of emergency room referral patients showed an improvement from 60 to 94 percent for use of a dedicated referral form. Patient follow-up notes increased from 85 to 94 percent.

HIGHLIGHTS 2010-11

» Received the highest level of accreditation from the Accreditation Association for Ambulatory Health Care. New three-year term extends to 2014.

» Revised appointment time slots to facilitate increased availability.

» Established a monthly “on-call” schedule during office hours for the purpose of addressing walk-in patients in a timely manner.

» Initiated new software for appointment and billing practices.

» Formalized environmental safety program in the workplace.

» Revised peer review process to include evidence-based guidelines for clinical practice evaluation.

» Collaborated with the College of Nursing to provide support for clinical clearance.

» Responded to local epidemiologic patterns through surveillance, education and treatment.

» Adapted new infectious disease guidelines per Centers for Disease Control and Prevention recommendations.

» Revised health form to simplify format and facilitate compliance.

FROM THE DIRECTOR, MARY BETH COSTELLO

Seton Hall University Health Services is a primary care facility that is nationally accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). We are one of only four accredited College Health Services in the state of New Jersey. Nationwide, only about 225 colleges have achieved this distinction. Our caring, multidisciplinary healthcare team provides confidential and comprehensive care that is designed to enhance student health and development, foster responsible decision making and ensure access to quality medical care.

GOALS 2012

1. Implement depression screening for all patients.

2. Participate in benchmarking activities with peer institutions.

3. Expand travel consultation services for students studying abroad.

4. Expand flu vaccination program.

5. Use alternate media to increase awareness of programs and services.

6. Preview electronic medical record systems.

7. Become a clinical practice site for School of Health and Medical Sciences graduate students.

8. Partner with other departments in joint assessments and programs.
OUR MISSION
The Department of Housing and Residence Life at Seton Hall University is dedicated to providing a safe and inclusive living and learning environment within our residence halls. We provide intentional programming to promote academic success, as well as personal and spiritual development, inspired by the University’s Catholic mission. We work collaboratively with other departments to foster opportunities for our diverse students to grow and develop as servant leaders and global citizens.
FROM THE DIRECTOR, TARA HART

On-campus living enriches the Seton Hall experience for our students and complements their academic endeavors. Our professional staff, and our talented and caring student staff leaders, connect with students through a variety of programs and initiatives to meet resident students’ needs. We have remained committed to integrating service and academics into the halls. Our staff participates in service activities with the Division of Volunteer Efforts, Habitat for Humanity, and other local and national organizations, as well as serves as advisers to clubs and organizations. The Department of Housing and Residence Life is poised to continue making The Hall a home for our students — in mind, heart and spirit.

HIGHLIGHTS 2010-11

» In a national benchmarking survey, Seton Hall ranked in the top 10 percent for students benefitting from diverse interactions.

» The Tutors in Residence (TIR) have seen an increase in both study group participation and TIR programming attendance. There were 661 residents who participated in study groups or attended TIR programs this year.

» In its third year, Online Room Selection allowed 1,137 students to select their rooms for the upcoming year, capitalizing on the availability of online floor plans and online support as well as access to registration for break, early arrival and late-stay housing throughout the year.

» The third annual Freecycling Event yielded 25 barrels of unwanted items that were donated to Big Brothers/Big Sisters of America.

ASSESSMENT RESULTS

» In our annual resident satisfaction survey, conducted by Educational Benchmarking Incorporated (EBI), more than 93 percent of residents reported living on campus enhanced both their ability to resolve conflict and their communication skills.

» For the third year in a row, EBI reported that more than 84 percent of Seton Hall students consumed alcohol once a week or less.

» Freshmen who attended the “After the Fire” program showed a 19 percent increase in knowledge and understanding of issues and policies related to residence hall fire safety.

“My RA experience helped shape my college experience. I served my fellow classmates and created a true sense of community. It provided me with lasting relationships, a love for residence life and uncovered my passion for what I believe is my true calling in life: student affairs.”

-> LOYDES VASQUEZ EDUCATION, CLASS OF 2011

GOALS 2012

1. Continue Hall Housing Happenings video blog and continue to leverage social networking sites to better communicate with resident students, prospective students and their families.

2. Increase faculty involvement and program offerings in Turrell Manor Academic Excellence and Xavier Hall Sophomore Discovery programs.

3. Incorporate the Catholic intellectual tradition in hall programming, connecting with material covered in the Journey of Transformation core course.
OUR MISSION
The Department of Public Safety and Security ensures that the University community and our resources are fully protected, as are the personal freedoms that fuel an open exchange of ideas and experiences among our constituents. To this end, Public Safety strives to provide a range of services in a professional and expedient manner to foster an atmosphere that supports the overall mission of the University.
FROM THE DIRECTOR, PATRICK P. LINFANTE

The Department of Public Safety and Security is committed to creating a safe and secure environment for the Seton Hall community by providing protective services 24 hours per day, seven days a week. In addition to patrol and investigative services, we offer educational programming and training for safety and emergency management. Our community members are encouraged to actively participate in these initiatives. This year, with the University’s Emergency Management for Higher Education Grant, we have enhanced our partnership with local and state emergency management agencies as we continue to develop and institute new programs and protocols. We are also upgrading our security infrastructure, including the installation of cutting-edge alarm and camera systems, to help ensure that ours is among the safest campuses in the state.

HIGHLIGHTS 2010-11

» Hosted a regional Emergency Management for Colleges and Universities Symposium attended by more than 220 representatives from 68 colleges, universities and related organizations.

» Purchased and installed a new Lenel security system, which will integrate card access, fire and intrusion alarms, and video surveillance systems.

» Conducted full-scale Active Shooter Exercise with participation of officials from the local, county and state agencies.

» Incorporated the Code Blue interactive emergency preparedness training module into the University Life curriculum for all freshmen.

» Sponsored free RAD (Rape Aggression Defense) training. To date, more than 500 women have availed themselves of this free self-defense program, which is provided by certified instructors from the Division of Student Affairs.

“Over the years, the South Orange Police Department has formed an outstanding working partnership with the Seton Hall University Department of Public Safety and Security. Our agencies, working together, share a common goal of providing a safe environment for those that are on campus property as well as in our community.”

-> JAMES M. CHELEL
CHIEF OF POLICE, SOUTH ORANGE, N.J.

ASSESSMENT RESULTS

» Residence hall inspection program resulted in a 25 percent decrease in reported residence hall burglary in calendar year 2010 vs. calendar year 2009. Overall, campus burglaries decreased 18 percent during this period.

» The Campus Area Safety Escort (CASE Van) service experienced a 303 percent increase in ridership this year. Almost 2,700 community members were provided free rides from the Public Safety building to locations within a half-mile radius of campus.

» Public Safety was found to be in full compliance with all federal and state laws, emergency management protocols, student resources and services, and standard operating procedures after a review by the New Jersey President’s Council.

» The department participated in a survey that resulted in improved lighting in strategic areas of campus.

GOALS 2012

1. Conversion of our current CCTV system from analog to digital with full integration of our surveillance capabilities with our alarm and card access systems.

2. Expand our patrol area to within several blocks of campus to establish a high-profile security presence and crime deterrent.

3. Continue to develop projects funded through the University’s Emergency Management for Higher Education Grant.

4. Expand transportation alternatives for community members traveling off-campus.
The Division of Student Affairs also includes the Campus ID Office and Parking Services. Both of these departments enhance campus safety and provide convenient services for students, employees and visitors to Seton Hall University.

Campus ID Office

The Campus ID Office provides services to the Seton Hall University community through an efficient one-card technology solution that allows for a variety of campus operations — including academic recordkeeping, financial transactions, building access and personal identification. The SHU Card system ensures a timely, accurate and consistent database for the Seton Hall community by serving as a central data point for the management of a variety of campus privileges.

SERVICES AND HIGHLIGHTS

» Provides ID cards for all students, employees and temporary campus visitors.
» Manages card access to all campus facilities.
» Manages the Pirate’s Gold program for financial transactions on campus and at selected area merchants.
» Last year, $1.35 million was deposited to Pirate’s Gold accounts.

Parking Services

ANN SZIPSZKY, MANAGER

The Office of Parking Services is responsible for the administration and enforcement of all regulations pertaining to the use of University parking lots, and the operation of SHUFLY, the University shuttle. Our staff is committed to providing the best service possible to all members of the Seton Hall University community and each person visiting campus.

SERVICES AND HIGHLIGHTS

» Issues parking permits for all student, employee and visitor vehicles.
» Riders of the SHUFLY can track the shuttle on their computer or smartphone.
» In a recent survey, customers indicated they were “satisfied” or “very satisfied” with the SHUFLY shuttle’s cleanliness (97 percent), driver safety (88 percent) and driver courtesy (85 percent).
» SHUFLY hours were extended until 2 a.m. Monday, Tuesday and Wednesday, and until 2:30 a.m. on Thursday, Friday, Saturday and Sunday.
Creating a culture of success ...

one student at a time