



*The Spelman & Johnson Group*

**POSITION SPECIFICATION  
DEAN FOR STUDENT DEVELOPMENT  
BOSTON COLLEGE  
BOSTON, MASSACHUSETTS**

**HISTORY OF THE UNIVERSITY**

Boston College (BC) was founded by the Society of Jesus in 1863 and, with three teachers and 22 students, opened its doors on September 5, 1864. Through its first seven decades, it remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, philosophy, and religion.

Originally located in Boston's South End, the University outgrew its urban setting toward the end of its first 50 years. It moved to then-rural Chestnut Hill, on the site of the former Lawrence farm, where ground was broken on June 19, 1909 for the construction of Gasson Hall. Gasson, known at the time as the Recitation Building, opened in March of 1913. The three other buildings that would form the core of the campus--St. Mary's Hall, Devlin Hall, and the Bapst Library opened in 1917, 1924, and 1928, respectively.

During the 1940s, new purchases doubled the size of the main campus. In 1974, Boston College acquired Newton College of the Sacred Heart and with 15 buildings on 40 acres, it is now the site of the Boston College Law School and residence halls housing more than 800 students.

Though incorporated as a university from its beginning, Boston College did not begin to fill out the dimensions of its university charter until the 1920s, with the inauguration of the Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College. The 1930s saw the introduction of the Graduate School of Social Work and the College of Business Administration (now known as the Wallace E. Carroll School of Management). The School of Nursing and the School of Education (now the Carolyn A. and Peter S. Lynch School of Education) followed in 1947 and 1952 respectively. The Graduate School of Arts and Sciences first offered doctoral programs in 1952, followed by the graduate schools of Education, Nursing, Management, and Social Work.

By 1970 all undergraduate programs had become coeducational, and today women comprise more than half of Boston College's enrollment. In 1996 the Evening College became the College of Advancing Studies, offering master's as well as bachelor's degrees. That same year, the university's longest presidency of 24 years, came to an end when J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by William P. Leahy, S.J.

## **THE STATE OF THE UNIVERSITY**

In the fall of 2006 President Leahy presented the summary of the two year assessment and planning initiatives and announced draft approval by the Board of Trustees of Boston College's strategic plan. The plan outlines seven major strategic institutional directions for Boston College: liberal arts education, student formation, research in the areas of social concern, research in the areas of natural science, leadership development in law, business, nursing, and education, international engagement by faculty and students, and Catholic intellectual and pastoral life.

The university has just recently completed a campus master plan that outlined construction and landscape design initiatives that will take place over the next decade. BC has also recently purchased an adjacent parcel of land to the main campus and the use of this significant addition will be included in the final master plan process. This recent land purchase was for 43 acres of the 64.5-acre expanse owned by the archdiocese diagonally across Commonwealth Avenue from BC's lower campus. Included in the purchase, in addition to the parcel's broad open spaces, are St. William's Hall, a partially occupied administrative building; St. Clement's Hall, which the university now leases for offices; and the imposing Renaissance Revival mansion that was home to Boston's archbishops for 76 years. Included in the purchase, in addition to the parcel's open spaces, are a series of administrative buildings as well as and the Renaissance Revival mansion that was home to Boston's archbishops for 76 years. The BC plan calls for the School of Theology and Ministry, residence halls, athletic and intramural playfields, academic and conference space to be housed on the new property.

In 2005, BC moved its NCAA conference affiliation from the Big East Conference to the Atlantic Coast Conference (ACC). Boston College is the twelfth institution to join the ACC conference.

### **Mission Statement**

Strengthened by more than a century of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers, and to contemporary society, the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry. Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the university regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society;
- by producing nationally and internationally significant research that advances insight and understanding, thereby both enriching our culture and addressing important societal needs; and
- by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that forms the university.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution that a diverse student body, faculty and staff can offer, with a firm commitment

to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

## **The College Leadership**

*William P. Leahy, S.J., President*

William Leahy became the 25th president of Boston College on July 31, 1996. Born in Omaha, he grew up on his family's farm near Imogene, Iowa. After one year of college at Creighton University, he entered the Wisconsin Province of the Society of Jesus in 1967. He received a bachelor's degree in philosophy and a master's degree in United States history from Saint Louis University in 1972 and 1975, respectively. Between 1975 and 1979, he studied theology at the Jesuit School of Theology in Berkeley, California, earning a master's degree in divinity and a master's degree in sacred theology while there.

Ordained a priest in 1978, he completed doctoral studies in United States history at Stanford University in 1985. Father Leahy joined the department of history at Marquette University in 1985 and became a tenured associate professor there six years later. In July of 1991, he was named executive vice president at Marquette, where he served until being named president of Boston College in 1996.

During his 10 years at Boston College, Father Leahy has presided over an institution that has solidified its position among the nation's best and most selective national universities. Since 1996, BC's endowment, sponsored research grants, and student financial aid have doubled, and the percentage of student applicants accepted has fallen from 41 percent to 29 percent, while SAT scores have risen by nearly 100 points. In addition, 100 full-time faculty members have been added, minority student enrollment in undergraduate programs has climbed from 18 percent to 25 percent, and cash gifts to the university have increased from \$24 million to \$76 million.

During his presidency, undergraduate applications to Boston College have grown from 16,500 to 26,500, making BC the fourth most-applied to private university in the United States. Currently, BC enrolls students from all 50 states and 80 countries, and its undergraduates have earned more than 150 prestigious fellowships, including two Rhodes Scholarships. Student-athletes at BC succeed in balancing the demands of academics and athletics, and BC consistently ranks among those universities with the highest NCAA graduation rates.

*Patrick J. Keating, Executive Vice President*

Pat Keating was appointed Executive Vice President of Boston College in 2001. As Executive Vice President, Dr. Keating is responsible for the areas of facilities management, finance, human resources, information technology, and student affairs, as well as for long-range operational, fiscal and capital planning. He came to BC from the position as vice president and CFO of UNext, Inc., where he was responsible for financial reporting, planning and forecasting, as well as the accounting, treasury, facilities management, and human resources functions of a company that delivers graduate business education over the internet to employed adults throughout the world.

Previously, Dr. Keating had served for 14 years at Carnegie Mellon University, first as director and then vice president of university planning before being named vice president for business and CFO in 1990. Prior to joining Carnegie Mellon, Keating served as budget officer of Michigan State University from 1978 to 1983. A graduate of Michigan State University, where he earned a bachelor's degree in economics, Dr. Keating also received a master's degree in public policy studies from the University of Michigan before earning a doctorate in higher education administration from Michigan State.

*Patrick Rombalski, Vice President of Student Affairs*

Newly appointed and assuming the position of Vice President of Student Affairs in the summer of 2008, Dr. Rombalski currently serves as vice president of student affairs at John Carroll University. He earned a bachelor's degree in religious studies from Marquette University, a master's degree in higher education from Iowa State University, and in the spring of 2005, he earned his doctorate degree from the University of Pennsylvania. His areas of interest include mission and identity, student culture, and organizational leadership.

Rombalski began his career in student affairs by working as a hall advisor in residence life at Iowa State University. From there he moved to Fairfield University to become an assistant director, followed by a promotion to associate director of residence life in 1990. Following his work at Fairfield, he then moved to the University of Scranton to become the director of residence life. In 1997, Rombalski joined John Carroll University as the dean of students.

During his tenure as dean of students at John Carroll University, Rombalski led the division in the areas of organizational alignment, reorganization, and assessment. This commitment continued as vice president and he created the position of assistant to the vice president for student affairs to advance divisional assessment and website development. He has also established a focus on developmental programming to coordinate division-wide educational programming related to alcohol, sexual assault, gender issues, diversity, and relationships. He led the division through the accreditation process and created a comprehensive strategic plan that continues to guide the division.

Rombalski has had significant leadership roles in mission and identity both at the University of Scranton and John Carroll University. At John Carroll he serves as the chair of the coordinating committee for mission and identity. He has also spoken at national conferences on the role of mission at Jesuit, Catholic universities.

## **Financial Overview**

The University's endowment is approximately \$1.5 billion, among the 50th largest in the nation.

In 1997, President Leahy announced the implementation plan for "Advancing the Legacy," BC's \$260-million, five-year investment to strengthen education, reaffirm its Jesuit and Catholic mission, increase research, and improve the quality of student life.

In November of 1999, Boston College launched a \$400 million fund-raising campaign, "Ever to Excel: The Campaign for Boston College" which created 100 endowed faculty chairs, added \$50 million to undergraduate and graduate financial aid, targeted support for academic centers, libraries, and selected undergraduate and graduate programs, and will fund new construction, including a planned student center and humanities building.

2007-2008 Tuition and fees: \$35,674

2007-2008 Room/board: \$11,720

Average total indebtedness of 2006 graduating class: \$20,359

Percent of 2006 graduating class who have borrowed: 53%

## **The Faculty and Academic Program**

Boston College offers 1,400 courses, 56 majors and concentrations, and 21 interdisciplinary programs which expand throughout eight schools:

- College of Arts and Sciences
- Graduate School of Arts and Sciences
- School of Law
- James A. Woods, S.J. College of Advancing Studies
- Graduate School of Social Work
- Wallace E. Carroll School of Management
- William F. Connell School of Nursing
- Carolyn A. and Peter S. Lynch School of Education

Since 1992 there has been significant growth in the level of sponsored research support at the university, increasing from \$14,556,952 in the fiscal year 1992 to \$44,356,907 in fiscal year 2006.

Boston College has 675 tenured and tenure-track full time faculty of whom 39 percent are women and 12 percent are professionals of color. BC also has an additional 571 part time faculty. Approximately 98 percent of the full time faculty hold doctorate or equivalent terminal degree, the undergraduate student to faculty ratio is 13:1, and the four year graduation rate is 88 percent.

There are 103 Jesuits living on the Boston College campus, making the university one of the largest Jesuit communities in the world. About half of these Jesuits are actively involved, full or part time, in the university's faculty and administration, 27 are graduate students, and 20 are from foreign countries.

Nearly one quarter of undergraduates engage in an international, volunteer, or academic experience by the time they graduate, many in the form of study abroad in one of BC's 71 exchange programs in 30 countries around the world.

## **The Student Body**

BC's 9,000 undergraduate students come from primarily the Northeast and the student population is divided roughly evenly between men and women. Nearly one quarter of the students are students of color or non-U.S. citizens. Approximately 65 percent of the undergraduates identify themselves as Catholic and two percent of the entire student body are international students.

For the Class of 2011, there were 26,584 applications, 7,736 admissions and approximately 2,284 students enrolled.

### *2006-2007 First Year Class Profile*

Number of students ranked in the top 10 percent of high school class: 80%

Number of students ranked in the top 25 percent of high school class: 95%

Number of student ranked in the top 50 percent of high school class: 99%

### *SAT scores (25/75 percentile):*

Verbal: 610 – 700

Math: 640 – 720

Combined: 1250 – 1420

## **BOSTON, MASSACHUSETTS**

The City of Boston, founded in 1630, is the largest metropolis in New England, and is among America's most vital cities---a center of trade and finance, education and research, art and culture. The city is known for its medical facilities and high tech companies, and for the educational institutions that support them. Boston's colleges and universities have a major impact on the city and region's economy. Colleges and universities are major employers and they attract high-tech industries to the city and surrounding region, including computer hardware and software companies as well as biotechnology companies like Millennium Pharmaceuticals, Merck & Co., Millipore, Genzyme, and Biogen Idec. According to a 2003 report by the Boston Redevelopment Authority, students enrolled in Boston's colleges and universities contribute \$4.8 billion annually to the city's economy. Boston also receives the highest amount of annual funding from the National Institutes of Health of all cities in the United States.

Boston's renowned performing arts groups include the Boston Ballet, Boston Symphony Orchestra, Boston Pops, Boston Lyric Opera Company, and the Handel and Haydn Society (one of the oldest choral companies in the United States). There are also many major annual events such as First Night, which occurs during New Year's Eve, and several events during the Fourth of July. These events include the week long Harborfest festivities and a Boston Pops concert accompanied by fireworks on the banks of the Charles River.

Due to the city's prominent role in the American Revolution, several historic sites relating to that period are preserved as part of the Boston National Historical Park. Many are found along the Freedom Trail, which is marked by a red line or bricks embedded in the ground. The city is also home to several prominent art museums, including the Museum of Fine Arts and the Isabella Stewart Gardner Museum.

In addition to collegiate sports, Boston is home to the Boston Red Sox, the New England Patriots, the Boston Celtics, and the Boston Bruins

## **AN OVERVIEW OF THE OFFICE OF THE DEAN FOR STUDENT DEVELOPMENT**

The Dean for Student Development office at Boston College has a history of considerable stability. Robert Sherwood served in the position for 20 years before moving over to the Advancement Division. Currently, Paul Chebator, the Associate Dean for Student Development, having served in that capacity for 27 years, is serving as interim Dean for Student Development. Chebator assumed the role of interim dean in January of 2007. Chebator holds a PhD in higher education from Boston College and a bachelor's degree and master's degree from the University of Massachusetts Amherst. Prior to his tenure at Boston College, Chebator was the director of student activities and the director of athletics at Bunker Hill Community College. The successful dean for student development will be only the third person to serve in this leadership role in the history of the position.

An internal review of the dean for student development area was undertaken in the 2006-2007 academic year. As part of that review the responsibilities of the office were unbundled and divided so in this new organizational configuration there will be an associate dean of student programs and leadership who will oversee all the student programming, activities, and events and this position, the dean for student development that will oversee judicial/community standards, alcohol and drug education, disability services and the Women's Resource Center.

### *Position Responsibilities*

Reporting to Vice President for Student Affairs, the Dean for Student Development serves as a senior member of the division of student affairs and oversees a comprehensive program that includes the areas of

judicial affairs, alcohol and drug education, off campus student behavior, disability student services, and the Women's Resource Center. The Dean is part of a division of student affairs that supports 9,000 undergraduate students, 7,300 students in residence, and 6,000 graduate students. The Dean is responsible for overseeing 10 staff, and administering a budget of \$2 million.

Additional responsibilities include:

- Advise the Vice President and other college administrators, trustees, and faculty on matters and best practices concerning student judicial affairs, student life policy and procedures, community standards, and student concerns;
- Support and infuse, within the dean for student development area, the Jesuit, Catholic mission of the university;
- Support and lead the formation of students within an intellectual, social, and spiritual framework;
- Serve in a leadership capacity within the division of student affairs particularly with regard to strategic planning and evaluation processes;
- Develop programs and policies that enhance the quality of student life and promote the holistic development of students particularly with regard to conduct and disciplinary matters;
- Support Boston College's ongoing commitment to a diverse student body and ensure that all students are actively engaged and fully integrated into the campus community;
- Assume a leadership role in managing the university's response to student behavior both on and off campus, with alcohol related incidents, and as part of athletic events;
- Respond to student concerns and coordinate the university's response to students in disciplinary and crisis situations;
- Advise Undergraduate Student Government on all non-programming issues;
- Actively engage students in the affairs of the university;
- Lead and manage the staff of the office for student development in a manner consistent with the goals, strategic direction, and Jesuit and Catholic heritage of Boston College and the division of student affairs;
- Communicate effectively with students, family members, the general public, and others who contact the dean for student development's office to address concerns and facilitate resolution of issues and problems;
- Represent the student affairs division on campus wide committees;
- Serve as budget officer for the area—oversee the budget, determine the strategic expenditure of allocated resources, and have the ability to advocate for resources;
- Work with faculty and academic administration to assure for student behavioral standards that support the academic endeavors of the university;

#### *Mission of the Division of Student Affairs*

The mission of the division of student affairs reflects the Jesuit, Catholic heritage and values of Boston College. The division promotes the emotional, spiritual, and character development of students and creates a campus culture that facilitates individual learning and community development as called for by the educational and religious traditions of the university.

Boston College is committed to the development of the whole person: intellectually, spiritually, socially, culturally, physically, psychologically, and morally. This commitment requires that all divisions of the university work in concert to achieve this goal. The division of student affairs seeks to prepare women and men to live, work, and lead in a pluralistic society. Our graduates should be people who are curious and

intellectually active, people who can understand and solve problems, people of faith, and people who will take thoughtful responsibility in addressing the needs of their communities.

In the student affairs division policies, programs, and procedures are aimed at the education and development of students and are guided by a number of core values:

- As a caring community, we are concerned about the welfare of each individual
- We all share responsibility for the welfare of the whole community
- Civility and respect for others are hallmarks of our learning community
- We are committed to achieving social justice within our university and beyond
- We strive for intellectual honesty and integrity in our dealings with one another

As with all of Boston College, the work in student affairs is deeply rooted in the spiritual vision of Ignatius of Loyola, the founder of the Jesuit order. This tradition provides a context for our approach to student affairs and can be summarized by the following principles:

- God's meaning and purpose are present in all things and in all human activity
- We are called upon to respond with generosity to this realization in the way that we live our lives
- God is active in the lives of men and women from diverse cultures and beliefs. Therefore, we share a call to a broader and more inclusive community and a responsibility to learn from one another.
- As we have been given gifts and talents, we are called to use them to help others, especially those most in need
- These insights require that we develop the ability to know ourselves and to discern the ways in which God acts in our lives.

#### *Key Areas of Oversight within the Office of the Dean for Student Development*

In addition to the following enumerated departments the deans' office also includes one administrative assistant reporting to the dean.

#### **Associate Dean of Resources**

##### **Interim Associate Dean**

Judy Robinson, currently serving in a temporary interim capacity as the Assistant Dean for Student Development she was appointed to the interim position six months ago.

Robinson has been part of the Boston College community in varying capacities over the past 18 years. She holds a Ph.D. in Developmental and Educational Psychology from Boston College, an M.A. in Counseling Psychology from the University of Connecticut, and a B.A. in Education from the University of Massachusetts Amherst. She has over 20 years experience in higher education administration including serving as the Assistant Dean for Alcohol and Drug Education at Boston College for five years (1990-1995), the Director of Residence Life at Worcester Polytechnic Institute, and an Area Director at Bentley College. She was also on the faculty of the Counseling, Developmental and Educational Psychology Department of BC's Lynch School of Education for two years (1999-2001). Prior to her current position, Robinson served as a K-12 Health Education Coordinator and Alcohol and Drug Counselor in the Groton Dunstable Regional school system.

*Oversees the following functional areas:*

### **Alcohol and Drug Education**

Assistant Dean for Alcohol and Drug Education--Robyn Priest

Robyn Priest, Assistant Dean, received her undergraduate education at Florida State University and graduated from Boston College with a master's degree in Counseling Psychology. Following graduate school, Priest worked for the U.S. Department of Education's, Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention for five years. In her role as a trainer for this national organization, she traveled around the country facilitating workshops for teams of campus and community stakeholders interested in improving the effectiveness of their alcohol and other drug education, intervention, and prevention efforts. She has been working with the Alcohol and Drug Education Program at Boston College for close to four years and currently serves as the elected chair of the Commission for Alcohol and Other Drug Issues for the Association of College Personnel Administrators (ACPA).

Program Assistant--Erin Goulding

Erin Goulding received both her BA and MA from Boston College. After working in the placement area in the residential life office at BC, she assumed the position of Program Assistant in the Alcohol and Drug Education area of the office in early 2007.

### **Recent Initiatives**

1. All incoming first year students are required to complete AlcoholEdu for College Students and attend a mandatory floor meeting in their residence halls (facilitated by resident assistants) regarding the role alcohol plays in navigating the transition from high school to college.
2. The office maintains a website as another resource for students, faculty, and staff on alcohol and other drug-related information and services.
3. Students, who are referred for education, intervention, and/or treatment through judicial system, participate in the Early Intervention and Education Program (EIEP). The four programs which constitute the EIEP are (1) CHOICES – a peer-facilitated, group, educational intervention; (2) Brief Alcohol Screening and Intervention for College Students (BASICS) – a one-on-one, brief motivational interviewing intervention for high-risk drinkers; (3) E-Toke (Marijuana Assessment and Intervention) – an on-line screening program and a one-on-one assessment with a substance abuse counselor; and (4) Alcohol Intervention Meetings (AIM) – a 10-session group treatment program facilitated by substance abuse counselors.
4. The Alcohol and Drug Education Program advocates for the increase and consistency of alcohol-free, late-night social events, which are hosted every weekend on campus. Currently, this office advises Nights on the Heights, a programming board comprised of students who plan and run some of the weekend events on campus.
5. The Campus Task Force for the Reduction of Alcohol Related Problems is co-chaired by the Assistant Vice President for Student Affairs and works on strategies such as increasing the consistency of enforcement in the residence halls, reducing the availability of alcohol to underage drinkers, developing clear alcohol and other drug policies and appropriate sanctions, increasing the number of students attending late-night alcohol-free events, and many others.
6. The Campus Community Partnership Initiative is co-chaired by the Director of Community Affairs and works on strategies such as increasing the consistency of enforcement at off-campus

- parties, increasing communication between law enforcement, judicial affairs, and the local courts, improving the relationship between students and residents of the neighborhoods surrounding BC, and many others.
7. Plans are in the works to administer the CORE alcohol survey this spring.

### **Challenges**

1. Advocating for staff and funding to support an increase in alcohol-free events on campus.
2. Engaging students in alcohol education, intervention, and prevention efforts to change the culture of illegal and high-risk alcohol use.
3. Engaging faculty in prevention efforts.
4. Advocating for an increase in the consistency of enforcement on and off campus without having authority over the departments responsible for implementing necessary changes (such as Residential Life, Boston College Police Department, Community Affairs, and the Boston Police Department).
5. Lack of quality data about students' alcohol-related and health-related behaviors (currently working with Institutional Research to implement the CORE survey this spring).
6. Lack of resources and skills necessary to conduct quality evaluations of current programs and initiatives.

### **Women's Resource Center**

Director –Sheila McMahon

Sheila McMahon received her BA in English and Women's Studies from Boston College in 1998. Her experiences with spirituality and social justice as a BC student led her to complete a year in the Jesuit Volunteer Corps: Southwest as a rape crisis advocate in San Jose, California. McMahon completed her Master of Divinity degree at Harvard University in 2002. There, her studies focused on feminist ethics, liberation theology, and education. After working as a program facilitator for the National Conference for Community and Justice-Los Angeles (NCCJ-LA), the California State Senate Joint Committee to End Poverty, and a variety of peace projects, McMahon returned to Boston College in July of 2006 to direct the Women's Resource Center, now in its 35<sup>th</sup> year of operation.

### **Recent Initiatives**

1. BC Big/Little Sisters (student-to-student mentoring program) - Kick-Off Event – 450 female BC students attended the kick-off, where they were introduced to their mentors/mentees.
2. F.I.G. (First Year Women's Interest Group) - six undergraduate student facilitators trained in group facilitation
3. BC Sexual Assault Awareness Day – with the energy and enthusiasm of undergraduate SANet advocate John Huber, SANet co-sponsored this important day to provide education and information to students about sexual assault during the first critical weeks of the academic year.
4. C21 Series on Women Panel “Handing on an Inclusive and Just Faith” and “Foremothers in Faith: Historic Women for Our Time” – coordinated the event with Series advisory group and hosted the event with C21.

### **Challenges**

1. Men's Group Activities/Programs – the Center has been working with small but dedicated group of male students this year to revitalize the Women's Resource Center men's group. They are in a building phase, and questions remain about how best to address gender issues/masculinity on the BC campus.
2. Campus Bystander Education Initiative –A variety of project phases, including data collection, coalition-building, and a social norms marketing campaign are in the planning stages. These need to take place before the bystander education component is rolled out.
3. Data Collection – we require data collection in the arenas of sexuality, body image, and sexual assault in order to establish baselines for program efficacy, as well as to monitor the impact of our programs.
4. Financial Support/Resource Allocation – Working with a very limited budget in the face of growing programs, and student participation in our programs, we need to develop new sources of revenue, as well as additional resources to accommodate our office's growth.

### **Disabled Students Program**

Assistant Dean for Students with Disabilities—Suzy Conway

Suzy Conway received her MSW from Boston College in 1997 and has worked as a clinical social worker in the areas of child welfare services, family life education, and child protective services. She has also worked as a college counselor for eight years at Regis College in Weston, Massachusetts. Conway has worked at Boston College since January of 1999, first in the capacity of project manager on a study on ageing and then as project manager with the Options Study, which involved couples where one of the spouses was dealing with chronic kidney disease. She has been working in the Office of the Dean for Student Development since September, 2004 as the Assistant Dean for Students with Disabilities.

### **Recent Initiatives**

1. Worked collaboratively with Capital Projects personnel to install a handicap accessible ramp in front of O'Neill library and renovate the handicap accessible ramp into McGuinn Hall.
2. Worked with Capital Projects personnel on the installation of swipe card access system into O'Neill library and on the complete renovation of a student room on Newton campus to accommodate incoming first year quadriplegic student.
3. Established mentoring relationships between students with similar disabilities as well as support groups in response to student needs.
4. Made significant progress regarding assistive technologies for students with visual impairments, both with electronic text and the digitization of materials.
5. Expanded collaborative efforts with administration and faculty to heighten awareness regarding increasing incidence and complexity of psychiatric disabilities.

### **Challenges**

1. Resolving accessibility issues on campus.
2. Issues created by topography of the campus—many steps, separation of campus into upper, middle, and lower campus, which are difficult to navigate for students with mobility and visual impairments, in addition to the fact that there is minimal transportation available to assist students in navigating the campus.
3. Need to provide ongoing information and in-service education programs for faculty and staff to facilitate increased understanding of disability issues and effective ways of dealing with a variety

- of disabilities, including students with invisible disabilities and the increasing incidence of psychiatric disabilities
4. Heightening university-wide awareness of the increasing needs for assistive technologies for students, as well as the need for university-wide collaboration regarding internet access, access to text, and promotion of universal design.
  5. Providing excellent service to students regarding the provision of reasonable accommodations.

### **Publications and Communications**

Communications Specialist, Cheryse Ong

## **Associate Dean for Community Standards**

### **Associate Dean Brent Ericson**

Brent Ericson graduated from Augustana College in 1996 with a degree in English and Sociology. After working for two years in admissions at Augustana, Ericson received a master's degree in Higher Education and Student Affairs at Indiana University in 2000. Following that, Ericson worked at Drexel University for three years in Judicial Affairs and Residential Life. In 2003 Ericson came to Boston College Residential Life serving as the Assistant Director for Judicial Affairs and in October of 2007, he assumed the role of Associate Dean of Student Development for Community Standards.

The majority of student conduct cases are heard within residence life with the more serious cases and the off campus infractions being heard in the dean's office. There are two standing judicial boards—one comprised of students and the other of university administrators. In terms of the level of sanctions, the student judicial board and the administrative hearing board may make recommendations to the dean up to dismissal from the university. At BC last year there were nearly 1,300 logged cases, the majority for minor alcohol violations and less than 20 cases went to a judicial board. The appeals process is based on substantially new evidence or a lack of procedural fairness. Requests for appeal may be heard by the dean or the vice president of student affairs. Parents are notified by letter if their student has had an infraction and about 20 percent of the students are seen more than once in the judicial process.

A large percentage of time and effort is spent by the Dean and certain other members of the staff around the issue of managing crises on campus. These include, but are not limited to issues relating to egregious student behavior, students in emotional crises, student activism and fan behavior before, during, and after major sporting events.

### **Recent Initiatives**

1. A change in philosophy from a 'judicial affairs' to a 'community standards' model of student discipline is currently underway.
2. Currently in the process of evaluating and selecting a new data management system for student conduct and judicial affairs in conjunction with Residence Life.
3. Development of a strategic plan to address off campus student issues, ranging from assistance, support and guidance for off campus students, to clarified disciplinary follow up.

4. Development of a comprehensive assessment plan for the office, including gathering survey data, conducting needs assessments, and developing learning outcomes for programs and services.
5. Conducting a best practices review of student judicial systems and recommending changes to the system.
6. Also underway is a review of alcohol policy including policy provisions, enforcement and sanctioning.
7. Development of an off campus student council to support students living in surrounding communities. Focus areas include off campus policy enforcement, tenant rights, neighbor relations, and student services.
8. Creating and dissemination of an off campus newsletter for sophomores and juniors.
9. Coordination of a Boston area off campus housing conference to be held at Boston College in April of 2008. Target audiences include students, neighbors, community leaders, higher education administrators, police, the Mayor's office, and alcohol retailers.
10. An initiative is underway to expand upon existing, and develop new "formative" sanctions for the judicial system. Included in this initiative is an expansion of the "Conversations" program, the creation of a pilot weekend retreat for students at risk, and a reflection program for students mandated to complete community service as a judicial sanction.

## **Challenges**

1. Off Campus Student Behavior – Boston College has a long standing tradition of off campus policy enforcement. This has translated to a significant amount of time being spent on off campus student issues (there are approximately 1200 undergraduate students living in a one square mile area on the Boston side of the campus). All off campus violations are adjudicated by the dean's office.
2. Student social culture – Boston College students have a long standing tradition of large scale socialization and abundant use of alcohol. This often creates a "Jekyll-Hyde" dimension to student life on and off campus. Students adhere to a "party hard" mentality. With a "zero tolerance" policy being enforced by both student affairs staff and the Boston College police department, approximately 1,300 disciplinary cases (with an approximate average of 2.5 students per case) were adjudicated during the 2006-2007 academic year. While Residence Life staff see approximately 50 percent of these cases, the remainder are resolved in the dean's office and the burden for administration and record keeping also is part of the dean's office responsibilities.
3. "Bifurcated" Judicial System – overall responsibility for the judicial system, including policy promulgation and resolution, rests with the dean's office. Enforcement of policy, however, lies primarily with the Boston College Police Department and the staff of the Office of Residential Life. In addition, due to Boston College's zero tolerance approach to policy violation, the total number of students seen in face to face disciplinary hearings approaches 25 percent of the student body annually. Of the approximately 1,300 judicial cases heard last year, fully 50 percent were adjudicated by staff in the Office of the Dean for Student Development. The matters adjudicated by the dean's office, for the most part, tend to be those that are complex, serious and frequently involve external constituencies including parents, lawyers, municipal police, etc.
4. Identify opportunities and implement service and advocacy programs for off campus students.
5. Gather data on the quality of student life.
6. Staffing issues – the community standards department is understaffed, compared to comparable institutions.

## CHARACTERISTICS OF THE SUCCESSFUL CANDIDATE

To advance the division of student affairs, Boston College seeks an innovative Dean for Student Development who possesses a keen appreciation for the value of a liberal arts education in today's increasingly complex global community. Significant service in progressively responsible positions focused on the education and development of undergraduate students will be required. Knowledge of judicial affairs best practices and current student development theory, commitment to ongoing professional development of staff, excellent management and administrative skills, familiarity with public and external relations, and superior communication skills will be important factors in the selection of the next dean.

The successful candidate will ideally possess the following qualities/attributes/experiences:

- A demonstrated record of leadership in student affairs where responsibility for judicial affairs/student development, the creation of a positive learning environment, and the engagement of students in the life of the campus community are a central focus;
- A desire to understand and embrace the Jesuit and Catholic history and culture of Boston College and to support the role of the Jesuit and Catholic teachings in the development of students;
- The ability to build partnerships with stakeholders across the institution and to work collaboratively within student affairs;
- Be a talented administrator and manager with the capacity to lead and motivate in a complex organization;
- Be a model citizen who is above reproach, possessing the highest degree of personal integrity, energy, honesty, and sound judgment;
- A proven ability to work in an inclusive, collaborative fashion with faculty, staff, students, parents, and the broader Boston College community;
- An articulate understanding of the issues and dynamics of difference, and a demonstrated commitment to diversity and multiculturalism;
- An understanding of the role of a large Division I athletic program in relation to the division of student affairs and to the larger university;
- An entrepreneurial outlook and facility to think creatively about how to maximize the learning potential for a residential community of students that promotes both personal and social responsibility;
- Strong written, verbal, and presentation skills and the ability to represent Boston College favorably with multiple audiences;
- Demonstrated success in implementing a constructive response to issues impacting college campuses today, including alcohol and drug use, violence, and promoting and maintaining a sense of community and civility on campus;
- Exhibit success in conceptualizing and implementing outcomes in line with the articulated vision and direction from the vice president of student affairs;
- The ability to think and act strategically with purpose and compassion;
- Possess a genuine interest in, and satisfaction from, working with students, families, alumni, faculty, and staff.

### *Likely Priorities and Challenges for the Position*

- The incoming Dean for Student Development will need to be an individual who has a vision for judicial affairs/community standards. The judicial system at BC is not particularly contemporary and there can be a disconnect between how cases are adjudicated in the residence life area as opposed to the dean for student development area. The goal is to build a community standards program that supports students' developmental growth, accountability, and engagement.

- The Dean for Student Development needs to be the campus leader on the issues of off campus student behavior, alcohol and related alcohol based incidences, and community standards as they relate to justice, integrity, and BC's mission. These include support for diversity initiatives, approaches to student discipline and adjudication of infractions, and policy development and ongoing education surrounding student use of alcohol and the behavior of off campus students.
- The division of student affairs holds significant responsibility within Boston College's recently completed strategic plan. Within the seven stated goals Boston College has committed to becoming the leader in liberal arts education among American universities and to developing and implementing a student formation program that will be a contemporary model for colleges and universities committed to student formation. The new Vice President of Student Affairs will also undertake a strategic planning process for the division and it is anticipated that the new dean will have a strong leadership role in this process.
- In addition to understanding the vision for student formation at BC and the role of the dean for student development's office, in collaboration with key stakeholders such as public safety, athletics, and mission and ministry, the dean must also be able to support and contribute to the Jesuit and Catholic mission of the university.

## **QUALIFICATIONS**

The Dean for Student Development must have a minimum of a master's degree (doctorate preferred) in educational administration or a similar field and a desire to work in a diverse, complex environment. A background in student development theory and knowledge of contemporary student issues, particularly around student conduct, and the challenges inherent in a Catholic higher education environment is important. Demonstrated collaborative work with faculty, students, parents, and other University stakeholders is critical as is experience with residential communities; demonstrated experience with assessment, strategic planning, and managing organizational change; an understanding of student leadership development; and an understanding of national trends and current best practices in judicial affairs.

## **BENEFITS OVERVIEW**

Boston College offers the following employee benefits:

- Harvard Pilgrim Health Care (HPHC), comprised of two comprehensive medical insurance options: the Harvard Pilgrim HMO plan and the Harvard Pilgrim PPO plan;
- A choice of two Delta Dental plans: DeltaPremier and DeltaCare;
- Flexible spending account plan;
- Group Life Insurance coverage to full-time regular employees, the policy is underwritten by Aetna Life Insurance Company, and premiums are paid in full by the university;
- Travel accident insurance policy paid in full by the university;
- Group Automobile and Homeowners Insurance--under a program called METPAY, employees may purchase automobile and homeowner's insurance at discounted rates and pay the premiums through the convenience of payroll deductions over the course of the year.
- The university offers a Long-Term Care Insurance Plan underwritten by John Hancock Insurance Company that is available for employees to purchase;
- The university maintains a group Long-term Disability Insurance Plan, underwritten by The Standard Insurance Company, which provides each participant a portion of his/her income in the event of a long-term disability. The cost of the insurance is paid by Boston College.

- Full-time regular employees, their spouses and their children are entitled to the tuition remission benefits and more detailed information is available on this benefit;
- The Boston College Retirement Program is comprised of two components:
  1. 401(k) Retirement Plan
  2. Voluntary 403(b) Program

The university operates two 401(k) plans: the Boston College 401(k) Retirement Plan I (with investment options through TIAA-CREF), and the Boston College 401(k) Retirement Plan II (with investment options through Fidelity Investments).

Investment options under the Voluntary 403(b) Program include TIAA and CREF regular Retirement Annuities and Group Supplemental Retirement Annuities, using the TIAA-CREF accounts that are also available under the 401(k) Plan I. The same Fidelity mutual fund choices (including the non-Fidelity “FundsNet” options) offered in the 401(k) Plan II are also available. In addition, 403(b) participants will have access to over 100 other Fidelity funds that are made available to institutional investors.

For more specific information on these benefits as well as additional information about additional benefits please visit the BC website at: <http://www.bc.edu/offices/hr/resources/handbook/hbk-benefits.html#bao>

## **APPLICATION AND NOMINATIONS**

Review of applications will begin immediately and will continue until the position is filled. A resume with an accompanying cover letter may be submitted via the SJG website at [www.spelmanandjohnson.com](http://www.spelmanandjohnson.com) under the link Open Positions. Nominations for this position may be emailed to [eth@spelmanandjohnson.com](mailto:eth@spelmanandjohnson.com). If you are unable to submit materials electronically, please call SJG at 413-529-2895.

**SJG — The Spelman & Johnson Group**  
Boston College—Dean Student Development  
Ellen Heffernan, Partner

**Visit the Boston College website at [www.bc.edu](http://www.bc.edu)**

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