THE DIVISION OF
STUDENT AFFAIRS
Completing the University Experience

DIVISION PHILOSOPHY
AND SUMMARY OF OPERATIONS

FLORIDA GULFCOAST UNIVERSITY
The Division of Student Affairs

Completing the University Experience

Our Vision
The Division of Student Affairs, at FGCU, will be recognized for exceptional leadership in engaging students in the university experience, promoting their personal development, and establishing a community of civility and care.

Our Mission
The Division of Student Affairs is a partner in achieving the academic mission of Florida Gulf Coast University. We accomplish this by enhancing our students’ ability to learn and by promoting their development as productive members of the greater community.

We are dedicated to improving students’ decision making skills, facilitating their personal development, enhancing leadership development, promoting healthy lifestyles, and assisting in developing their sense of purpose.

Our leadership in these endeavors provides a vibrant campus life that increases student engagement in the University community and creates a culture of civility and care. Through our efforts, students will develop a life long affinity for the University.

Our Values
As members of the Division of Student Affairs, we believe:

- Individuals grow and develop in unique ways.
- Learning occurs throughout the entire University experience.
- There is value in diversity of ideas, beliefs and culture.
- A strong community is committed to mutual respect, collaboration and care.
- A healthy lifestyle enhances success in learning, life and career.
- The quality of the University experience is determined by personal choices.
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The Division of Student Affairs Leadership

Dr. J. Michael Rollo, Vice President for Student Affairs
Mike joined the FGCU staff as the first Vice President for Student Affairs in July 2006. Prior to his arrival, he served for 27 years in various roles of increasing responsibility in the Division of Student Affairs at the University of Florida, including two years as the Interim Vice President. Other positions included Assistant Dean for Student Judicial Affairs, Associate Dean of Students and Associate Vice President for Student Affairs. Mike received his Ph.D. in Educational Leadership from the University of Florida. In addition, he holds a Specialist in Counselor Education, a Masters in Education and a B.A. in Secondary Education, all from the University of Florida.

Felicia Tittle, Director, Campus Recreation
Felicia has served as Director for three years. Prior to joining Florida Gulf Coast University, she was a Fitness Center Coordinator and Assistant Women’s Basketball Coach for Saint Augustine’s College in Raleigh, North Carolina. Felicia earned her MS from East Carolina University and completed her undergraduate studies at Winston-Salem State University in North Carolina. Originally from the District of Columbia, she has lived in Southwest Florida since 2005.

Reid Lennertz, Director, Career Development Services
Reid has served as Director for six years. Prior to joining Florida Gulf Coast University, he was the General Manager of the Barnes & Noble Bookstore in Naples, and Recreation Director for The Ritz-Carlton, Naples. Reid earned his MBA from Florida Gulf Coast University, and completed his undergraduate studies at Westfield State College in Massachusetts. Originally from the Boston area, he has lived in Southwest Florida since 1990.

Michele Yovanovich, Dean of Students
Michele is a founding staff member of Florida Gulf Coast University, and has served as Dean of Students since November 2005. Prior to this appointment, she served the University as Director of Advancement and founding Executive Director of the Alumni Association. Michele served as the founding Director of Admissions from 1996-2003. Prior to coming to FGCU, Michele held positions at Edison College, the University of Miami and the University of Georgia. She earned her Bachelors Degree from Stetson University, Master’s Degree in Student Personnel in Higher Education from the University of Georgia, and is currently enrolled in a doctoral program at Argosy University.
Dr. Alice Brunner, Director, First Year Advising and Eagle View Orientation
Alice began her career at FGCU in the summer of 1997, before the University opened its doors to students. Her work with first-year students includes oversight of orientation activities, teaching freshman seminar, oversight of first year advising, parent outreach and relations, and coordination of the annual New Student Convocation. She has also been involved in the first year summer reading project and the Learning Academy, a progressive learning community designed for freshmen. Dr. Brunner has served as chapter advisor to the Florida Gulf Coast University chapter of Phi Eta Sigma Freshman National Honor Society since its initial charter in April 1999. Alice received a Master of Counselor Education from Florida Atlantic University and a doctorate in Educational Leadership from the University of Central Florida.

Dr. Pam Schreiber, Director, Office of Housing & Residence Life
Pam has served as Director for four years. Prior to joining Florida Gulf Coast University, she served in a number of leadership positions within the on-campus housing programs at the University of Georgia, University of Florida, and Bowling Green State University. Pam also served in career development services and academic program administration at a small, private institution that caters primarily to working adults. Pam earned her doctorate degree in adult education from the University of Georgia, a MA in college student personnel from Bowling Green State University, and a BA in social work from the University of Wisconsin-Whitewater. Pam and her husband Bill, a native of Fort Myers, have lived in the area since 1999.

Dr. Jon Brunner, Director, Counseling and Health Services
Jon is a Florida licensed psychologist and a founding staff member of FGCU beginning his employment in 1996. He has worked in a variety of clinical settings in his 37 years of clinical experience and has extensive knowledge of student emotional and behavioral health issues. Dr. Brunner has conducted research on counselor effectiveness and has continued involvement in teaching counseling skills and suicide assessment to front line service providers. He is a member of several national and state professional organizations, including the American Psychological Association and Florida Psychological Association. Jon earned his BA from Ashland University, an MA in Clinical Psychology from Kent State University, and Ph.D. in Counseling Psychology also from Kent State.
The Division of Student Affairs

Completing the University Experience

Overview
Beginning in 1937 with the publication of The Student Personnel Point of View by the American Council of Education, the Student Affairs profession has been focused on providing specific services and programs as part of the university experience. A commitment to developing core competencies in our students in the co-curricular realm of their college and university experience has provided direction since that important publication. Updated and revised in 1949 to address the explosion of campus populations in large part as a result of the GI Bill and the returning veterans, The Student Personnel Point of View became a living document that would be revisited from time to time to reflect the changing landscape of higher education and the university experience. Most recently updated by The National Association of Student Personnel Administrators in 1987 on the 50th anniversary of the original publication, and subsequently augmented by the publication of The Student Learning Imperative in 1996 by the American College Personnel Association, it is evident now that consistent themes are woven intricately into the work of Student Affairs programs and services that are valued by the institution.

Student Affairs’ role as supporter to the academic mission of the institution is reiterated throughout all 4 documents. From the 1937 document:

One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture; the product of scholarship, research, creative imagination, and human experience.

To the acknowledgement in the 1949 statement as:

The central purpose of higher education is the preservation, transmittal and enrichment of culture by means of instruction, scholarly work, and scientific research.

And finally in 1987, the unequivocal statement:

The Academic Mission of the Institution is Preeminent.

This theme of support and acknowledgment that learning is at the core of the university experience allowed the Student Affairs profession to extrapolate this learning experience to include the student’s personal development and growth in concert with the academic learning that takes place. It is our position, as stated in The Student Learning Imperative, that “learning,” “personal development,” and “student development” are inextricably intertwined and inseparable. After college, the division between what is learned in “academic affairs” versus what is learned in “student affairs,” is irrelevant. This realization has led to enhanced interaction between academic and student affairs staff to provide new learning opportunities that maximize the student experience. First Year Experience (FYE) programs that include common reading assignments, academic theme houses and FYE courses focused on student success are becoming common ways for collaboration where faculty and staff can bring their skill sets together to increase retention and learning opportunities for First Time in College (FTIC) students. Service learning, community service and campus involvement through leadership development programs add another layer of collaboration for students to access as they traverse the institutional curriculum.
Program Designs
Here at FGCU, the Division of Student Affairs is comprised of 6 units to meet the personal and developmental needs of our students.

- **The Dean of Students Office** - Greek Life, Campus Involvement activities, Leadership Development, Student Conduct, Multicultural Affairs, Student Support Services (TRIO) and Outreach, Student Government and crisis response to students.
- **Student Development Services** - Counseling Center, Health Center, Testing Center, Adaptive Services for students with disabilities and a Prevention and Wellness unit.
- **Campus Recreation** - Intramurals, Sports Clubs, the Aquatic Center and Outdoor Pursuits.
- **Career Development Services** - Career advising, Job Fairs and Placement Services.
- **First Year Advising Center** - Eagle View Orientation, Parent Relations, First Year Advising and Family Weekend.
- **Housing and Residence Life** - All student life functions in Residence Apartments housing almost 2000 students which include an Honors Hall, Academic Themed Halls and a Wellness Hall.

Beginning with Eagle View Orientation as students enter the university, through placement support by the Career Development Center upon graduation, the Division of Student Affairs provides support and assistance with all aspects of their university experience. Campus involvement activities provide the opportunity for Student Affairs staff to interact with students in leadership positions, social activities, extra curricular learning opportunities and life experiences that require intervention or support for their health, safety and psychological well being. Our academic advising function and Special Support Services programs are important pieces of the retention efforts at FGCU and provide a structured experience to assist students identified as “at risk”.

Through all of our efforts, the staff of the Division of Student Affairs operates from an “ethic of care.” We approach each student as a unique individual in need of support and care regardless of the circumstances that bring us together. To help us maintain our focus on these issues, the Mission Statement of the Division of Student Affairs brings together all of these themes into a guiding document for our staff.

*The Division of Student Affairs is a partner in achieving the academic mission of Florida Gulf Coast University. We accomplish this by enhancing our students’ ability to learn and by promoting their development as productive members of the greater community.*

*We are dedicated to improving students’ decision making skills, facilitating their personal development, enhancing leadership development, promoting healthy lifestyles and assisting in developing their sense of purpose.*

*Our leadership in these endeavors provides a vibrant campus life that increases student engagement in the university community and creates a culture of civility and care. Through our efforts, students will develop a life long affinity for the University.*
Expectations of Students and Parents
As an institution that serves a student body diverse in age, culture, and intentions, we must be able to offer services that meet a wide variety of needs. Traditional student organizations, such as fraternities and sororities and student government, must not overshadow the needs of those students who work and have families and are unable to participate in the same manner. Hours of operation, accessibility of classes and sensitivity to differences that occur as a result of age, family structure, and work commitments must be factored into program offerings and services. The use of electronic media allows for some relief by providing a 24/7 window into the university, but is not sufficient for all services, nor desirable for many, such as counseling, health care, testing and of course, recreation.

Parents today are closely tied to their student’s experiences through electronic media and what has been characterized as a unique relationship between the parents in the Baby Boom Generation and their children in the Millennial Generation. In previous generations, parents were kept at arms length by institutions with the willing compliance of our students. Today, the opposite is true and it is imperative that we reach out to parents with information and services if we are to be successful in adequately serving today’s student.

What the Future May Hold
Students are best served when their university experience combines academic study with life experiences that personalize and ground their learning. New initiatives for Student Affairs in collaboration with Academic Affairs are available that could provide additional value added experiences to our student experience here at FGCU.

- A coordinated First Year Experience program with identified cohorts, FYE residence hall communities, FYE focused courses, and campus wide programs that augment the first year experience through speakers, service opportunities and social events.
- An enlarged and enhanced First Year Advising Office to provide better tracking of student success to improve retention.
- A renewed interest and focus on recruitment of students from historically underrepresented cultural groups with scholarship and grants to support them as first generation students.
- Enhanced and enlarged Study Abroad opportunities and international exchange programs bringing faculty, students and staff together and provide a nucleus of interest to support an International House in our residence halls.

The degree to which we are successful with collaborative efforts will be directly correlated to how willing we are to allocate necessary resources to initiatives that are competing with core curricular demands. The basic needs are in place and the current structure supports the next step in the evolution of our services as a learning-centered institution. Building alliances and collaborative ventures between Student Affairs and the other university divisions will maximize our efforts with the limited resources available.
Campus Recreation

Overview
The student recreation center (SRC) at many colleges and universities has evolved from being a place to lift weights and take aerobics classes to becoming a high-powered recruitment tool. Campus Recreation has served the wellness and recreational needs of students, faculty, staff and alumni for many years, and has historically satisfied a significant need for a contemporary, well rounded university education. Critical to the comprehensive well-being of all members of the university community, Campus Recreation has contributed to a stronger sense of campus community through enhanced services and facilities (Colleges use recreation, 2002). Recreation provides a sense of physical well-being, as well as personal development which are of vital importance to campus life. Active participation in sports and other leisure activities contribute positively to the total educational process through the development of skills essential for everyday life. Furthermore, Campus Recreation is forward developing an appreciation for the meaningfulness and importance of the use of leisure time.

Mission Statement
The Department of Campus Recreation at Florida Gulf Coast University provides diverse activities that enhance personal development, healthy lifestyles, education and a positive campus experience. We accomplish this by promoting social interaction, competitiveness, personal wellness and fun.

What is Campus Recreation at FGCU?
The Department of Campus Recreation is divided into five unique areas for students to work and recreate. These areas include Aquatics, Fitness, Intramurals, Sports Clubs and FGCU Outdoors. Each specific area offers a variety of programs and services for the FGCU campus community. Campus Recreation also provides numerous student employment opportunities throughout the year. Student employees can improve their communication, leadership and decision-making skills. Each area is headed by a professional staff person who oversees the administration of programs and staff trainings. Below are the areas within the Department of Campus Recreation.

Aquatics Center
The Aquatics Center consists of one 25-yard pool and one 50-meter (Olympic Size) pool. We provide quality aquatics programming and services to the FGCU community and the general public. These aquatic activities are developed, programmed and implemented to foster on-going participation and interaction for the development of wellness, recreation, athleticism, social interaction and the enhancement of professionalism and leadership on campus and in the community.

FGCU Outdoors
FGCU Outdoors is the outdoor resource for the FGCU Community. We are committed to enhancing the University experience through accessible, safe and educational outdoor adventures. We provide diverse opportunities to expand horizons through personal growth, social interactions and environmental understanding. In addition, FGCU Outdoors fosters the development of student leaders and participants who possess a strong sense of outdoor ethics and leadership skills.
Fitness
The fitness program is committed to helping everyone become healthier individuals by providing classes, programs and resources for the entire campus community. Our programs help individuals develop a lifelong commitment to physical, social, spiritual, intellectual, emotional and environmental wellness. Some of the programs include but are not limited to group fitness classes, fitness assessments and personal training.

Intramural Sports
FGCU intramural sports provide fun, safe and competitive activities for students, faculty, staff and alumni. Activities range from highly competitive to participatory, so there is always something for each person in the FGCU community.

Sports Clubs
A sport club is an organization formed by individuals who are motivated by a common interest and desire to participate in a particular sports activity. A sport club is managed, run and organized by students; they are not varsity sports nor are they intramural teams. Sport clubs can be recreational, instructional or competitive in nature.

Impact of Campus Recreation
Recreational sports programming significantly impacts student life, development and learning, as well as recruitment and retention. Hossler and Bean (1990) wrote that “recreational sports (i.e., informal leisure time, relaxation, games, intramurals) have been endorsed by institutions for their value in helping students maintain good physical health, enhancing their mental health by providing a respite from rigorous academic work, and teaching recreational skills with a carryover for leisure time exercise throughout life.” NIRSA (2004) found that “participation in recreational sports programs is a key determinant of college satisfaction, success, recruitment and retention.” The study also reported that at schools with established campus recreational sports departments, 75% of college students participate in recreational sports programs.

The Future of Recreational Services within FGCU
To provide participation in a variety of activities that satisfy the diverse needs of students, faculty and staff members and, where appropriate, guests, alumni and public participants.

1. To provide value to participants by helping individuals develop and maintain a positive self-image, stronger social interactive skills, enhanced physical fitness and good mental health.
2. To enhance university student and faculty recruitment and retention initiatives.
3. To coordinate the use of campus recreation facilities in cooperation with other administrative units such as athletics, and human performance.
4. To provide extracurricular education opportunities through participation in recreational sports.
5. To contribute positively to institutional relations through significant and high-quality recreational sports programming.
6. To cooperate with academic units, focusing on the development of recreational curricula.
Career Development Services

Overview
FGCU Career Development Services assists students and alumni in preparing for and achieving their career goals and expectations. We offer individual advising to students, as well as helpful resources in the Career Center and on our website. We provide services and events throughout the year to assist students in selecting a major, gaining work experience, learning about graduate school options, enhancing leadership abilities, meeting employers and developing life-long career management skills.

While university career centers offer a typical set of career planning services, each center may be unique in its mission and philosophy, and these are often influenced by the university mission and the needs of its constituents. Fulfilling the career expectations of its students is part of the FGCU mission. In addition, the FGCU Guiding Principles state that the University is dedicated to an education “that develops the whole person for success in life and work” and is committed to serving Southwest Florida by “being responsive to its region.” Furthermore, the FGCU Division of Student Affairs is “dedicated to improving students’ decision making skills, facilitating their personal development, enhancing leadership development, promoting healthy lifestyles and assisting in developing their sense of purpose.”

To that end, Career Development Services strives to fulfill the career expectations of our students and alumni by using a developmental philosophy in helping students and alumni understand the career management process, and by focusing on the SW Florida and state labor market.

A Developmental Philosophy
University career centers are sometimes, inaccurately, referred to as “placement centers.” A historical perspective of the field is helpful in understanding why this is a misnomer. Sixty years ago, university career centers were “placement” offices, charged with plugging seniors into corporate or mechanistic careers, with the priority being the highest and best use of an individual’s skills rather than his/her long-term career satisfaction. In the 1970’s, the notion of career planning (think of the popular self-help book, “What Color is Your Parachute”) gained importance, and individuals exerted more freedom in career choice. But the workplace was still characterized by stable, predictable and secure employment, and career paths for most middle-class workers remained fairly linear until retirement. Subsequently, career centers focused primarily on serving large employers (who were most apt to actively participate in on campus recruitment programs) and senior level students.

Career planning in the 21st century requires a whole new perspective. The traditional notion of careers has evolved, if not disappeared. American workers, perhaps more specifically, those with college educations, have more freedom and more career choices than in any other time in history. In exchange, however, the American worker must now assume responsibility for their own career choices and the consequences of those choices.

“In the past, choosing a career was like buying a one-way ticket from Rome to Copenhagen on a local train that made all the stops along the way. The train schedule was fixed, the stops at each station were lengthy, and detours and side trips were not permitted. Today choosing a career is more like buying a lifelong Eurailpass, with no set final destination, no fixed travel agenda, and no timetable.” (From “The New American Workplace” by James O’Toole and Edward Lawler.)

Career Development Services at Florida Gulf Coast University is designed to help students understand and navigate this new career management process, which is fast-becoming a requisite life skill. The services, while overlapping at times, are broadly categorized as career planning (involves major/career
selection, experiential education, graduate school planning) and job search assistance (involves training and guidance on job search activities such as resume writing and interviewing, and connection to employers and employment opportunities.) These primary functions are complimented by professional and leadership development activities.

**Impact**
Career Development Services strives to enhance students’ career management abilities, which can result in:

- A reduction of time students spend undecided or reduction in the frequency of major-switching, which can reduce excessive time to graduation rates.
- Increased retention and better academic performance as students develop a clearer sense of purpose and start establishing or implementing plans toward a particular career.
- High employment and salary rates of graduates.
- A reduction in the instances of “underemployment” among graduates, which is closely linked to poor “self-marketing” abilities and an unfocused career plan.
- An enhanced likelihood of lifelong career success and satisfaction, measured over the total working career of any given individual.

**A Local Focus**
FGCU is viewed as a primary source for skilled professionals to meet the workforce needs of the region and state. The majority of FGCU graduates intend to stay in SW Florida after graduation to begin/continue their career, and data indicates that an average of 75% are employed in the state within nine months of graduation.

**Impact**
Career Development Services has contributed to the employment success of its graduates. According to data collected by the Florida Department of Education, here is how FGCU graduates rank in relation to graduates from the ten other state universities in Florida.

<table>
<thead>
<tr>
<th>Year/Degree</th>
<th>% employed in the state of Florida</th>
<th>Wage rates</th>
</tr>
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<tbody>
<tr>
<td>2004-2005 Bachelors</td>
<td>#2</td>
<td>#3</td>
</tr>
<tr>
<td>2004-2005 Masters</td>
<td>#1</td>
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<tr>
<td>2003-2004 Bachelors</td>
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<tr>
<td>2003-2004 Masters</td>
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<td>2002-2003 Bachelors</td>
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Career Development Services has successfully positioned itself as an important link between the university and the local employer community. Each year, we work with thousands of employers and students/alumni, helping them connect to each other, hosting recruiting events and providing a free web-based job listing system. And, unlike most other university career centers, we have a highly-collaborative relationship with the local Workforce Development Board, further enhancing our connection to the local community.

**What the Future May Hold**

Career Development Services is one of the few departments on campus that can continue to add value to the student experience even after the student has graduated. A recent survey of FGCU graduates indicates that, at the time of graduation, over 50% were either in the job search, had not yet begun the job search, or would be leaving their current employer to search for new employment in the near future. Therefore, there is an expectation among graduates and employers that Career Development Services will continue to play a part in the career planning, employment and staffing process.

We also anticipate an increased need for career planning services as graduates change jobs and careers with increasing frequency. The U.S. Dept of Labor anticipates that current college graduates can expect to hold between 7 – 10 jobs and could work in 3-5 different careers before they retire. And according to 2001 figures by the Bureau of Labor Statistics, workers in their twenties switch jobs, on average, every 1.1 years.

Career Development Services is committed to making resources available to alumni in forms and methods that meet their expectations. As technology plays an increasingly larger role in delivering services and instruction, we continue to implement creative and effective web-based resources. To that end, Career Development Services has assembled a package of online career planning and job search resources, giving alumni virtually everything they need to prepare for and get connected to the professional world.

**Objective**

This service delivery strategy will:

- Enhance the ability of alumni to navigate the dynamics of the “new American workplace”.
- Enhance their likelihood of lifelong career success.
- Keep graduates connected to the University and actively involved as alumni.
Office of the Dean of Students

Overview
The Office of the Dean of Students at Florida Gulf Coast University plays an important role in enriching, maintaining and evaluating the overall quality of student life at FGCU. Based on the theoretical constructs of student development and involvement models, we support the academic mission of the University by facilitating personal, academic, aesthetic, civic, social, health, spiritual and professional development in our students.

The Office of the Dean of Students:

- **Collaborates** with academic partners and others to implement student-centered experiences and to further University learning outcomes inside and outside the classroom.
- **Works** directly with students to help solve problems and to assist in individual and group crisis management.
- **Cultivates** a caring and supportive campus environment while preparing students for leadership in a dynamic, multicultural society.
- **Promotes** campus involvement, appreciation of diversity and retention by providing programs and over 100 student organizations which range in orientation from service, Greek letter organizations, media, student governance, performance, multicultural and academic interest.
- **Serves** as a general resource for all students and will advocate for students when appropriate.
- **Upholds standards** of conduct, disseminates information and enforces University rules, regulations and policies.

In our day to day operations, we work diligently with the mind set of an educator—looking at every challenge as an opportunity to teach, to learn and to grow. We view the development of the student as a whole primary to our mission. We demonstrate a strong commitment to providing varied opportunities for students to grow and develop; and at the same time expect continual learning of ourselves.

As members of a staff with a shared philosophy based in student development theory, we understand that it is important to know the students of today in order to serve them. Our students are technologically oriented, physically mature and influenced by global pressures and stressors that have always existed in their lifetimes. Although seen responsible for many important things by heavily involved parents, our students need our assistance in life coaching, personal communication skill development, conflict resolution and ethical decision making.

Student learning is the primary focus of our work; but to teach responsibility, advocacy for self and others in a world laced with concern about risk, legalism, health scares and security issues, we are challenged. In this challenge, we find hope and encouragement in the resilience and fortitude of our students. We are motivated by their appreciation of what we do and by the growth we see in them...and at every turn, we celebrate their accomplishments!
Program Designs
At FGCU, the Office of the Dean of Students is comprised of 6 units which work collaboratively together to meet the personal and developmental needs of our undergraduate and graduate students.

Campus Involvement
Through opportunities to lead, plan, organize and participate in activities on campus, we encourage students’ personal growth, retention and enhanced satisfaction of the university experience.

Greek Life and Student Leadership
Through structured and intentional leadership development opportunities such as workshops, retreats and meetings, we encourage students’ growth in character, acceptance of differences, decision making and overall leadership skills through student governance and Greek letter organizations.

Judicial Affairs
Through the development and enforcement of the Student Code of Conduct, we uphold community behavioral and academic integrity standards.

Multicultural Student Development
Through advocacy, coaching, advising, student organizations and programming, we support diversity as a core value of our profession and the University.

Student Government
Through mentoring, coaching and advising, we develop and support student leaders in their integral and varied roles as committee members, decision makers, budget managers, advocates and program developers in the University community.

Student Support and Outreach
Through the administration of local, state, and federal grant programs (Public Schools Enrichment Partnership, College Reach-Out Program (Department of Education) and the Student Support Services (TRIO) program, we support and motivate underrepresented students, first generation college students, students with disabilities and low income students to pursue and complete higher education.

History
The Office of the Dean of Students was created in 2006 upon the creation of the Division of Student Affairs to provide an office that combined many of the generalist services that had previously reported to the Dean of Students when that position was the Senior Student Affairs Officer of the Campus. The title Dean of Students was transferred to the new director of this unit to provide a central contact point for students to address their direct service and advocacy needs. The Dean of Students plays an important role in providing high visibility throughout campus by serving on key university committees, including the Council of Deans.
First Year Advising Center

Mission
The mission of the First Year Advising Center is to provide accurate, useful, and timely information along with transitional assistance to new students and their families. We deliver services through progressive academic counseling, undergraduate orientation programming that facilitates a purposeful, caring and spirited experience, and through parent and family outreach. Based upon developmental theory, services are education-based, technologically enhanced, family centered and delivered with courteous consideration and respect for all.

Overview
The importance of designing, implementing and assessing transition services for first-year and transfer students and their families has never been greater. Today, the tasks associated with preparing for and transitioning to college are challenging at best and overwhelming for most, especially to those individuals who have not had adequate reference and/or experience to develop realistic expectations of what college will be like. The design of first-year and transfer programs is enhanced when considering models and best practices that are based upon sound theory and research. In that respect, the programs and services of First Year Advising, Eagle View Orientation and the Parent Office follow a developmental model that underscores a holistic approach to students’ transition to, and development within, college. In addition, the Center looks to recent literature to keep abreast of trends and changes that will affect program development.

The Developmental Approach
The collective work of developmental theorists such as Arthur Chickering, Carol Gilligan, and William Perry, etc., provides the framework for the practices in the First Year Advising Center. Adherence to the model acknowledges that students develop not only intellectually, but also emotionally, physically, socially, morally and professionally as they move through their college experience. The pace and extent to which student development occurs is affected in measure not only by curricular and co-curricular events, but also through student interaction with faculty and staff. The opportunities to move students toward maturation of basic life skills and into leadership roles are inherent in our daily work.

First Year Advising - Advising as Teaching
Academic advising is teaching. The advisor-student relationship is based upon trust, clearly defined shared responsibilities and frequent and effective communication in order for learning to occur. The Council for the Advancement of Standards in Higher Education (CAS) has maintained that the primary role of academic advising “...is to assist students in the development of meaningful educational plans...” and that “...academic advising programs must be based on theories and knowledge of teaching, learning and human development” (CAS Standards, pgs 29 -31). Mindful of the developmental framework, academic counselors in the First Year Advising Center design and follow practices which facilitate personal responsibility for student learning. To that end, an academic advising syllabus is utilized to clarify advisor and student obligations to the professional relationship (http://enrollment.fgcu.edu/advising/FYAsyllabus.pdf). In addition, tutorials, an advising manual, and web resources are provided to encourage active participation by students in formulating and making decisions about their personal and educational goals.

Academic counselors in the First Year Advising Center play a key role in student development and learning through mentoring, and by providing developmental assessment and referral. Academic
counselors provide additional experiences via workshops and major fairs in order to bring resources closer to students. An early warning alert system (FASTRACK) is utilized in conjunction with faculty to assist new freshmen in getting early feedback regarding observed practices that indicate the student is not progressing. By promoting student learning through their work, academic counselors teach standards and expectations that generalize into classroom work and beyond.

**Eagle View Orientation – Gateway to the FGCU experience**

The Council for the Advancement of Standards in Higher Education further states that “the primary role of orientation programs must include facilitating the transition of new students into the institution, preparing students for the institution’s education opportunities and student responsibilities; initiating the integration of new students into the intellectual, cultural, and social climate of the institution; and supporting the parents, partners, guardians and children of the new student ...Orientation programs must provide relevant and desirable student learning and development outcomes and provide services that encourage the achievement of those outcomes” (CAS, page 267).

Eagle View Orientation (EVO) provides the gateway to the college experience and, as such, is positioned to inaugurate student development and learning in college. The EVO program incorporates intentional and purposeful programming based on the developmental model as well as the transitional needs of students and families. The program seeks to promote student learning by incorporating program themes that emphasize student responsibility. In addition, Eagle View Orientation introduces students to faculty and student affairs staff, provides overview of campus resources and student activities, and imparts academic standards and expectations while integrating students both socially and academically into their new learning community.

**Parent Relations – A Shared Experience**

It is evident today that parents and guardians perceive their student’s college journey as a *shared experience*. The emergence of the *parent-as-partner* phenomenon in higher education may be attributed to the rising cost of the investment in college, the post 9/11 culture which has created a super vigilant parent, and/or perhaps to the unique relationship that has developed between millennial children and their parents. To ensure that both student development and learning occur in this more complex relationship, it is imperative that the partnership roles and responsibilities of the student, family and FGCU be appropriate and balanced. To that end, the Office of Parent Relations serves to clarify roles while acknowledging and supporting families’ right to know about, and be involved in, the college experience. The office provides services such as a parent website, news bulletins, family orientation, and sponsors events such as Family Weekend. The care with which the University approaches the needs of student families will foster a stronger supportive environment in which students will have the opportunity to grow and develop holistically. The message is that we welcome our parents and appreciate the perspectives and benefits they bring to our academic community.

**Assessment**

Assessment of the first year of college and other transitional periods remains essential in order to ensure that programs and services match the needs of the constituents that are served as well as to enhance program quality. The Center supports and participates in the CIRP survey, formative and summative evaluations and program debriefings as standard practice.
Conclusion and Future Perspective
Building purposeful programs dedicated to college transition and the subsequent first year requires the collaborative interests of Student Affairs, Academic Affairs and Administrative Services units. The First Year Advising Center works diligently to build university-wide partnerships as evidenced by the inclusive membership of the Eagle View Orientation Advisory Council, by active participation in the Academic Advising Council, participation in academic first-year initiatives and by numerous outreach efforts including webinars, faculty training and workshops that promote student and family issues.

Future initiatives will call upon increased university-wide efforts to bring together a coordinated First Year Experience anchored in both curricular and non-curricular experiences. The challenge ahead will be to tie experiences seamlessly into a first year experience that will connect meaningfully to future academic experiences and transitions. Attention to creating purposeful programs based upon developmental theory along with building university-wide interest in, and support for, the first year will yield:

- A greater focus on the quality of program and services for the first year student.
- Greater opportunities to enrich both students’ social and academic experiences at FGCU.
- Stronger parent and family commitment to the University and support of the academic mission.
- Opportunities for richer student development and leadership across a broader student base.
- A stronger foundational year from which students will progress and persist to academic goals.
- An intentional college experience.
Purpose
Historically, the fundamental purpose of on-campus residential communities has been to provide students accommodations in support of their academic pursuits. In some cases, this has meant simply providing a place to live because other options (i.e. private accommodations) were not available. Over time, as on-campus residential programs grew in scope and sophistication, the educational potential of this type of community living was realized. While most on-campus residential programs espouse support of the academic mission, there is much diversity in the services offered to students and the extent to which those services are directly and indirectly tied to the institutional mission.

The mission of most contemporary on-campus residential programs goes beyond simply providing physical facilities and includes the following intentions:

- Assisting new students with their transition into the collegiate environment.
- Supporting students in their social and emotional development.
- Creating opportunities for students to become engaged in the college/university community.
- Providing opportunities for student leadership development.
- Providing support for academic success.

These goals are met through a wide range of services with varying designs and delivery modes. While the institution may provide other resources for accomplishing these goals, it is generally accepted within the higher education community that the residential community is a prime environment that offers a unique opportunity to significantly impact students. There exists an extensive body of research that demonstrates the value of the residential experience for students. Equipped with this data, housing operations seek to maximize students’ experiences by providing a variety of programs and services based on theory and best practices.

Despite its typical status as an auxiliary, the on-campus residential program has a special relationship with the institution, a relationship that does not exist between the institution and other (off-campus) housing accommodations, including those that cater to students. It is this special relationship that drives the mission of the on-campus residential community.

Program Designs
The mission of the on-campus residential program is accomplished through a number of mechanisms including but not necessarily limited to the following: staffing; budget allocation; contractual terms and conditions; physical amenities; and specific programs and services offered to students. For example, because transition to college is a key factor tied to retention, many housing programs give priority to incoming (first-time-in-college) students and support these individuals through this process by specifically offering programs and services to facilitate successful transitioning.

Staffing within the on-campus residential program typically consists of several layers, each serving a specified purpose in meeting the needs of students. Student staff, similar in age but with prior college experience, are often utilized to provide direct contact and support to students.
Full-time professional staff that possess relevant educational credentials and experience in college student residential programs provide supervisory and managerial direction. In most cases, these individuals specifically pursued a career in student housing, gaining experience and education as undergraduate and graduate students. Their career ladder often includes experience managing residential communities of varying sizes and scopes, from single residence halls to groups of halls, to entire departments. In addition, collateral assignments (i.e. academic support programs; assessment and evaluation; judicial; and student leadership development) have provided them additional experience and opportunities to apply theoretical and practical knowledge.

Depending on a number of factors such as financial resources and the program mission, some on-campus residential programs employ staff who have a particular expertise such as counselors, tutors, academic advisors, or leadership development experts.

Many housing operations capitalize on the characteristics of the residential community – common purpose among the residents and similarity in personal and academic needs – to enhance students’ experiences and contribute to their development. Special interest housing or thematic housing has become a popular strategy for using the residential community in finding common interests among students through which more learning can occur. Examples include wellness, academic majors, leadership, international travel and community service. In some cases, housing operations sponsor or host academic activities such as faculty-in-residence programs, advising and tutoring, and academic courses.

In addition, most housing operations offer a myriad of leadership opportunities for residents including staff positions, residential student government positions, volunteer opportunities and skill-building opportunities such as workshops, speakers and conferences.

An interesting method for illustrating the realm of programs and services offered within housing operations is to consider the following taxonomy:

**Basic**: Sleeping rooms with key access; access to basic amenities such as a kitchen, study lounge, mail delivery; access to other campus resources; live-in undergraduate staff with availability of FT staff; security and emergency services; leadership opportunities

**Enhanced (in addition to basic programs and services)**: Special interest housing options; access to several living arrangements (types of rooms/apartments); access to amenities such as computer lab, meeting rooms, general interior and exterior community spaces; co-curricular programs and activities based on a model for student development; staffing includes fulltime administrators with relevant academic credentials and experience and specialists in educational programming, leadership development, and student judicial programs; leadership opportunities at multiple levels of sophistication and responsibility; assessment of satisfaction of residents

**Ideal (in addition to enhanced programs and services)**: Living/learning community options based on a model for experiential learning; access to live-in faculty and/or other administrators; academic services such as tutoring and advising located in residential facilities; outcomes (student development) based assessment; highly sophisticated leadership opportunities that require involvement throughout college career
**Expectations of Students and Parents**
Depending on their own experiences with college life, parents of residential students have as diverse a set of expectations as there are students. In addition to the fundamental requirement of a safe, clean, well-maintained and economical place to stay, parents also expect a fair amount from the institution in terms of assisting students by supporting their personal and academic success. Parents as well as students expect that the on-campus residential program provide direct assistance in resolving a host of problems. Parents are also quite interested in the “value” of the program – what “product” are they buying and is it “worth it.”

**Business Realities**
Most on-campus housing programs at public institutions are considered auxiliary in that the program is responsible for generating funds for all expenses associated with the operation. This status requires that the operation be managed according to sound business practices. Because of the unique mission of the on-campus housing program, business operations need to be established that complement the educational potential of the program. This “student-centered” approach means that certain business practices and policies recognize and account for the special needs of students. Achieving the balance between meeting the financial obligations of the operation and meeting the mission is paramount.

Since occupancy drives the budget, occupancy management is critical to the health of the operation. **Occupancy management** is a complex process that combines meeting expectations of numerous constituencies, supporting the institutional mission, and providing a desirable product such that demand is always high. When capacity exceeds demand, the program is significantly hurt by loss of revenue and consequently, the inability to offer programs and services beyond a basic accommodation. (Rarely, does the institution make up for revenue losses that result from empty beds.) When demand exceeds capacity, decisions must be made regarding who will be served, in what manner and for what purpose. Often, the mission of the institution as well as the residential program drives these decisions. Consequently, unlike filling vacancies at a hotel or conventional apartment building, occupancy management in the college student residential environment must consider a combination of factors not the least of which is how certain decisions will impact the long-term health and status of the program.

**Assessment**
Assessment of housing operations has received much attention in recent years and the methods for doing so have improved. Results of assessments are used in decision making regarding programs and services (to eliminate, initiate, or revamp), in marketing the value of the on-campus residential experience, and to demonstrate the connection between the residential experience and institutional goals regarding student learning outcomes.

**Research**
Research focusing on the residential community has included studies on student satisfaction with various programs and services, the developmental impact of the residential environment, how the residential program can support academic achievement and retention, the impact of special living/learning communities, and how the residential environment can be used to enhance institutional learning outcomes. Special programs and services such as those discussed above have also been studied and in general, found to positively impact critical outcomes such as retention, satisfaction level, academic achievement and social and emotional development.
FGCU On-Campus Housing Today and Into the Future
On-campus accommodations at FGCU opened in 1998 and the program has had a dynamic, albeit short, history that has included past-paced growth. Considering the nature of this student service, additional beds have not simply resulted in “more of the same” but have qualitatively changed the nature of the overall program each year. In other words, the complexity of the program changes as we grow because of the numerous issues discussed in the previous paragraphs and outlined in the final section “End Note”.

With that said, a few descriptive comments regarding FGCU’s current on-campus housing operation are in order:

- The current residential community, referred to as North Lake Village, houses 1944 students. Future development is underway with the opening of Everglades Hall (406 beds) scheduled for Fall 2008. Additional development in south village is master planned at 3000 beds.
- The current operation includes a business enterprise and educational function referred to as “residence education.” All areas employ qualified staff with specific educational credentials and hands-on experience related to areas of responsibilities.
- The program is an auxiliary operation managed by the University but funded by a direct service organization established for purposes of funding on-campus accommodations and parking.
- Assessment of the program has revealed a high level of satisfaction with the programs and services offered.

The on-campus residential program at FGCU reflects much of the philosophical underpinnings described in this article. Rather than provide additional information about the program as it specifically exists today, the information shared here speaks primarily to the guiding principles by which the program will continue to grow and develop.

End Note
When an on-campus housing operation is established, when a program undergoes major changes, or when an institution decides to grow its operation, a number of key questions must be addressed. The list of questions is almost endless but the following examples bring to light the unique mission of the on-campus housing operation as well as the extent to which a housing operation can embody institutional values:

- To what extent should the costs for on-campus accommodations be driven by market value/competition? What consideration should be given to the other costs associated with attending the institution incurred by students (i.e. increases in tuition; fees)?
- To what extent should the operation compare itself to off-campus options in terms of amenities and price?
- How can the operation “sell” the programmatic offerings as an amenity?
- To what extent should the program promote a diverse living environment where students may be placed with others whom they don’t know or didn’t necessarily choose?
- To what extent should the living environment allow students to act on lifestyle choices?
- Should the operation manage occupancy such that the residential population caters to certain groups, all groups equally, or do nothing to impact the demographics of the population?
To what extent should the on-campus housing operation create special programmatic “requirements” for students or should students always have the option to live in residence but not participate in campus life in any other way?

The on-campus housing operation is a combination business enterprise and educational program with great potential to significantly enhance students’ experiences while in college including supporting their academic success. The residential community presents the institution with a unique opportunity to fulfill its mission. Those housing operations deemed outstanding take full advantage of this opportunity and offer students much more than just a place to sleep. Instead, students are presented with well-developed and supported programs and services with clear purpose and measurable contributions to their success.
Student Development Services

Services
The Department of Student Development Services (SDS) consists of Student Health Services, Counseling and Psychological Services, Testing and Assessment Services, Prevention and Wellness Services, and the Office of Adaptive Services (for students with disabilities).

These service units provide professional health, assessment, and academic support services which respond to particular counseling, physical health, academic and wellness needs of students. These services are provided by licensed professionals and by law the student records for these services are confidential and not part of the student academic record.

Mission
The mission of SDS is to care for students from a holistic wellness perspective; thus enabling students to accomplish their personal, academic, and career goals. This objective is reached through the high quality, integrated professional services we provide.

These services are designed within a culture of care which respects the rights of the individual and are rendered with beneficence, fidelity and honesty. Through our care and service we promote the development of the student in terms of personal awareness and growth, healthy life styles and concern for others and the world within which we live.

Purpose
The purpose of SDS is to provide private, high quality, confidential services to students with emotional, physical, behavioral and academic needs. Research has shown that the level of stress students experience is unparalleled. Indeed, data has shown that 40-45% of college students report being so depressed at least once during the academic year that it was difficult to function. This finding has been consistent over the past six years. It is also noted that the top ten impediments to academic performance, according to students, are all behavioral and physical health related (2005-2006 National College Health Assessment). SDS services are designed to care for students from a holistic wellness perspective. This holistic approach entails attending to the physical, emotional, social, intellectual, occupational and spiritual needs of the students.

Consistent with the academic mission of the university, SDS goes beyond primary care and assistance. Academic and personal developments are emphasized in the SDS delivery system through educational presentations, outreach programs, and volunteer and work service opportunities. Our services are in high demand. FGCU enrollment has grown 12.6% over the last three years while key figures in these service areas have surpassed this enrollment increase (e.g., over the last three years health center visits have increase 14.4%, counseling center sessions have increased 23.4 %, test administrations have increased 16%).
Programs

Wellness Center Services

Counseling and Psychological Services (CAPS) provides personal and career counseling as its major function. A full array of professional services including psychiatric services, consultation and referral, emergency 24/7 on-call and outreach programs (e.g. Suicidal Awareness) as well as other support and assessment services to assist students and the FGCU community.

In addition, CAPS maintains a highly interactive and informative website which addresses the many personal needs of students; including health and skill building related questions and self-screenings for psychological issues.

Student Health Services (SHS) provides primary healthcare for all FGCU students. The staff of physicians, registered nurse practitioners and nurses provides immediate triage, basic care, education, health awareness programs, and evaluation of medical and immunization records. Services supported by the Student Health Fee include physical examinations, routine medical care, preventative medicine, women’s exams and other basic wellness focused services.

Services available for a nominal additional cost recovery fee include: immunizations, medications, laboratory tests, pap smears, minor surgical procedures and HIV/AIDS testing and counseling. SHS offers students an opportunity to purchase health insurance. Health insurance coverage is highly recommended for all students. Applications are available in the Health Center Clinic.

Prevention and Wellness Services (PWS) is the health education arm of the Wellness Center. Taking a holistic approach to wellness, PWS offers many health related programs and campus wellness events. The largest and most visible programs include the Annual Health Fair and the weekly Prevention Extension Gazebo. PWS is in the second year of a three year national suicide education grant. PWS also provides programs to address Alcohol and Drug Education (including AlcoholEdu), Prevention and Response to Relationship Violence and Sexual Assault, Nutrition and Fitness Information, Sexual Health Awareness and Prevention, Stress Management and Eating Disorder Awareness.

PWS sponsors a health education leadership opportunity program called PeersCare (counseling, advocacy, and real-world education). PWS recruits and trains students who want to become student leaders in the health education area.

Testing and Assessment Services (TAS) meets the many testing needs for the university and Southwest Florida Community. The Testing Center consists of twenty-eight state-of-the-art computer workstations which provide a wide variety of placement and assessment instruments including CLAST, CLEP, FTCE (Florida Teacher Certification Exam), MAT (Miller Analogy Test), National ACT and Residual ACT as well as support for correspondence course exams and distance learning exams. Testing services are available to students by individual request or counseling center staff referral.

In addition, TAS offers workshops on test anxiety and test preparation courses for GRE and GMAT. Test information and registration booklets are available for GRE, LSAT, GMAT, SAT, ACT, TOEFL, along with several others.

Adaptive Services – Students with Disabilities

The Office of Adaptive Services (OAS) provides specialized attention for all FGCU students with a documented disability by assisting with reasonable accommodations and other support services so that students have the opportunity for full participation in university services and academic pursuits.
Reasonable accommodations can include extended time on exams, note takers, oral tests, untimed tests, interpretation for deaf students, large print/Braille, among others that are determined based on individual need.

The OAS supports a lab which contains assistive technology equipment and is a resource-learning center for students with disabilities.

**Future Developments**

There are many exciting developments that could enable the services of SDS to have a greater impact on the success and personal growth and development of students. These developments will be to a large degree contingent on future funding and physical space, but their development would enhance the FGCU community and the wellness of its students. Possible areas of development for the health and wellness initiatives at FGCU include:

- An in-residence mental health professional with first responder capability
- An enhanced case management function to better serve all FGCU constituencies
- An enhanced health education outreach with greater development from peer educators
- A campus-wide Health Education Committee to guide PWS
- Greater assessment of health needs through the NCHA and CORE Surveys
- Counseling Center accreditation
- A specifically defined Alcohol Task Force
- 24/7 physical healthcare triage service
- Management of a mandatory health insurance program
- Enhanced academic support technologies and program for student with disabilities
- A pharmacy serving the entire university community
- Expanded neuropsychological assessment
- A state of the art Testing and Assessment facility