



Division of Student Affairs

Annual Report

2009-2010





University of
Massachusetts
Dartmouth



November 2010

It is with pleasure that I share this Student Affairs 2009-10 Annual Report. This report is comprised of sections of the Annual Reports submitted by thirteen department heads and supervisors within the division of Student Affairs, which is a part of the larger division of Academic Affairs. These sections are intended to provide an overview and highlights of what each department has accomplished over the past year. Collectively, they represent achievements made possible by the countless hours of hard work the staff members of the division have provided. As I am sure you will agree when you read this report, the university is fortunate to have student affairs staff and administrators of such high caliber and dedication to support and educate students, which greatly contributes to their personal and academic success.

The various sections of this report are presented in alphabetical order, following an overview provided by the central Student Affairs Office, which provides leadership of the division. In addition to the authors of these sections, I'd like to also express great appreciation to all of the staff within each department who contributed so much to make these achievements possible. With the dedication and commitment of each of these staff members, the collective work of the division was strengthened considerably. I would also like to take this opportunity to appreciate the tremendous work of two very special people - Ann Valentino and Marjorie Fernandes.

I hope you enjoy this report. Please do contact us if you have any questions or comments.

Sincerely,

A handwritten signature in black ink that reads "David Milstone".

Dr. David Milstone
Associate Vice Chancellor for Student Affairs

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OFFICE OF STUDENT AFFAIRS

Submitted by Dr. David Milstone, Associate Vice Chancellor for Student Affairs and Cynthia Cummings, Assistant Vice Chancellor for Student Affairs

I. SUMMARY OF THE YEAR

The 2009-10 year was a year of changes, challenges, and new opportunities. At the end of FY 09 and well into the summer of 2009, the University underwent a necessary series of staff layoffs and contract reductions in order to meet the fiscal challenges created by a reduction in State allocations to public Higher Education, including the University of Massachusetts campuses.

In Student Affairs, changes resulting from the fiscal constraints included the loss of the Vice Chancellor for Student Affairs position, the Research Analyst position, the Vice Chancellor's Administrative Assistant, and the restructuring of 18 additional positions in the departments of Student Conduct, Career Development, Counseling Services, Health Services, Unity House, and the Center for Access and Success. Additionally, after much consternation, the decision was made to close of the Children's Center for Learning. Many of these restructured positions resulted in staff moving to other divisions of the campus in order to maintain a 12-month position, which resulted in the need to conduct numerous internal and external searches throughout the summer and fall semester to replace these staff members. To add to the challenges of the year, the Director for Student Conduct and Assistant Director of Health Services moved on, and the Director of Health Services and Director of First-Year Student Support in the CAS Office Services both retired. Finally, with the departure of the Vice Chancellor, it was determined beneficial to move the Athletic Department, Department of Campus Services, and Housing Facilities to the Administration and Finance division, and the Department of Community Service and Partnerships to the division of Academic Affairs.

These significant changes within Student Affairs created numerous challenges, but to the credit of the staff and leadership of the division, staff stepped up to fill voids, empty positions were filled, and by the spring semester, all departments (except one) were fully functional and continuing the fine work the University has come to expect of these departments.

One significant change created by the loss of the Vice Chancellor position was having the new Senior Student Affairs Officer, the Associate Vice Chancellor, report to the Provost. Being a part of the Provost's staff meetings, deans' retreats, and working closely with the Provost and the rest of the academic affairs leadership facilitated the many collaborations between Academic and Student Affairs that had been initiated the years prior.

Despite the loss of the Research position, Student Affairs continued to prioritize efforts to reach out to students and hear what was important to their lives, their comfort, and

their success at the University. We conducted the CIRP Survey at Orientation, monthly Conversations that Matter focus-group dinners with students and parents in the fall and spring, the 4th annual Student Satisfaction Survey and the Senior Exit Survey in the spring, and the Attrition Rationale Report this summer. These surveys, reports, and the information learned from these activities proved extremely helpful during the April NEASC visit and have served to inform current efforts to increase both student retention and enrollment at the University.

II. ACCOMPLISHMENTS OF THE YEAR

Division Leadership and Supervision

- The Student Affairs leadership assumed supervision for the 13 departments and the 75 professional and approximately 200 para-professional staff members within Student Affairs.
- Worked with all directors to develop Annual Operating Plans and Annual Reports.
- Working closely with department directors, exercised responsibility for the oversight of all Student Affairs budgets totaling approximately \$30 million, including the auxiliary Housing budget, fee-based Health Services, New Student Orientation, and Commencement budgets, the Student Fee Allocation budget (SFAC) and all departmental budgets.
- Worked with all department heads with regard to filling the myriad of positions that became vacant following the Retrenchment Process and staff retirements.
- Created staff development opportunities for Student Affairs staff in the form of monthly Student Affairs Professional Development sessions, bi-weekly department heads staff meetings, a Holiday Dinner, a January Retreat, and two summer retreats for Student Affairs department heads. Coordinated opportunities for staff to attend Women's Resource Center 40th Anniversary Celebration, the Civic Engagement Summit, and the Compeer Fund-Raiser Auction.
- Coordinated campus On-Call process and follow-up regarding 142 after-hour emergencies.
- Actively involved in New Student Orientation, Parent Orientation, International Student Orientation, and the Law School Orientation.

Division Program Development

- Worked with Department Heads to revise the Student Affairs Strategic Planning document. The revised document is available on-line.
- Worked with Department Heads to develop a set of “Core Department Functions” for all Student Affairs departments. The final document is on-line.
- Coordinated (with the Assistant Dean/Director of Unity House) a Program Assessment for the Frederick Douglass Unity House.
- Worked with the Director of Student Activities, Involvement and Leadership to strengthen campus programming and Leadership Development opportunities.
- Worked with the Director of the Career Development Center to decentralize career advising, planning, and placement services to meet individual College and School needs.
- Revised the Conduct of Student Code Policies and Procedures – approved by University Trustees in spring 2010.
- Worked with students and community members individually and collectively to locate missing students following the Haiti earthquake, and to empower our students to plan a variety of campus-wide Haitian relief efforts such as "L'inyon Fe la Fos," a celebration of Haitian culture.
- Successfully solicited funding for new Student Emergency Fund to begin in fall 2010.

Research and Assessment

Coordinated the following surveys and assessments:

- CIRP data analysis - presented to Retention Committee, Student Affairs, and deans
- Student Satisfaction Survey – presented to deans, Student Affairs, and Student Senate
- Conversations that Matter - student (monthly) and parent (semesterly) focus groups
- Leave of Absence/Withdrawal - Attrition Rationale Report
- Senior Exit Survey

Campus Leadership

- Chaired and coordinated the Commencement Committee and two graduation processes.
- Coordinated Student Leave and Withdrawal Process, including all Medical Leaves.
- Coordinated a new August Move-In Process Team comprised of staff from Campus Facilities, Public Safety, Campus Services, and Student Affairs.
- Chaired the Student Fee Allocation Committee (SFAC) process.
- Served on the Union Contract negotiating teams representing University Management.
- Co-chaired a new Integrated Student Learning Outcomes (ISLO) committee with the Associate Provost for Undergraduate Studies.
- Co-chaired the NEASC Accreditation process Standard 6 subcommittee and served on Steering Committee. Worked with a group of faculty, staff and students to complete a report detailing how the University measures itself vs. the components of the Standard.
- Co-chaired the Diversity and Pluralism Council, which accomplished several strategic planning goals towards creating a more inclusive campus environment.
- Served on Law School Transition Team representing Student Affairs departments.
- Co-chaired a Campus Pride effort that involved soliciting input from faculty, professional staff, AFSCME staff, and students, and making recommendations to the Chancellor.
- Active member of the Senior Enrollment Management Team (SEMT).
- Served on IT Planning Council, assisting in the development of the CITS strategic plan.
- Co-chaired the Endeavor Scholars program.
- Member of the Dukakis Internship Selection Committee. Funded 2nd internship recipient.
- Represented Student Affairs on the Emergency Response Team Committee to develop the response to the H1N1 outbreak.

- New Student Orientation Book Discussion facilitators.
- Co-chaired the Alumni and Family Weekend program.
- Coordinated SAGE efforts to address concerns of unusual, erratic, or risky student behavior raised by faculty and staff.
- Collaborated with colleagues to create the Multicultural Network of Faculty and Staff of Color that has significant involvement campus-wide towards creating a community for faculty and staff of color and a climate of inclusiveness.

Student Involvement

- Served as Advisors to numerous student groups and organizations including the Student Senate, Golden Key, HASA, and Greek organizations.
- Attended a wide variety of campus social activities, athletic events, academic recognition, cultural and recognition celebrations, and focus groups.
- Offered numerous training sessions and workshops for the Student Senate, Resident Assistants, Emerging Leaders, Donald Howard series, Orientation staff, and general student population.
- Worked individually with several students interested in pursuing Student Affairs as a career.

ASSOCIATE DEAN OF STUDENTS/COORDINATOR OF STUDENT CONDUCT AND DISPUTE RESOLUTION

Submitted by Mary Beckwith

I. SUMMARY OF THE YEAR

I believe that the major accomplishment this year was to have managed both the Associate Dean and Coordinator of Student Conduct and Dispute Resolution roles for an entire year. This was unexpected (due to a resignation) but with the Assistant Vice Chancellor picking up many of the Associate Dean responsibilities, I was able to achieve many successes with both the Orientation programs and the Student Conduct area.

II. ACCOMPLISHMENTS OF THE YEAR

Associate Dean of Students:

- Supported numerous students and families with a myriad of problems ranging from personal to financial to academic issues.
- Chaired the University Alcohol Committee and submitted a completed report in April 2010.
- Attended numerous student activities and events throughout the year.
- Served as On-Call Dean for responding to after-hour emergencies.
- Served on campus committees and search committees and as Advisor to Delta Pi Omega Sorority.

Student Conduct:

- Worked with the Associate Vice Chancellor and Assistant Vice Chancellor to revise the Student Code of Conduct - received approval by the Board of Trustees.
- Provided training, consultation, and advising to the RDs and the Conduct Hearing Board. Implemented Brief Motivational Interviewing into Pre-Hearing Conferences and crisis follow up. Met with the RDs monthly to discuss issues related to conduct. Substantially reduced the time RDs spend on data entry. Implemented a process that focused the deliberation discussions and improved both the application of the standard of proof and appropriate sanctioning.

- Utilized the Peer Health Educators in alcohol sanctioning by implementing the Absolute Truth seminar as a sanction for second time violations.
- Provided a webinar on Restorative Justice, a relatively new concept in conduct processes.
- Implemented MyStudentBody.com-Drugs as a sanction for first time minor violations of the drug policy replacing the Drugs 101 seminar due to the departure of our Drugs 101 presenter.
- Implemented a paper process for file-sharing cases, which increased sharply this year due to the elimination of the University's free downloading service, RUCKUS. This reduced the RD student conduct workload.
- Performed personal caseload of 374 cases and coordinated the campus total of 2341 cases for the year.

New Student Orientation

June Orientation Improvements:

- Allowed new students to select some of their own courses using COIN. Involved careful planning and coordination with Academic Advising and CITS and thorough training of the Orientation Leader staff to assist in the COIN rooms.
- Based on the recommendation of the University Alcohol Committee, we spoke directly about alcohol with our new students by adding a social norms component to the June Orientation Program. We presented data from the recent ACHA survey that refuted the assumptions/experiences of our new students. We also then presented all data to the families of new students the following day.
- Added a component in our small group Getting Started meetings in which OLS reviewed the Code of Conduct with new students.

August Orientation Improvements:

- Provided nationally known speakers in Diversity, Relationships, Leadership, and from the Reality Show- The Biggest Loser, for Orientation sessions.
- Improved the formality of New Student Convocation with the participation of the Chancellor, increased participation of the faculty, the use of academic regalia, and a receiving line at the conclusion of the event.

- Added a session called "Excuse Me, Can You Tell Me Where?" in which new students found all of their classrooms with the assistance of Orientation Leaders. This was the most highly rated session of the orientation.
- Implemented an Orientation Liaison to each first year residence hall during move-in to work directly with the RD to answer questions about orientation and resolve problems.
- Strengthened the Book-Discussion portion of Orientation. The book was far better received than the previous year by all constituencies and will be used for a second year.
- Improved the relationship between New Student Orientation and the Residential Life staff in the first year buildings by participating with the OCs in the RA Retreat and coordinating a program between the OLs and RAs.

CAREER DEVELOPMENT CENTER

Submitted by Dr. Gail Berman-Martin, Director

I. SUMMARY OF THE YEAR

The Career Development Center (CDC) dealt with many challenges and changes over the past academic year. Five major factors that have been responsible for producing these challenges and caused subsequent changes to the operation of the office include: 1) retrenchment, 2) reorganization, 3) relocation, 4) on-line career management system, and 5) the “Great Recession.”

Since August 2009, when retrenchment largely occurred, staffing on both professional and clerical levels has been a constant and consuming issue of concern. Due to the University’s fiscal constraints, retrenchment began which then ensued “bumping” of staff. In addition, a reorganization of Student Affairs affected the CDC by reducing the staff, except for the director, to 10-month contracts. The CDC office remains open for twelve months, and the director staggers 10-month schedules over a 12-month period. In addition, three senior staff members decided to “bump” into other university positions and one retired. Finally in April 2010, after eight months of retrenchment and reorganization, the CDC staff was once again complete with six full-time staff members. In the new model, the professional staff were assigned counseling and liaison responsibilities by academic colleges. The clerical staff works with all CDC staff and assists with programs that encompass all majors.

Also in April 2010, the office physically moved to a much-improved location; the ground floor of the McLean Campus Center, with increased visibility and student access. The new location has created a noticeable increase in student traffic, walk-ins and scheduling appointments.

In addition to staffing changes and relocation, the CDC created a new web-site and implemented a new on-line career management system, *UMD CareerLink*. The new *CareerLink* is more cost-effective and has replaced both *e-Recruiting* and *Optimal Resume*. It is compatible with the *Student Group Management System (SGMS)* used by the SAIL office. Both systems run parallel and both access the same student information fields which has improved communications with students. *CareerLink* went live on March 21, 2010, when students returned from Spring break.

Career Link functions include: employer registration, on-campus recruiting, job fair/event management, career counseling/appointment management, event calendar, student notifications & announcements will all be handled through *CareerLink*. Career information and notices can now be sent electronically to all students and employers. Employers now are able to register for on-campus recruiting, job fairs and other events via *CareerLink*. They can also post jobs and internships, as well as, view student resumes on-line. Students in turn can create and down-load their resumes and view job

postings. In Fall 2010, students will be able to sign-up for on-campus recruiting via *CareerLink*.

In addition to the above changes, the CDC has also revised the *4-Year Career Development Plan* to be more focused on achievable goals for each consecutive academic year. It now appears on the CDC webpage: www.umassd.edu/cdc and also is prominently printed in the CDC's *Rapid Guide to Career Development*, a brochure handed-out at all student outreach opportunities.

Due to the "Great Recession" and the downturn in the economy and hiring, the CDC was able to coordinate only one fall job fair, Accounting and Finance Career Night and one spring fair, Senior *Career Day*.

The *Accounting and Finance Career Night* took place on September 23, 2009 in Woodland Commons. It included a Networking Session and a Panel discussion from four company representatives with 20 companies and accounting firms participating in the event. More than 150 students attended the event.

Instead of the usual Career Expo, the CDC staff coordinated a *Senior Career Day*, which took place on May 5, 2010 in the Claire Carney Library Browsing Area. The day's activities included: Overview of CareerLink, Resume Builder, Interviewing Techniques, Job Hunting Tips, and a Panel Discussion. The panelists provided a wide range of employment information including local, state and federal, as well as, graduate school information. Approximately 100 students attended this event.

II. ACCOMPLISHMENTS OF THE YEAR

The primary accomplishment of the CDC was certainly the shift from being a centralized campus resource to a decentralized resource that is now College-specific. The other accomplishments will be shared in the form of campus fairs and programs offered to the community.

Career Development Center Activities 2009-2010

<u>I. Individual Appointments:</u>	<u>Career Counseling</u>	<u>Resume</u>	<u>Internships</u>
*CAS	342	230	55
*CCB	89	105	76
*COE	44	67	32
*CON	15	89	N/A
<u>*CVPA</u>	<u>29</u>	<u>24</u>	<u>15</u>
	504	515	178

Total Students = 1197

CENTER FOR ACCESS AND SUCCESS

Submitted by Wendi Chaka, Director

I. SUMMARY OF THE YEAR

The Center for Access & Success has been a very dynamic department this year with my successes and challenges. The Center engages in much direct, daily contact with students including but not limited to intakes, scheduled appointments, exam proctoring, walk-ins, phone calls, and e-mails.

In addition, the staff of the Center for Access & Success has a high level of contact with many other departments and divisions at the University such as the Counseling Center, Health Services, the Academic Resource Centers, and Academic Advisors. The Center also is in constant contact with professors regarding accommodations for students and information for exams.

Our caseload of students I served in the fall '09 semester and the spring of '10 averaged 200-300 students. The demographics of the population changes each semester but largely consist of students with learning disabilities and ADD/ADHD. A growing number of students with autism spectrum disorders including Asperger's Syndrome and vision, physical, and emotional disabilities.

II. ACCOMPLISHMENTS OF THE YEAR

- The Center for Access & Success continues to strive to strengthen relationships with other departments, professors, students, and parents by making direct contact and follow through with our actions.
- CAS successfully proctored over a 1000 exams in the fall '09 and spring '10 semester.
- CAS scribed over 70 exams for students in the fall '09 and spring '10 semester.
- Restructured the accommodation of reduced distraction and extended time procedures including scheduling and testing guidelines.
- Revised the note taking guidelines and hiring procedures.
- Changed the notification process to professors of academic accommodations by putting the responsibility to the student increasing the process's effectiveness.
- Presented to over a 100 tutors from the Academic Resource Center's Reading and Writing Center on working with students with disabilities.

- Wrote procedures for reduced course load, chronic health conditions, and priority registration.
- Completely revitalized CAS web site to make it a source of information for students, parents, and faculty.
- Presented to Dartmouth High School special needs instructors on how to prepare graduates for college.
- Updated documentation guidelines for eligibility to receive accommodations based on specific disabilities.
- Piloted a First Year Academic Support group for incoming freshmen.
- Worked with Student Senate to complete an ADA inspired report to facilities on the accessibility on the campus. I continued to voice the report's findings to EEO and facilities.

COUNSELING SERVICES

Submitted by Dr. Christine Frizzell, Director

I. SUMMARY OF THE YEAR

The academic year 2009-2010 brought unprecedented changes to the UMass Dartmouth Counseling Center.

Staffing Issues

Dr. Max Zurflueh, who had been out on medical leave for the last two years, retired at the end of June 2009 after more than 35 years with the university. He was replaced by Dr. Christopher Frazer, a former intern who worked at the Counseling Center half time as a temporary hire during Dr. Zurflueh's leave. Dr. Frazer's hiring into a full-time, 10-month position gave the Counseling Center an increase of half a clinical position and brought the Counseling Center up to minimum staffing standards for accreditation by IACS (International Association of Counseling Services).

In July all 12-month positions in the Counseling Center were eliminated and replaced with 9 and 10-month positions as part of university-wide retrenchment in response to serious financial problems related to a world-wide recession. Three very senior clinicians opted to exercise their bumping options and left the Counseling Center. We were able to fill one of the vacant positions prior to the start of school with Dr. Sarah Conklin, a recent grad of the Massachusetts School of Professional Psychology. Thus, we began the school year with two vacant clinician positions. Fortunately, we had three doctoral level interns (Brian Lucier, Whitney Moore and Meghan Driscoll) returning for a second year with us. They were able to start the year functioning very much like senior staff, already trained in our system and picking up large caseloads. We also had a brand new doctoral intern from Antioch University, Corey Gifford. Corey, a UMD alum, was already very familiar with UMD and this was also extremely helpful in this very difficult semester.

Prior to the start of the school year, when it was clear we would not have staffing adequate to meet demand for services, criteria were developed to help staff make decisions about which students could be referred off campus for services. Freshmen were to be considered a priority for on-campus services since retention is the primary function of a college counseling center. International students were also given priority, as their risk for suicide is high and their ability to deal with the off-campus health care system is limited. Local students, older students, and students with their own transportation were to be considered good candidates for off-campus referrals. We experienced considerable pushback from students we attempted to refer off campus, as they made it clear, they preferred the convenience of treatment on campus, the lack of a co-pay, and the way our services are tailored toward success in college. We referred as many students as possible to counseling groups rather than individual treatment. We had a two week wait for intake appointments for most of the semester. Predictably, the long wait for intake and the long time between appointments resulted in a significant jump in no-shows for appointments and students dropping out of counseling. Staff worked through lunch, stayed late most

days to meet student needs, had great difficulty finding time to do the required documentation and paperwork, and had virtually no time for professional development during this crisis.

In October, we added Cathy Catudal to our staff for 20 hours a week. Cathy is a master's level clinician already licensed in Rhode Island but seeking additional supervised clinical hours for eligibility for licensure in MA. Dr. David Botsford, a recent grad of Argosy University, was hired in November and Dr. Catherine Hammill, a recent grad of Fielding Graduate University, was hired in December. Dr. Botsford has a background in sports psychology, and Dr. Hammill has a background in neuropsychology -- nice additions to our program's clinical repertoire.

With the loss of three senior, independently licensed clinicians and the addition of three unlicensed clinicians, the supervision load for licensed staff increased dramatically. The director spent 9 hours a week providing legally required face-to-face supervision for unlicensed professional staff and interns. Dr. Rachel Lively, the only other currently licensed psychologist on staff, spent 5 hours a week providing face-to-face supervision. As new staff members become licensed, supervision hours will be freed up for direct service to students and there will be additional staff eligible to provide supervision to interns.

Clinical Trends/Issues

Many of the students we worked with this year had serious personal and family financial problems. Parental unemployment and threat of unemployment, student inability to find a part-time job, and lack of money for books, food and car insurance were frequent concerns. We continue to see many students experiencing problems resulting from addiction to prescription pain medication. We also continue to work with increasing numbers of students with Asperger's Disorder and to provide consultation to faculty and staff on this topic. As has been true for the past 10-15 years, increasing numbers of students come to campus already diagnosed with a mental illness. This is primarily a result of earlier diagnosis and effective intervention, which has allowed these students to be successful in high school and thus gain admission to college rather than an increase in rates of these disorders. Most of these students do quite well academically, but they do require some additional support to cope with living away from home, stresses of the semester, etc.

We continue to process many medical leaves and returns from medical leave each semester. We strongly encourage students returning from medical leaves to utilize our services and do outreach to those who don't follow through.

Outreach

We responded to all requests for speakers and programs but were unable to initiate any outreach activities this year. Active Minds, which had a dynamite president and did regular awareness activities last year, fell apart when the president graduated. We matched 2 students with Aspergers with Compeer volunteers with good results. We did stress relief activities in conjunction with the Peer Health Education Program at the end

of the spring semester. The director did a presentation on stress management to an employee mentoring program -- one on identifying and referring students with mental health problems for Charlton College of Business faculty and one on leadership to SAIL's leadership program.

Dr. Frazer provided Brief Motivational Interviewing training and support to the RD's to help them deal with their high number of alcohol related judicial cases. He also consulted with RA's at the start of both semesters regarding mental health issues and substance abuse and provided training to Peer Health Educators on cannabis. Dr. Frazer, Dr. Lively and Dr. Frizzell participated in ResLife's round robin training for RA's in August. Dr. Sarah Conklin became advisor to the Pride Alliance; Dr. David Botsford assumed responsibility for the Athletic Peer Advisor Program, became a co-advisor to the Snowboarding Club, and provided consultation to coaches and athletic teams.

Internship Program

We completed the intern selection process in January. Dorothee Ferdinand, who is Haitian American, and Yasmine Saleh, who is Egyptian American, will bring some much needed diversity to our staff next year. Both are from Mass School of Professional Psychology and will spend 30 hours a week interning with us. Corey Gifford and Cathy Catudal will both return next year and spend 15 hours a week with us.

Other

We invited directors from other on-campus programs and psychology faculty to help with intern training this year. Wendi Chaka, Cynthia Cummings, Keith Wilder and Dr. Elizabeth Richards joined Dr. Jack Conboy (who has participated in this for many years) in this year's line-up.

We also worked with Dr. Richards on an honors research project by a senior psychology student she supervises in the area of exercise as a treatment for self-injurious behavior.

We purchased Em-wave's, hand-held biofeedback devices, and used them in a very successful SMART (Stress Management and Relaxation Training) program.

Dr. Conklin joined the campus' Committee to Prevent Sexual Violence and Dr. Botsford and Dr. Frazer joined the UMD Alcohol Council. Dr. Frizzell continued to serve on the SAGE committee. Dr. Frazer and Dr. Conklin co-led a workshop for students preparing to apply to graduate school. Several staff were discussion group leaders for the August first year orientation.

II. ACCOMPLISHMENTS OF THE YEAR

Continuing to meet the needs of the campus for mental health and consultation services in spite of multiple staff vacancies was the major accomplishment of the year. We rebuilt our clinical staff, providing training, orientation and support to new and relatively inexperienced members and engaging in teambuilding with both old and new members. New staff took on roles in campus committees and as advisers to student organizations.

After the loss of our addictions specialist, Dr. Botsford and Dr. Frazer developed a new process to deal with judicial referrals for drug and alcohol issues. We fulfilled our commitments to accepted interns in spite of massive changes within our program, maintaining our reputation as a high quality training site. We successfully recruited interns for next year. We continued a peer advising program begun with Athletics the year before.

Program Statistics

Individual Counseling:

Year	Appointments Made	Clients	Appointments Kept	No-Show Rate
2009-2010	4582	936	3239	14.5%
2008-2009	5125	865	3726	13.9%
2007-2008	4525	771	3245	13.3%
2006-2007	4237	828	2931	16.6%

Group Counseling:

SMART (Stress Management and Relaxation Training) met 17 times and had 21 participants.

Academic Success (Mondays) met 33 times and had 20 participants.

Social Skills met 20 times and had 6 participants.

Knitty Gritty met 20 times and had 4 participants.

Yoga and Meditation met 11 times and had 10 participants.

Substance Abuse Group met 14 times and had 16 participants.

Psychiatric Services:

Year	Appointments Made	Clients	Appointments Kept	No-Show Rate
2009-2010	623	161	494	10%
2008-2009	535	145	437	9.7%
2007-2008	493	134	418	9.1%
2006-2007	396	---	----	-----

Consultations:

Students*	Family	Staff & Admin	Faculty	Alums	Other**	Total
297	312	298	167	5	176	1255

*This category includes students who report concerns about other students, students requesting interviews with staff, etc.

** include prospective students and their parents, off-campus therapists, hospitals, etc.

Client Demographics and Characteristics

Male	45%	Anglo	59%
Female	55%	African American	9%
Transgendered		Asian American	2%
		Cape Verdean	1%
First Year	29%	Latino	4%
Sophomore	22%	Native American	1%
Junior	23%	More than one	4%
Senior	19%	Not reported	7%
Grad	5%	International	2%
Other	2%	Other	14%
Resident	75%	Heterosexual	85%
Commuter	25%	Homosexual	3%
		Bisexual	4%
		Not reported	8%

On medication at intake	16%	Unplanned pregnancy	1%
Referred to psychiatrist	21%	Grief/bereavement	10%
Referred off campus for therapy	3.5%	Romantic relationship issues	37%
ADD/ADHD	19%	Relationship violence	3%
Other learning disability	4%	Eating disorder	4%
LD testing recommended	3%	Alcohol problems	20%
Current suicidal thoughts	4%	Problems related to marijuana use	10%
History of suicide attempts	5%	Use of street drugs other than pot	2%
Abuse history	6%	Misuse of prescription meds	2%
Sexual assault	3%	Self-injury	5%
Anger management	5%	Hospitalized by CC	6 students
Major Depression	18%	Hospitalized by others	10 students
Bipolar Disorder	3%	Asperger's	2%
Anxiety Disorder	17%		

FREDERICK DOUGLASS UNITY HOUSE

Submitted by Keith Wilder, Assistant Dean of Students and Director

I. SUMMARY OF THE YEAR

2010 marked the 15th year anniversary of the opening of the Frederick Douglass Unity House (FDUH) here at the University of Massachusetts Dartmouth. In celebration of this pivotal year we dedicated our computer lab and named it after the first director Carroll Mc Cloud. We invited several alumni from that era in which he had served as director. We also invited back several founding faculty and staff to the reunion and at the reunion Carroll addressed us with a passionate story of the beginnings of the FDUH. As part of our mission to bring the campus and community together we have worked in 2010 with professor Morgan Peters and built and dedicated a part of the centers space naming it the "griot corner". This corner is now a stage, where diverse expressions of art, literature, music, urban poetry, and displays can be expressed. We also have been busy developing the centers learning outcomes and program outcomes. We installed a lyric system that records the data of our participants and even though the data is preliminary, it is already helping us make better decisions about our programming, events and services offered for 2011-12.

In the spring, we committed our time to a Program Review (self-study). We had four members of the academic community from our campus and from other campuses evaluate us and make recommendations for improvement. Unity House has become a center for all students and a multicultural center for our students of color and international populations. We still have a lot of work to do in educating our community about difference and we intend to work hard in the coming year to make this happen. Some ways we will be doing this is to offer the campus community social justice training. We are re-instituting the Difficult Dialogue program and the Religion and Ethics programs. We are going to be more intentional about creating a Unity House atmosphere where academia is valued and where a clear balance of quiet study hours and fun are a part of our daily business.

II. ACCOMPLISHMENTS OF THE YEAR

Emphasized a focus on developing relationships

- Cultivated a meaningful relationship with the CVPA through our collaborations with Professor Royal Hartigan, and several other faculty members within the arts, offering exhibitions and presenter collaborations.

- Collaborated with faculty members to offer lectures and class presentations in the FDUH partnering with members from the English, Sociology/Anthropology and Crime Studies, History departments and the Charlton School of Business to increase participation and dialogue across many social and educational issues facing students and the local, national and global community.
- Assisted the Black Student Union, to re-establish itself and to promote unity within the ethnic and religious cultural student groups on campus. We likewise continued to provide ongoing support, in a variety of forums to the relief efforts put forth by HASA. Our commitment to ULS have helped the Hispanic population to establish an annual celebration of Hispanic Heritage filled with learning opportunities, cross cultural dialogues and extensive outreach efforts.
- Collaborated with the peer health educators, SAIL, the WRC, housing, graduate studies program, the office of community services & partnerships, CUSP, and the public safety department to offer workshops, programs, lectures and community forums on everything from scholarship opportunities, understanding civil rights, substance abuse and safe sex awareness, to engaging in conversation with former senator/now Ambassador Carole Mosely Braun.

Developed and identified signature programs and created an inclusive environment

- Offered the second Lessons in Leadership & Civic Responsibility training program. This program engaged community leaders/advocates/educators with 20 student and community members for ten weeks. Eighteen participants successfully completed the program.
- Established cultural leader positions to enhance our ability to engage new and different populations attending programming at the FDUH. Through this effort we offered several Open-Mic nights and Games Nights collaborating with RSO's new to us such as the Anime club, the Gaming Society, members of the Hellenic Council and the RHC. This also was a promotion of our new policy to host evening and weekend events.
- Provided all of the coordination of services/programs for the UMD campus celebration of Black History Month, highlighting our collaborations with regional institutions (BCC & BSC) and community agencies (New Bedford Historical Society & the NAACP) and culminating in the annual Gala and alumni event. The alumni event following the gala has helped us to reconnect with Unity House alum and we hope to continue to develop an alumni program specific to the needs of the ALANA population as a signature program.

Provide the campus with inclusive leadership

- FDUH offered a 10-hour workshop (divided into three sessions) on understanding privilege and power and the relationship and actions of social justice for our student staff and six other additional student leaders. We expect to offer this training annually and possibly to engage additional groups i.e. Student Senate, Greek Life, and other RSO's.
- The Associate Director offered cultural diversity and sensitivity training workshops to student teachers from CUSP, to the teaching staff of UMD-PRIMES, as well as Recruitment and Retention workshops for high school students in STEM programs in Massachusetts. We also offered the annual diversity training for the RA's RD's and the tutoring center. We also did training for a second year with the Orientation Leaders.

HEALTH EDUCATION AND PROMOTION

Submitted by Beth-Anne Vieira, Coordinator

SUMMARY OF THE YEAR/ ACCOMPLISHMENTS

The summary and most significant accomplishments for the year will be combined in this report.

Peer Health Education Program

- The student PHEs provided educational outreach to the first-year residence halls, focusing on high-risk alcohol use and the Good Samaritan Policy, on Thursday-Saturday evenings for the first four weeks of the fall semester. The PHEs, in collaboration with the Mentors in Violence Prevention Program, expanded the White Ribbon Campaign. Additionally, in April 2010, the PHEs participated in the “kick-off” of a national Get Yourself Tested! (GYT) campaign to reduce the spread of STDs. GYT is developed as part of It's Your (Sex) Life, a longstanding public information partnership of MTV and the Kaiser Family Foundation, together with the U.S. Center for Disease Control and Prevention (CDC) and Planned Parenthood Federation of America (PPFA).
- Four students successfully completed the Peer Health Educator internship in Fall 2009. These students developed a new workshop, focused on mental health, to add to our repertoire of programs.
- Approximately 500 students attended PHE workshops; evaluations of the PHEs' workshops remain consistently positive.

The Peer Health Educators (PHEs) now offer a total of 11 educational workshops:

- **Sex Jeopardy** (Sexual Health)
- **Ultimate Sex Jeopardy** (Sexual Health)
- **What Women Want** (Women's Health Program for female audiences *only*.)
- **The Absolute Truth** (Alcohol)
- **Truly Tired: A College Guide to Sleep** (Sleep)
- **Bang Head Here!** (Stress Management)
- **Know the Signs Stress** (Mental Health)
- **Consent is Sexy!** (Consent/Sexual Assault)
- **STARR-Students Teaching About & Advocating for Respect in Relationships** (Healthy/Unhealthy Relationships)
- **The College Life**
(Addresses many issues related to the transition to college life for FY students)
- **Healthy Feud** (Nutrition)
- Administered the BACCHUS Network™ Peer Educator Survey in May 2010. The Peer Health Educators reported significant gains in knowledge, learning outcomes, and the adoption of healthier behaviors and/or significant reductions in risk-taking/unhealthy behaviors since entering the program.

Peer Health Educator Workshop Program Evaluation Summary, AY 2009-2010

<i>(N=342)*</i>	Strongly Agree	Agree	No opinion	Dis agree	Strongly Disagree
The presenter(s) was/were well prepared.	89%	10%	1%	0%	0%
The material was clearly presented.	84%	15%	1%	1%	0%
The presenter(s) responded to questions clearly and knowledgeably.	87%	11%	1%	0%	0%
The presenter(s) respected differing viewpoints.	84%	12%	4%	0%	0%
The topic was interesting.	79%	17%	3%	0%	1%
The program provided me with new information.	76%	18%	4%	1%	1%
I would recommend this program to a friend.	79%	15%	4%	1%	1%

** According to our records, approximately 500 students attended 45 PHE workshops. 342 returned surveys.*

HIV Testing

Anonymous, rapid HIV testing was reinstated in February 2010 in partnership with New Bedford Family Planning. Testing is offered monthly. The Department of Health Services also began offering HIV testing (results are confidential, but not anonymous and included in students' medical records).

American College Health Association-National College Health Assessment

The American College Health Association's National College Health Assessment (ACHA-NCHA) was administered over a four-week period in February-March 2010. We received our data report in May 2010. UMD and national data will be analyzed and shared with the university community, as appropriate, in FY 11.

University Alcohol Committee

Served as co-chair of the (UAC). The UAC met once in Spring 2009, seven times in Fall 2009, and three times in Spring 2010. The Committee's final report was submitted to Dr. David Milstone in March 2010. A summary of the UAC's work and recommendations was presented to Student Affairs in April 2010.

HEALTH SERVICES

Submitted by Sheila Dorgan, Director

I. SUMMARY OF THE YEAR

The greatest highlight was our successful response to the H1N1 flu epidemic. Protocols were developed, and a concerted response involving the Associate Vice Chancellor of Student Affairs, Housing, Food Services, Provost's office, Human Resources, Public Safety, Public Affairs and the Dartmouth Public Health Department. Two hundred fifty-seven students were diagnosed with flu at student Health Services, principally during the months of September, October, and November. Students, faculty, and staff were kept informed regarding the epidemic via the UMD website, UMD Notify, fliers and telephone messages on Health Services' phones. Five hundred sixty-seven students, faculty and staff were immunized by Student Health Services.

A second highlight was the successful replacement and orientation of new staff members. The academic year began with the resignation of one of the two Assistant Directors of Health Services when her position was eliminated in August followed by the resignation of the Director of Health Services and the Insurance Clerk in November. At that point the remaining Assistant Director of Health Services became the interim director leaving a deficit in the number of direct care patient hours available. In response to the loss of personnel, an NP was hired, oriented and credentialed as an emergency hire. Successful job searches for the benefited positions of Insurance Clerk (one hire) and Medical Assistant (two hires) were completed. Finally, three successful searches were run to increase our per diem pools for Nurse Practitioners, Medical Assistants and RN's. As a result, our first male per diem RN has already been oriented and the emergency hire Nurse Practitioner, already oriented and credentialed can continue to work for us on a per diem basis. Certainly, staff pulled together during this time, individual providers seeing an increased patient caseload and our secretarial staff working to insure students complied with state regulations regarding student health insurance as well as aiding students with questions regarding the student university sponsored student health insurance. Because the interim director was named director April 30, a search for Assistant Director is now underway. Once this search is completed, all vacant positions will have been filled. No resignations/retirements are anticipated in the near future.

II. ACCOMPLISHMENTS OF THE YEAR

Billing Student Visits

The revenue provided by billing continues to fund two salaries. All clinical staff are credentialed, and their billing coding practices audited. Students are reminded to bring their health insurance cards to each visit and assisted in obtaining required insurance referrals. In addition, NP after-hours on-call coverage continues. The coverage was

initially designed to provide HMO referrals and follow-up of abnormal laboratory results. The scope of the on-call coverage has been extended to serve as a resource to students who have an urgent health question that can't wait until the office is open. This service is now advertised on our web-site.

Finally, Highland Group is now obtaining any missing referrals for patients with HMO's seen in Health Service. This result is fewer claims denied. We are also now credentialed with Fallon Insurance. At this point we have an agreement with the principal insurance companies used by our students.

Team Building Efforts in the Department

Communication was fostered via monthly meetings of four separate groups MD/NP, clerical staff, managers and RN/MA. Requests for agenda items were sent to members of each group prior to meetings allowing the members to actively shape the structure and content of the meetings. In addition, three general meetings encompassing the entire office staff were held. The Peer Health Educator is now invited to attend the MD/NP meetings to hear what programs and services we are offering as well as to keep the clinical staff apprised of her programming.

The MD/NP staff meetings were enhanced to include case study discussion. The consensus was that this is a valuable professional learning opportunity and should be continued.

Monthly potluck luncheons took place and were considered a success. This provided an opportunity for all staff to relax, make general conversation and get to know each other better. The Peer Health Educator and our consulting nutritionist were also invited to attend.

This year the clinical staff were allowed to attend CEU conferences while classes were in session with coverage provided by per diems. It resulted in increased job satisfaction as they could now attend the conferences that best met their professional needs and necessitated only five days of extra per diem coverage.

Provide Easy Access for Students

It is important to keep the number of students who "no-show" for their appointments as low as possible in order to keep open appointment slots for students who need an appointment. Our strategy to do this was to make reminder calls to the scheduled students in advance of their appointments asking them to keep their appointments or to call and reschedule. This has resulted in a significant decrease of "no-shows".

Academic Year 2007-2008, when no reminder calls were made, had 1,455 no-shows. Academic year 2008-2009, the first year when reminder calls were made, had 643 no-shows. Because of lack of available staff, reminder calls were not consistently made

during that academic year. This academic year calls were consistently made by the newly hired Medical Assistants resulting in only 309 “no-shows” for Academic Year 2009-2010.

We continue to hold each provider’s last two appointments of the day for same day appointments to allow more urgent appointments to be booked later in the day. Regarding the “three missed appointment rule” where a supervisor speaks to students if they consistently “no-show” for appointments, only one student needed to be encouraged to keep their scheduled appointments this year.

Feedback from students was solicited via a satisfaction survey. Initially it was sent out via e-mail to students who had been seen in Student Health Services. This resulted in poor response. We then handed out the survey during the course of the patient visit, resulting in a much better response rate. The students overwhelmingly indicated they were very satisfied with our services and that they would recommend us to other students.

Determine a plan for acquiring needed additional space

Blueprints for expansion of student health services were submitted to Administrative and Fiscal Services. We need to develop a new plan for funding as the plans are two years old.

Interdepartmental Goals

Communication regarding referral of patients back and forth between Counseling Center and Health Services has gone smoothly throughout the academic year. Information needed to coordinate the best patient care was shared with patient permission.

Regarding the Disability Housing meetings, they were well-organized and provided sufficient information committee decision making.

Other

Health Services now offers HIV testing on-site instead of referring students requesting the testing off-site. Providers were educated in filling out the informed consent forms required by Massachusetts State Law.

We now participate in the State’s Quitworks quit smoking program which offers free nicotine patches and telephone counseling to interested students. Providers were in-serviced regarding the program.

Finally, UMD Health Services has been actively involved in a coalition comprised of the directors of Health Services at UMass Lowell, UMass Amherst, UMass Boston and UMass Medical center to develop an RFP to obtain insurance for students for AY 2011-2012. The hope is to provide our students with a health insurance plan that meets or exceeds all state regulations at a significant savings in premiums by increasing the risk pool. Although UMD had to raise premiums for the student health insurance this year due to an increased loss ratio, the premium is over \$2,000 less than for a similar plan offered at UMass Medical.

Health Services Departmental Data

Patient Visits

Health Services had a total of 5,372 patient visits for this academic year, an 8.5% decrease in patient visits from the previous academic year when we had seen 5,868 patients. The number of “no-shows” was 309, resulting in a “no-show” rate of 5.4% (no-shows versus total appointments booked). The number of “no-shows” last year was 643, with a “no-show” rate of 9.9%.

The total number of patient visits listed above does not include the 567 students and faculty immunized for H1N1 flu at the clinics run by student Health Services.

There were 60 nutrition visits a decrease from 75 the previous year.

We performed 28 athletic physicals, an increase from 21 the year before. (We limited the number of athletic physicals in September, October and November, due to the influx of students with the flu. The majority of our athletic physicals are typically done in the early fall.)

In addition, there were 145 nursing triage visits down from 289 the previous year.

There were 119 immunization visits, a decrease from 169 the previous year.

The remainder of patient-visits was nurse practitioner or physician visits for acute and chronic medical problems, injuries and annual gynecological visits.

CPR Classes

We held 5 CPR for Healthcare Providers classes this year with a total of 12 people trained including 2 staff members. In addition, 2 people were trained and certified as CPR instructors.

HOUSING AND RESIDENTIAL LIFE

Submitted by Lucinda Poudrier-Aaronson, Director

I. SUMMARY OF THE YEAR

Overall, there was much change and success in AY2009-2010. In July 2009, the Housing Office was relocated to Oak Glen to join the Residence Life Office, placing all functional areas of the department under one common roof. This move and the removal of HFOS from within our department highlighted growing pains for people and processes. We worked to address redundancy, find storage, consolidate services, and create one main service desk for our department. For the first time, we kicked off the academic year in July with a full staff workshop designed to create a sense of departmental team and ownership. This will become an annual event. However, we started the year short-staffed and that trend continued throughout the year. At one point in Fall 2009, we were short 3 of the 11 professional Resident Director positions. Additional RD vacancies throughout the year and a planned parental leave in the late spring contributed to the feeling of never quite caught up!

Environmental concerns in several residence facilities in August 2009 and the Fall Opening Day for new students will go down in infamy as the days not to be repeated. It was necessary to re-clean areas previously cleaned, but left with damp, humid conditions, in short order as we prepared for early arrivals. Three and four hour waits for families to move in their sons and daughters, the torrential rain, and inadequate staffing marked that formidable Opening Day. But we learned! We learned temperature in hallways had to mirror temperature in student apartments. We learned (or remembered) we need dehumidifiers in Cedar Dell as it was built on wetlands and the slightest change in environmental conditions can cause unwanted growth. We learned first year move-in is a University event, and significant planning should come from a University Steering Committee rather than merely a Residence Life staff function. We can do better, and we must do better became our collective mantra!

And all this before September 1st! As we moved into the fall term, we tackled challenges of planning for a nationwide and campus focus on the response to the prevalence of H1N1 in our communities. Our department assisted in the campus efforts to plan for an outbreak, and the services we would provide to our students if/when they became impacted by the virus. Luckily, our campus did not suffer significant numbers of student impacted by the H1N1 virus and he temporarily relocated only 17 students to isolation type housing accommodations for 1-3 days each between September 2009 and February 2010.

This academic year also brought the Census Bureau to campus. We actively participated in Census 2010 initiatives and planning efforts throughout the year. It is my understanding the staff from the Census Bureau successfully completed the on campus, group quarters census in April 2010 without incident.

We worked actively throughout the academic year to collaborate with our various campus partners including DPS, Campus Facilities, the Academic Resource Center, Peer Health Educators, Career Development Center, Center for Access & Success, and many, many more. It is important that the Office of Housing and Residential Life is viewed as accessible and approachable by both students and our campus partners. We will continue to expand our efforts to reach this goal.

II. ACCOMPLISHMENTS OF THE YEAR

Facilities

- Painted the interior of Chestnut Hall and Maple Ridge Hall, and replaced flooring in Elmwood and Roberts.
- Furniture replacement in Elmwood.
- Repaired the roof on Pine Dale Hall to stabilize uplift and reduce the risk of roof leaks.
- At move-in for the Fall 2009 semester a design/installation flaw was found in the Hickory/Birch buildings where domestic hot water was not available on a consistent basis. A change in piping was made while students were moving in and hot water was restored and the issue resolved permanently.
- A new solid waste contract was implemented changing from a campus "trash" hauling program to a Resource Management approach. It appears there has been a reduction in overall costs campus wide with some positive impact in Housing cost.
- Fire Alarm and Automatic Sprinkler system testing was bid out and a new contract implemented on July 1, 2009. This combined testing program brought the residential halls into compliance with testing frequencies or quarterly testing and reduced the overall costs to OHRL as it was a competitive bid process. The overall costs have been reduced.
- Emergency standby generator work was competitively bid and combined with state side generators. This bid process has reduced the overall costs to the campus while maintaining systems reliability.
- During the early part of the fiscal year the Facilities On-Call Manager became just one individual. This presented many functional and response time issues. At the start of the calendar year this was broadened to all Managers assigned to Facilities providing for a (3) person rotation. Additionally, the Director of

Physical Plant provided a backup to this group thus insuring that an appropriate response was provided for off-hours issues.

- The Facilities Management Team commenced with meeting with the Residence Directors on an every other week basis to open lines of communication and allow for face to face discussions on important issues.
- A pilot program was initiated allowing students in (3) residential halls to place their own work order requests into the FAMIS system. This program was not initially successful due to technical difficulties with authentication and program security. The plan is to extend this functionality to all campus residences for Fall 2010.

Residential Life

- With several RD vacancies in the Summer and Fall 2009, we successfully maintained supervision of staff and service to students. In one instance, the Assistant Director provided direct supervision at Evergreen/Willow. While this proved challenging, it provided the Assistant Director with better insight into the day to day RD role. Two positions were filled in January 2010 and one remained vacant until Summer 2010.
- With the skilled and advanced planning of the Associate Director of Residential Life, we successfully managed in the absence of this critical position (April 2010-July 2010) while this person was out on parental leave.
- Simplified the RA Selection process. We continue to seek ways to increase the applicant pool and select RAs who are representative of the residents they serve.
- The Residence Life Advisory Committee and Residence Hall Congress took the lead in raising awareness and on-going concern for door safety issues in the residence halls. They hosted two "door safety forums" to raise this awareness and impact change.
- In September 2009, we kicked off a grass-roots effort to offer tutoring and writing center services at night time in the first year halls. We partnered with the Academic Resource Center, and used the space vacated by the former University pre-school, to offer these services to first year students in their own "neighborhood".
- Successful partnership, and planning and completion of the on campus census (Census 2010).

Business Operations

- Room Selection housing deposits were accepted by University Enrollment Center rather than the RD or RAs in each building. This change created better service for our students and eliminated an administrative task for residence life staff.
- Other Room Selection successes included: all students who placed a deposit were able to participate in the process; increased personalized assistance for student walk-in during on line room selection; and, no significant problems or issues evident at the conclusion of the process.
- First year students retrieved their room assignment and roommate information online instead of a mailed hardcopy. This change also promoted an early sign on function for new students and the use of COIN prior to arriving on campus for Fall 2009.
- Despite initial budget forecasts projecting a FY10 deficit, we ended the fiscal year with a positive net income and ending cash balance. These savings can be attributed to a better than projected average occupancy based on the creation of the Transfer Community in a first-year hall and our intentional efforts to encourage on campus housing for commuter students. In addition, we realized cost savings from several long-term vacant positions and lower than expected debt service payments in November 2009 and April 2010.

Departmental Data

Facilities

A. Student damage amounts submitted by Campus Facilities:

Fall 2009: **\$53,904.90**

Spring: 2010: **\$80,767.94**

B. Work Order History numbers submitted by Campus Facilities:

Fall 2009 (September 1st - December 31st): **2579**

Spring 2010 (January 1st - May 23rd): **2586**

Residential Life

RA Programming

1,637 programs were hosted by RA's this year. Data breakdown available upon request.

2009-2010 Programming Report

CAMPUS WIDE BY CATEGORY		
	Fall 2009	Spring 2010
Academic		
Support	103	132
Active	75	82
Community		
Service	78	80
Cultural		
Awareness	67	76
Health &		
Wellness	95	85
Pride	124	113
Social	142	156
Passive Program		
1	93	93
Passive Program		
2	76	84
TOTAL	853	901

BUILDING BREAKDOWN		
	Fall 2009	Spring 2010
Chestnut	93	46
Elmwood	114	104
Roberts	106	105
Maple Ridge	139	134
Pine Dale	75	85
Oak Glen	92	80
Aspen/Ivy	64	58
Hickory/Birch	64	64
Evergreen/Willow	66	66
Cedar Dell South	40	86
Cedar Dell West	?	78
TOTAL	853	906

Judicial

The total # of cases RD's heard in Fall 2009 were 2,610.

Business Operations

OCCUPANCY:

Standard Residential Hall Capacity	4,495
Average Occupancy Target for 2009-2010	97.00%
Average Occupancy Target Met for 2009-2010	95.30%

BUDGET:

FY10 Budget Forecast (Net Income)	\$-52,539.00
FY10 Budget Actual (Net Income)	\$837,381.00
FY10 Budget Forecast (Ending Cash Balance)	\$-115,740.00
FY10 Budget Actual (Ending Cash Balance)	\$626,720.00

INTERNATIONAL STUDENT & SCHOLAR CENTER (ISSC)

Submitted by Tina Bruen, Director

I. SUMMARY OF THE YEAR

Supporting international students and scholars, by providing the best possible services within the parameters of the current resources and physical location, remains the primary goal of the ISSC.

The core functions of the Center are to assist students and scholars with the regulatory requirements and compliance, endeavor to create the processes and procedures to promote University compliance and respond as needed and if possible to promote the internationalization of the campus.

The International Student & Scholar Center continues to maintain a busy schedule year round responding to the needs of the students and the scholars as well as the individual departments who sponsor or admit them. Programs organized by ISSC tend to be either large multi-session events such as Fall and Mid-Year Orientations, employment workshops for Curricular (CPT) and Optional (OPT) Practical Training or cultural events planned in conjunction with student groups or other university departments.

The Director is the Principle Designated School Official (PDSO) (F visa) and Responsible Officer (RO) (J visa) for the campus. The Director regularly updates the required forms regularly such as the I-17 (to maintain ability to issue I-20 documents for F visa applicants) and the DS 3036 (ability to issue DS 2019s for J visa applicants).

Major changes to the I-17 were submitted in late April to the Student and Exchange Visitor Program (SEVP) requesting approval to issue I-20s for the Juris Doctorate.

The request from Student and Exchange Visitor Program (SEVP) for a re-certification application submission is anticipated within the next calendar year. SEVP has announced that it has finished developing the protocol for schools to be recertified every two years. They began notifying the schools of the recertification at the end of May 2010. When notified we must submit the required paperwork in order to continue issuing I-20s. Also looming on the horizon is SEVIS II which appears from early reports to be very different from the original SEVIS and will require different business practices in a number of University departments.

An updated DS 3036 was submitted along with a fee in mid-May to the US Department of State in application for a re-designation of the Exchange Visitor Program at the University. This must be adjudicated by 07/17/2010. The designation enables the University to continue to admit and provide DS 2019s for non degree exchange students, degree seeking students funded by home country government scholarships and professor, researchers and short term scholars. The J Annual Report is in its early stages of preparation for submission by July 30, 2010.

II. ACCOMPLISHMENTS OF THE YEAR

- Implemented Graduate Orientation 2010 with Graduate Studies staff.
- Presented workshops for students seeking off campus employment (approximately 12 per academic year).
- Created newsletters to keep International students updated with regards to visa issues and campus activities.
- Planned International Education Week and International Women's Day (both collaborative).
- Supported student-sponsored cultural events.

Departmental Data

As of June 15, 2010 there are there are 253 (257 in '09) students in F-1 visa status with active SEVIS records. Of these 58 (74 in '09) have either "requested, pending or approved" pre or post completion Optional Practical Training (OPT).

We currently have 105 (120 in '09) students on the initial attendance lists who have been admitted for Fall of 2010 including 8 J-1 Exchange Students. Of the new F-1 incoming internationals students 3 (8 in '09) of the new students are undergraduates and currently none attended high school in the US. We currently have one confirmed transfer student.

We currently have 35 (23 in '09) active Js in SEVIS. Currently we have 4 J-1 students in Masters (2 in '09) degree and 12 (9 in '09) research scholars. We also have 7 (2 in '09) short term scholars (less than six months). There are 12 (8 in '09) dependents on J-2 visas traveling with the primary. At the end of AY 09-10, 8 (15 in '09) J-1 students completed their academic exchange and returned to their home country and universities.

Currently in addition to the 8 incoming students on exchange there are 5 incoming J-1s; 2 for the summer program in Portuguese, 1 incoming Master's degree student, 1 short term scholar and 1 researcher.

Currently we have a total of 288 (270 in '09) active F & J individuals with another 110 (142 in '09) new arrivals anticipated between now and the beginning of the AY 09-10 academic year. These numbers can change daily.

Currently we have 4 (8 in '09) students on a Fulbright and none confirmed for the Fall 2010 admission. Although we do not prepare their DS 2019s we do provide services. We have a number of students who are in other visa statuses who are seeking services or wish to change to F-1 status.

STUDENT ACTIVITIES, INVOLVEMENT, & LEADERSHIP

Submitted by Jamie Jacquart, Director

I. SUMMARY OF THE YEAR

- Created a new, progressive leadership program open to all students, the Donald C. Howard Leadership Series.
- Established a new Alcohol Education Program - SAIL Uncorked.
- Created several programming intensive weekends.
- Instituted a late night programming series in the Pomegranate Room.
- Instituted our first, fully online registration system for student organizations and verified the involvement of over 2,400 students as members of 130 student organizations.
- Consolidated the SAIL Vendor Fair, the Student Employment Fair and the Student Organization Fair into one event, the Corsair Fair.
- Added 3 Graduate Student staff members and a 2nd Assistant Director to the staff.
- Upgraded the presentation of Channel 77 to an HD format and installed 10 screens in highly visible campus locations to promote campus events more effectively.
- Coordinated the transition of the Student Activities Leadership Banquet into a division-wide program.
- Secured funds to purchase several infrastructure upgrades to our portable staging, pipe and drape and tables and chairs to make it easier and less expensive to support on campus events.
- CAB Organized and executed successful Welcome Week and Welcome Back Week activities.
- CAB continued a successful Monday Night movie series in the Main Auditorium that consistently saw 200-400 students for movie.

II. ACCOMPLISHMENTS OF THE YEAR

A. Office Operations: Adding a second Assistant Director to the office was key to allowing us to provide a manageable amount of work for each of the professional staff members. We successfully integrated additional desk spaces for our graduate students within the main office. Their presence in the office was crucial in providing a better level of customer service and a back up to our desk staff.

B. SAIL Office Programming: The SAIL Office offered a myriad of programs (34) this year that reached out to almost 3,000 students in a variety of different campus populations. The creation of the SAIL Uncorked Series in the 2nd semester has been a huge success in providing programming for our 21+ population that is both educational and entertaining. In addition, SAIL identified a number of key programming weekends focus programming efforts on those weekends to provide numerous programs (at times 6 in a given evening) to the campus community.

C. Leadership Development: We created the Donald C. Howard Leadership Series in August as a tiered program. The first tier (Bronze) was launched in the fall and the second (Silver) in the spring. Over 100 students have signed up for the program and 6 of them completed the Bronze level. We offered 66 programs with presenters from across the campus. We also linked this program with those of College Now, Lessons in Leadership, ELS and GLS so that those participants would also receive credit toward the DCH awards.

We also offered the Emerging Leader Symposium and the Greek Leader Symposium in January with 35 and 80 students participating respectively. Each program continues to provide a solid foundation in leadership to its participants.

D. Student Organization Support: There were approximately 130 student organizations, with over 2,400 students participating. The three 'Student Organization Support' (SOS) staff's function was implemented as a 'customer support' service for all student organizations. The number of SOS staff allows greater accessibility and service to these student groups in all areas of programming, development, and outreach.

E. Financial Operations: We had another busy year in supporting our student organizations through the use of Purchase Orders and the Pro Card. In general, there were some improvements in the return of receipts to support Pro Card purchases. The SOS staff was able to get more groups to be mindful of requesting Purchase Orders sooner rather than later, which helped to ease the stress of managing 130 groups and some \$500,000 worth of transactions.

F. *Campus Activities Board:* The Campus Activities Board Executive Board struggled a lot this year to provide programming to the student body. They were able to execute two weeks of intensive programming under the direction and organization of the CAB Vice President. They continued to provide programming that is well received by the student body (*i.e. Pre-Release Monday Night Movies*), and also attempted some new programs. The addition of America's Next Great Star to the "UMDs Got Talent" program was a huge success and will be repeated next fall. The board also contracted with some larger talent this year (*i.e. musician Howie Day and comedienne Loni Love*) to offer some higher profile programming. Unfortunately, these efforts were overshadowed by the Board's inability to produce a Spring Concert.

G. *Greek Affairs:* This year the Greek Coordinator position (Graduate student) was pared down to one person as opposed to two. This worked well in that there was one person to answer questions and the level of consistency was higher. The fall semester saw an increase in the number of students interested in Greek Life on campus. As a result all organizations did very well in recruiting new members. In January, roughly 80 Greek Leaders took part in the Greek Leadership Symposium. It was once again a HUGE success. The Greek community worked cooperatively with the Athletic Department in the spring semester to sponsor a nationally known speaker/presenter (Travis Apgar) who educated both athletes and Greeks on hazing. The Greek Community organized a new initiative this year in addition to the other numerous philanthropic events they do. In March they executed a successful fundraiser for the South Coast YMCA called the 2010 Polar Plunge. Greek chapters also participated in the American Cancer Society's Relay for Life in April.

H. *Torch:* The paper came out consistently and provided reasonable coverage of campus news and events. They did a better job at covering sports this year, due to a section editor who had a greater interest in that area. Ad sales to regional and national sponsors went up with the addition of their contract with Media Mate. The printing relationship with the Standard Times continues to go well.

I. *Scrimshaw Yearbook:* The final deadline for the book was achieved when the new Editor in Chief for next year came on board.

WOMEN'S RESOURCE CENTER

Submitted by Dr. Juli Parker, Director

I. SUMMARY OF THE YEAR

The Women's Resource Center (WRC), located in Pine Dale Hall, Suite 7136 of the Residence Halls, was established in 1970 to provide resources that help to create an educational atmosphere rich in visible role models and free of sexual bias and inequities where women can grow to their full potential. The Center offers cultural opportunities that further women's personal and professional development and promotes a broader understanding of the diverse experiences of all women. Central to our mission is the recognition that explorations of gender must take place in tandem with explorations of race, class, sexual orientation and other significant aspects of individual identity. The Center acts as a central coordinating agency for campus and community groups.

Highlights of 2009-2010 included our Fostering Sisterhood theme for the fall and a grant to fund our \$tart \$mart workshops through the Women's Fund of Southeastern Massachusetts. Our spring highlights included our 40th Anniversary kick-off which incorporated a 40th Anniversary "When Sexism Ends . . ." Calendar and our annual WRC/WMS fund-raiser with keynote speaker Carol Moseley Braun. We were also one of ten schools to win an AAUW Campaign College grant to train young women to run for Student Government.

II. ACCOMPLISHMENTS OF THE YEAR

Fall Programming

- Based on staff planning during the spring of 2009, "Fostering Sisterhood" became our theme for the fall of 2009. The idea behind this theme is that young women don't often appreciate or value the importance of female relationships and female bonding. Women can be their own worst enemies and we wanted to try to change this behavior. To this end, we offered movie nights, "Cupcakes & Consciousness" meetings, monthly craft sessions in collaboration with the Scrapbooking & Crafts club, and female bonding opportunities via *Dance Dance Party Party* (a local non-alcoholic women-only dance party).
- Think Pink: The student staff were eager to do their third annual week focusing on breast cancer education & awareness and put together a bake sale and decorated the Campus Center with a giant "Think Pink" poster to promote the week. They rose over \$550. They made a donation to a breast cancer survivor who needed help getting a wig after her chemotherapy and to the YWCA's Encore Plus program.

- Take Back the Night: With the Mentors in Violence Prevention Program (MVP) and the Feminist Majority Leadership Alliance (FMLA), we held a successful March followed by a Speak Out in the Library Browsing Area.
- Domestic Violence Awareness Month: We also worked with the YWCA, for the third year, to bring the Clothesline Project to campus in October and held the event in the Main Auditorium Annex so that hundreds of people were able to experience this powerful display.
- Gay & Lesbian History Month: We brought "*I am My Own Wife*," a one man show about a German transvestite to campus on October 27th, co-sponsored with Pride Alliance.

Spring Programming

- Coordinated a variety of programs in the spring, most of it focusing on our 40th Anniversary. Our first event, "*The Vagina Monologues*," raised approximately \$2790 to support the work of the. Student Kathryn Scanlon, graduate students Retha Highley, & Megan Gauthier, organized, produced and directed the play.
- Women's History Month included our annual International Women's Day and Outstanding Women Awards. The panelists for IWD were four university professors who each focused on the past 40 years of women's rights and struggles in Poland, Portugal, France, India, and Brazil.
- Presented our 10th annual Outstanding Women Awards celebrating the work of student Myriam Jeannis, staff member, Anne Boisvert from College Now, and faculty member Dr. Hong Liu of the Electrical & Computer Engineering department. We collaborated with the FDUH and the Office for Community Service & Partnerships to show a movie about rape in the Congo.
- Our biggest event was our co-sponsored event with Women's Studies. We brought Carol Moseley Braun for our third annual fundraiser. This event was time consuming and detail oriented and went off with a few small glitches. Dr. Riley and I successfully covered all costs associated with the event with significant support from Campus Services. This event raised \$13,662 shared between the Women's Studies Program and the Women's Resource Center. The funds for this year's event laid the foundation for an Endowed Speaker's Series.
- A Rape Aggression Defense (RAD) class was offered and had a good turnout of participants.

- Campaign College, sponsored by the AAUW, was won by our student, Sherrie Andre. This was a day long training that we provided for women students interested in running for student government. The event was attended by 20 students, with two alums returning to talk about their experience with Student Senate, and two Senators talking about their experiences on Senate. Dartmouth Selectman, Lara Stone was the luncheon keynote. AAUW held monthly one hour conference calls for the program.
- Stand Against Racism: We were a participating school for the YWCA's Stand Against Racism. Two of our students worked closely with some students from AST to ask folks to sign a pledge for the two preceding days leading up to it.
- The NEWSA (New England Women's Studies Association) was held on campus this spring with an embedded student conference. Jennifer Baumgardner & Amy Richards of Manifesta fame did a student workshop on activism. The day event was followed by dinner and keynote Rory Kennedy who talked about her documentary work. The conference continued the following day with presenters from all over New England and beyond.

Community Connections

The \$5,000 grant from the Women's Fund of Southeastern Massachusetts helped fund our Start Smart workshops. We offered four workshops this year for the following groups: The Charlton College of Business, the College of Arts & Science, the College of Engineering, and Bristol Community College's Wise Women Program. We had hoped to include the Colleges of Nursing and Visual & Performing Arts but we were unable to coordinate with those colleges. The Women's Fund was also co-sponsor of our fundraiser. We will continue to build that relationship.

Mentors in Violence Prevention

Mentors in Violence Prevention (MVP) is a leadership training program that motivates student leaders to end all forms of sexual violence (sexual assault, intimate partner violence, sexual harassment, stalking, date rape, and much more). The MVP program was started at Northeastern University and was brought to UMass Dartmouth in the Fall of 2007 by the Women's Resource Center along with the Livewell: The Office for Health Education and Promotion. This program involves men and women and utilizes the use of a unique bystander approach to prevention, which focuses on bystander intervention in common situations. The curriculum considers every student an empowered bystander who can confront abusive or potentially violent peers. The curriculum goes to the core of the issues underlying violence in our society and opens up discussions about gender roles, language and much more.

Since the establishment of the MVP program, it has steadily grown, particularly with the introduction of a graduate assistant and supervisor in 2008, strictly working for the program. A large part of the goals of MVP this year were recruiting more men to be part of the group, as well as focusing on getting athletics involved by providing more workshops to teams and recruiting their athletes. Twenty-four students served as MVP peer-educators, including 10 males and 14 females.

MVP Programming

Sex Signals – December 9, 2009

In collaboration with CAB, MVP was able to bring Sex Signals to UMD this fall. Sex Signals is a performance that blends a unique combination of improvisational comedy, education and audience participation. "Sex Signals" provides a provocative, in-your-face look at issues surrounding dating, sex and date rape on college campuses. Through the use of humor, the show explores how mixed messages, gender role stereotypes and unrealistic fantasies contribute to misunderstandings between the sexes. Students are thus engaged in a candid discussion on dating and the realities of date rape as they are challenged to provide solutions that will better improve communications in interpersonal relationships. One man and one woman put on the performance, which was very funny. There were between 100-150 people in the audience and the performance was followed by dinner for the performers and 5 interested students.

Phallacies: A Masculine Performance – April 27, 2010

Phallacies is a performance by 11 men that explores the impact of hegemonic masculinity on individual and community health. Ranging from quite serious to very silly, the performance is a series of monologues and skits, each of which explores some aspect of masculinity and health. The goal is to support and encourage college men to think about their actions as men and to present alternative ways of being a man that are healthy for individual and communities. Specific topics include gender socialization, relationships, homophobia, race, sports, violence, affection, alcohol, taking a stand, and much more. Phallacies was brought to campus as part of Sexual Assault Awareness Month, as well as MVP's goal of teaching about gender stereotypes that ultimately play a role in violence. The performance was April 27th 2010, with about 60 people in the audience at Woodland Commons. Because the show itself was inexpensive very entertaining and successful, we hope to bring it back next year and on a regular basis. This event was funded in collaboration with the Office of Student Affairs.

Take Back the Night

Mentors in Violence Prevention was an important part of Take Back the Night this year, which was organized by FMLA, the Women's Resource Center and other organizations. Many of the Mentors attended the event and were part of the March, and Lama was a speaker at one of the stops during the walk.

LGBT Youth Symposium – April 8, 2010

Mark Realbuto represented MVP at this annual youth symposium and gave a talk about dating violence and how it impacts LGBT communities. His presentation included realistic scenarios and bystander intervention.

White Ribbon Campaign

In collaboration with the Peer Health Educators and the Women's Resource Center, MVP is a major part of the year-long White Ribbon Campaign at UMass Dartmouth. This is a multi-faceted effort that includes the signing of large white banners at public events, the White Ribbon Ambassador program, and events including Phallacies. MVP orchestrated the event that allowed school faculty, staff, and administrators to sign the banner and has participated in all other events and will continue to do so into Fall 2010.

MVP Workshops

The MVP program held 8 workshops for student groups and athletic teams throughout the year on a by-request basis. Some of the groups included: the Women's Soccer Team, the Chi Phi fraternity, groups of residential students for RAs, as well as groups of over 300 local high school boys for a large event organized by G.N.B Southcoast.