



Division of Student Affairs

Annual Report

2010-2011





University of
Massachusetts
Dartmouth



December 2011

It is with pleasure that I share this Student Affairs 2010-11 Annual Report. This report is comprised of sections of the Annual Reports submitted by 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 to support and educate students, which greatly contributes to students' personal and academic success.

The various sections of this report are presented in alphabetical order, following an overview provided by the leadership of the central Student Affairs Office. 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 Ann Valentino and Marjorie Fernandes, who are invaluable resources to staff, students, and their family members.

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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**Senior Student Affairs Officer,
Associate Vice Chancellor for Student Affairs**
Submitted by Dr. David Milstone

I. SUMMARY OF THE YEAR

The 2010-11 year was a year of challenge, but also one of productivity. From the positive, the dust finally settled following the multitude of staff changes from the Retrenchment Process the year prior. From the less positive, the State's fiscal picture remained problematic, which led to initiative constraints. With this backdrop, I am pleased to report that departments were able to spend considerable time and energy accomplishing what you will read in the pages that follow.

II. ACCOMPLISHMENTS OF THE YEAR

Programmatically, we increased the number of student participants in evening and weekend programs six-fold, initiated the development of new residential Living and Learning communities to increase student engagement, restructured the Career Center staff by assigning one specialist to each College in order to better meet the unique needs of each academic program, relocated the Career Development Center to a more centralized Campus Center space, initiated a new LGBT Center, combined it with the Women's Center, and renovated space in the Campus Center to allow this new Center to be more accessible for students.

Divisionally, we developed a set of "Core Department Functions" for all Student Affairs departments (which may be found on the Student Affairs website) and coordinated a Program Assessment for the Frederick Douglass Unity House.

In terms of gaining knowledge pertaining to our student population, we continued to gather CIRP data during Orientation to produce a report on the profile of our entering class, conducted the fifth annual Student Satisfaction Survey, continued to host monthly Conversations That Matter Dinners with students and semesterly dinners with parents, and strengthened the Senior Exit Survey in order to better understand the future plans of our graduating students.

Financially, as a division, we balanced the cumulative \$30 million budget for which Student Affairs is responsible (housing, health, student activities, orientation, commencement, and departmental budgets). Third-party billing was increased, a new Class Scholarship Fund was developed with the help of the Senior Class President, a new Study-Away Scholarship Fund was established by a Fraternity in honor of a student we lost far too early, and a new Student Emergency Fund was initiated by the Student Fee Allocation Committee.

On a personal level, I offered an academic class in the School of Education, Public Policy and Civic Engagement (SEPPCE) as part of the Leadership Minor in order to strengthen our commitment to enhancing student leadership skills. Locally, I assumed a position on the Board of Directors at the Dartmouth YMCA in order to further the University's mission to be an active leader in helping to strengthen our community efforts. Nationally, I maintained leadership in both of the major Student Affairs national organizations, ACPA and NASPA, serving as a Program Reviewer for the two upcoming national conferences and agreeing to facilitate a panel discussion at the upcoming ACPA conference in March 2012.

On campus, I served on a variety of committees and task forces including the Senior Enrollment Management Team and Emergency Response Team Committee, served as a New Student Orientation Book Discussion facilitator, and served as the advisor to Student Government Association, Golden Key International Honor Society, Haitian-American Student Association, Phi Kappa Theta Fraternity, and co-advisor to the new National Society of Leaders and Success.

Assistant Vice Chancellor for Student Affairs

Submitted by Cynthia E. Cummings

I. SUMMARY OF THE YEAR

During the 2010-2011 academic year, I spent a significant amount of time responding to student emergencies and working with students in crisis. I worked directly with 62 students (and many of their parents or faculty members) who had problems with alcohol, drugs, mental health, impulse control, and a variety of other issues. This number compares to 33 students in 2009-2010. Working with each of these students required a great deal of time communicating, seeking resolutions, finding resources, and helping them decide if UMass Dartmouth was the right place for them.

In August, I was asked to co-direct the new Endeavor Leadership Scholars program. The Endeavor Scholars are a group of 27 high-achieving students whose tuition and fees are paid through a generous gift from an anonymous donor. In exchange, the students are expected to develop sound leadership skills and provide significant community service. The program had a number of successes and a few failings. It was extremely challenging for two individuals with already full plates to devote the time that was necessary to make the program all that it could be. With each subsequent year and each additional cohort, it will be exciting, but also increasingly challenging to manage this new venture.

Finally, I had the opportunity to serve on some important committees and do some valuable programming for students. All in all, 2010-2011 was a very productive year.

II. ACCOMPLISHMENTS OF THE YEAR

- Hired the new Associate Dean of Students
- Managed the Dean On-Call process and SAGE, which addressed 185 student emergencies, crises, and unique behavioral situations. This number compares to 142 in 2009-2010.
- Played an integral role on the First-year Experience Committee. Chaired the work group that developed the learning module on decision-making, for faculty use in the new first-year course. This involved identifying and creating course materials including academic content, discussion guides, and in-house videos.
- Served on the National Perspectives Committee that coordinated the Chancellor's "Conversations That Matter" program. Instrumental in bringing Dr. George Kuh to campus as the first speaker.
- Served on panel addressing college attendance for low-income women for annual Women's Fund breakfast. Selected a UMass Dartmouth student panelist for the event.
- Served as founding member of the Multicultural Network for UMass Dartmouth faculty and staff of color.

- Furthered diversity efforts by enlisting Kathy Obear to work with Student Affairs staff on creating social justice on campus.
- Gave presentations at the following events: It Gets Better, LGBT Youth Symposium, DCH Leadership Program, New Faculty Orientation, RA Training, New Student Orientation, and Family Orientation.
- Advised the Order of Omega Greek Honor Fraternity.
- Mentored, consulted with, and advised many students on a variety of academic and personal issues.
- Assisted several students with conflicts or complaints involving faculty members and grade appeals.
- Consulted with faculty on a number of unique student issues.

ASSOCIATE DEAN OF STUDENTS

Submitted by Shelly Metivier Scott

I. SUMMARY OF THE YEAR

This year was a transitional one for the Associate Dean of Students position as I filled the position in October. I held 19 "Partnership Meetings" early on, during which time I reached out to colleagues to learn best how their respective departments currently interacted with mine. I attended SGA, RLHAC, and other student group meetings and events in order to connect with students to better understand their needs and provide education and support to them. I initiated contact with our commuter and veteran students to better understand their needs, let them know that I am a resource for them, and learn how best to support them. I worked daily to provide successful support and advocacy for students and families with personal, interpersonal or academic challenges. This took the form of numerous phone calls, e-mails and meetings with students as well as family members, faculty and staff involved with each student.

The January and June Orientation programs for new students and families were extremely successful. The five, 2-day June sessions for First-Year students and the two, 1-day sessions for Transfer students involved successful coordination between several Student Affairs departments and Academic Affairs departments. Planning for the August session that will include all First-Year and Transfer students led us to reduce the program from three full days to two. A post-orientation evaluation process will help determine the best use of possible future on-line and in-person sessions that may allow the University to further reduce these time demands for students and their families.

II. ACCOMPLISHMENTS OF THE YEAR

- Creation of the new Moonlight Breakfast study break just prior to each final exam period (involved 1200 student attendees at each)
- "Conversations That Matter for Commuters" luncheon to connect with and understand the most pressing issues of our commuter students
- Creation of a new Family Guide
- Participation in the Americans with Disabilities Act Committee
- Restructured the budget for the New Student Orientation programs
- Re-located the Center for Access and Success to a more quiet, residential space
- Initiated Veteran students outreach and advocacy
- Initiated Commuter student outreach and advocacy
- Implemented New Student Orientation programs for first-year students, transfer students and for families
- Supervised the Center for Access and Success and the Student Conduct and Dispute Resolution Department

CAREER DEVELOPMENT CENTER

Submitted by Dr. Gail Berman-Martin, Director

I. SUMMARY OF THE YEAR

Over the past year, the Career Development Center has successfully responded to a good deal of change as they physically moved to the ground floor of the MacLean Campus Center. This relocation provided improved visibility and access to the Center. In terms of appointments, the Career Specialists increased the total number of students and alumni seen from **504** in 2009-10 to **877** in 2010-11, an **overall increase of 57%**! The director has made significant progress in creating new initiatives to improve outreach to students, faculty and deans. The increase in communications and collaborations with faculty to promote CDC's programs and services has had a positive effect on student attendance and participation in CDC events, workshops and scheduled counseling appointments this year.

II. ACCOMPLISHMENTS OF THE YEAR

A new "CDC Feedback Questionnaire" was given to each student who met with a Career Specialist, attended a workshop, job fair, event, or classroom presentation. As an example, of the 877 students and alumni who met individually with a Career Specialist, 528 (60%) filled-out an exit-questionnaire. The results of questions 1-6 from the questionnaire are as follows:

#1. I felt my counselor spent an adequate amount of time with me in order to assist me with my current career development needs.

505 (96%) Strongly Agreed

#2. My counselor understood my needs and was able to provide appropriate guidance.

500 (95%) Strongly Agreed

#3 I felt comfortable talking with my counselor about my current career needs.

509 (96%) Strongly Agreed

#4. My appointment today has given me direction regarding my career path.

472 (89%) Strongly Agreed

#5. I am satisfied with the availability of private appointments. It was easy to schedule an appointment.

497 (94%) Strongly Agreed

#6. I was treated with respect and courtesy by the office staff.

522 or 99 % Strongly Agreed

Individual Counseling Appointments:

The following is the breakdown of the individual appointments by Career Specialist and College:

<u>Career Specialist</u>	<u>College(s)</u>	<u>Students</u>
David Lepage	CCB	340
Diane Sansoucy	CVPA, CON, ASU, SEPPCE	113
Colleen Wetterland	A&S, COE	269
Gail Berman-Martin	ASU, Alumni, Wash. Ctr.	<u>155</u>
Total # of Appointments:		877

Events:

Although CDC is functioning in a more decentralized model in which each Career Specialist has been assigned to work with one or more specific colleges, when career events are planned, the entire staff works collaboratively to ensure its success. The events for this year included:

<u>Event</u>	<u>Date</u>	<u>Recruiters</u>	<u>Students</u>
Work 'n Serve	9/08/10	38	830
COE/Raytheon Night	9/29/10	1	58
Business Career Night	10/27/10	27	210
CSI:Dartmouth!	11/18/10	2	75
Federal Career Day Panel	3/10/11	6	102
Career Expo 2011	4/6/11	51	513
Judith Klein Art Exhibit	4/16/11		<u>32</u>
Totals:		125	1820

On-Campus Recruiting:

Due to improvement in the economy since the Recession in 2008, the CDC saw an uptick in on-campus recruiting. Last year there were a total of 45 employers and this year there was an increase to **58**, a **26% increase**. Though still not at the pre-recession level, on-campus recruiting improved.

Experience Program:

The number of students enrolled in the Experience Program **increased 25%** over last year indicating the increased interest and need for internships before graduation. The College of Business and the College of Engineering handle their own internship courses and the College of Nursing coordinates their own clinical program. However, if students in these colleges would like to explore other career-related opportunities, they are able to participate in the Experience Program and gain academic credit, in lieu of other elective courses. For many students in the College of Arts & Sciences who do not have an internship course as part of their major requirements, the Experience Program affords them the opportunity to gain credit and experience in their field of interest.

The Washington Center:

The Career Development Center has been an affiliated with *The Washington Center* (TWC) for more than twenty years. TWC internship programs consists of a semester of substantive work experience tailored to the student's interests, academic coursework, and civic and leadership programming within our capital, Washington, DC. UMD students must have successfully completed their sophomore year and have at least a 2.75 GPA. Students with a GPA 3.0 or higher are eligible for a \$5,000 Massachusetts state scholarship applied to the program. UMD tuition and fees are waived and the student is only responsible for the remaining costs of the program and housing. During the 2010-11 academic year, a total of 8 students participated in and completed this program.

Job Location and Development (JLD) / Community Service Learning Program:

The Career Development Center is responsible for coordinating and managing the JLD and the CSLP programs. Both are federally funded by the Federal Work-Study grant. The grant provides funding to assist CDC to develop part-time off-campus jobs (JLD) and to partner with community service agencies in the area to provide off-campus work study opportunities (CSLP) for students who would rather utilize their Work-Study award performing community service. A total of **19** agencies supervised **37** UMD students during the past year for this purpose.

Senior Exit Survey:

The director worked with the Office of Institutional Research & Assessment to refine the *2011 Cap and Gown Survey* that was distributed on April 27, 28 & 30 to all seniors and graduate students while they picked up their cap & gowns. From the 2011 graduating class, **1417** surveys were completed and the results will be shared along with a newly developed 6-Month-Out Class of 2011 Survey next spring.

CENTER FOR ACCESS AND SUCCESS

Submitted by Wendi Chaka, Director

I. SUMMARY OF THE YEAR

The caseload of students that the CAS served in the fall 2010 semester and the spring of 2011 averaged 200 students. The demographics of the population changed from fall to spring but largely consisted of students with learning disabilities and ADD/ADHD. A growing population of students with autism spectrum disorders including Asperger's Syndrome, have been accommodated. The caseload also includes students with physical, emotional, hearing, and sight disabilities.

The CAS increased its effectiveness in successfully serving our students with disabilities in two important ways: 1) We gained a new associate director and 2) The Center moved from its Liberal Arts location to a more desirable location in a residence hall, where the noise level is significantly lower during the daytime, when students need quiet test-taking space.

II. ACCOMPLISHMENTS OF THE YEAR

- Administered over a 1000 exams in the fall '10 and spring '11 semesters
- Restructured the policies and procedures for all aspects of the testing process including the scheduling of exams, receiving exams, proctor sheets, and test delivery to professors
- Revised the note-taking tracking and payment systems resulting in monetary savings, paper, and resource reduction
- Presented a training session to over a 100 tutors from the Academic Resource Center's Reading and Writing Center and Upward Bound on working with students with disabilities
- Revitalized the Faculty Section of the CAS website making it an effective resource for our professors
- Continually updated documentation guidelines for eligibility to receive accommodations, based on specific disabilities
- Worked with members of the ADA Advisory Committee to voice concerns about accessibility issues on campus
- Improved outreach efforts to CAS students through periodic group e-mails
- Created a monthly CAS newsletter
- Collaborated closely with the directors of the tutoring centers to ensure that students are matched with the proper tutor to maximize learning, due to various learning styles
- Established professional contact with the Massachusetts Rehabilitation Commission to provide proper testing and services to our students with disabilities

COUNSELING SERVICES

Submitted by Dr. Christine Frizzell, Director

I. SUMMARY OF THE YEAR

The 2010-11 academic year was focused on working through issues remaining from the major changes of the previous year while continuing to meet heavy student demand for our services. Our new staff continued to make progress toward licensure. We should begin Fall 2011 with all independently licensed clinicians. This will increase hours available for providing services to students and will also make running the Clinical Internship Program easier.

Our internship program continued this year with two new doctoral interns from the Massachusetts School of Professional Psychology who spent 30 hours a week with us and one returning doctoral intern from Antioch University who spent 12 hours a week with us. The MSPP interns added some much needed diversity to our staff as one was Egyptian-American and one was Haitian-American. We also had a masters' prepared clinician who spent 12 hours a week with us completing supervised hours of practice toward licensure.

Demand for our services remained high and we saw a record number of students with psychotic illnesses (more than a dozen) and a very large number of students with heavy trauma backgrounds. We also continued to see many students experiencing profound stress related to the economy. Students reported having no money for food and/or books, not being able to find part-time jobs, concern about student loans and post graduation employment prospects, and their parents being unemployed and/or their families facing home and business foreclosures. We coped with the high demand for services by continuing to attempt to refer students off-campus for long-term treatment and by seeing as many students as possible every second or third week, rather than weekly. We did well with regards to responding quickly to students in crisis but the wait for non-crisis services was as long as 3 weeks for much of the first semester. Our psychiatric services were heavily utilized and may need to be increased in the near future. Three UMD students died this year (one on campus) and our staff was heavily involved in providing support to those affected.

II. ACCOMPLISHMENTS OF THE YEAR

- We experimented second semester with a scheduling modification designed to shorten the wait for intakes. It seemed to help somewhat and will be continued next year.
- Application for accreditation by the International Association of Counseling Services was completed and submitted and we are anticipating a site visit in the spring semester.

- We held a reception for local mental-health care providers with the goal of learning more about local options for referring students off-campus for services. Fifteen local practitioners attended, bringing us information about their practices. We also garnered several guest speakers for our internship program from this gathering.
- We arranged a tour of St. Luke's Emergency Department and a meeting with administrators there for Counseling Center staff and other Student Affairs staff who serve as On-Call administrators.
- We continued to experiment with using Compeer student volunteers as mentors for first-year students coming to campus already diagnosed with mental illnesses. This worked well and we plan to expand this program to 25-30 matches in the fall.
- We found a trainer/consultant on the topic of group-treatment in college counseling centers and arranged for an all-day training in Fall 2011.
- The director continued to meet with counseling center directors from the other 4 UMass campuses.

B. Program Statistics

Individual Counseling:

Year	Appointments Made	Clients	Appointments Kept	No-show Rate
2010-2011	5095	1052	3610	14.5%
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 16 times, 22 participants

Academic Success met 15 times, 19 participants

Substance Abuse Group met 22 times, 65 participants

Finding Balance - met 5 times, 5 participants

Testing:

Strong Career Interest Inventories - 42

CAARS Adult ADHD Rating Scale - 45

Learning Disabilities Battery - 1

Psychiatric Services:

Year	Appointments Made	Clients	Appointments Kept	No-show Rate
2010-2011	620	169	500	8.4%
2009-2010	623	161	494	10%
2008-2009	535	145	437	9.7%
2007-2008	493	134	418	9.1
2006-2007	396	---	---	---

Reason for Seeking Counseling:

Academic Counseling	105	Voluntary Drug/alcohol Counseling	14
Career/Vocational Counseling	14	Mandated Drug/alcohol Counseling	70
Personal Counseling	530		

Issues of Concern (rated by counselor):

Prior MH history	163	Unplanned pregnancy	10	Porn addiction	1
Inpatient history	45	Issues related to GLBATQ status	32	Sexual addiction other than porn	3
On meds at intake	107	Grief/bereavement	53	Anger management	30
ADHD	156	Relationship violence	17	Sent to detox	1
Other LD	14	Being stalked	4	Hospitalized by CC	3
Current suicidal Ideas	27	Eating disorder	14	Hospitalized by campus police	20
History of attempts	29	Alcohol problem	132	Hospitalized by self, family or off-campus provider	8
Attempt this year prior to treatment	5	Problems related to pot use	55	Stalking behavior or history	1
Attempt this year while in treatment	5	Use of street drugs other than pot	13	Major Depression	128
Childhood sexual abuse	24	Misuse of prescription drugs	6	Anxiety Disorder	106
Non sexual childhood abuse	44	Gambling problem	1	Bipolar Disorder	35
History of sexual assault	12	Internet or gaming addiction	1	Austism	9
Recent sexual assault	6	Self-injurious behavior	21	Medical leave	10

FREDERICK DOUGLASS UNITY HOUSE

Submitted by Keith Wilder, Assistant Dean of Students and Director

I. SUMMARY OF THE YEAR

Through the development of various educational programs and services, the Frederick Douglass Unity House (FDUH) continued to support the University's commitment to "developing and maintaining an academic community in which the individual dignity and potential of each of its members are given full respect, recognition and encouragement." To assist in accomplishing this objective, during the 2010-2011 academic year, Unity House was involved in successfully developing and/or supporting a number of activities, events and services that were critical in fostering a diverse and integrated learning environment.

Unity House held more than 60 programs ranging from ice cream socials, faculty lectures, distress days, and collaborating on the development of events for Black History Month. Additionally, the *Lesson in Leadership* program has become one of the most prominent campus leadership initiatives for students of color, particularly women. Since fall 2009, 79 students have completed the seminars in the *Lesson in Leadership* program. Fourteen of these students graduated this past May. The success of the *Lesson in Leadership* is that the program has maintained an 80% class retention rate and more than 61% of the participants are still on campus, persisting towards graduation.

Another encouraging statistic is the fact that during 2010-11, Unity House was utilized 70 times by campus faculty and many more times by student organizations. Unity House recorded 193 hours of class time for teaching and other educational programs. This demonstrated our commitment to opening our doors to our exemplary staff and faculty while transforming Unity House into an accessible academic resource center as well as a learning environment that embraces personal development and social integration.

Equally important, we are assisting in the University's efforts to *dispel racial, cultural stereotypes* through the development of Surface, Significant, and Signature programming (SSS). Such programming efforts offer students and staff of diverse backgrounds and experiences the opportunity to interact with one another, and be enlightened by educational opportunities.

One of the most student valued resources at Unity House is the Carroll McCloud computer lab. With just 10 computers, we recorded 4,882 uses by various students who were encouraged to complete research assignments, write papers, and to limit the use of the computers when on social media sites.

Equally valued is available meeting space within Unity House. This past year, we recorded 108 hours of meetings, and 343 hours of leisure engagement for social planning and relaxation - enabling us to see, for the first time, that Unity House is an ideal resource for students of color and students in general.

While Unity House has traditionally been perceived as an environment for Students of Color, this past year we experienced a significant increase in the numbers of white students participating in sponsored events and programs. From selected anecdotal evidence from staff and student workers, we learned that our expansion and outreach to faculty certainly drew more (who might not otherwise attend) students into the space. This anecdotal evidence suggests that Unity House is becoming an "*all inclusive space*" for all students to share and learn from one another.

One programming event that drew a diverse audience of students, faculty, and staff into Unity House was a collaborative efforts and a "Significant" program entitled "Make it Better." This open forum on racial and cultural diversity was extremely successful at inspiring and encouraging participants to work towards ending intolerance and homophobia, not just on a personal level, but throughout the university community.

At the conclusion of this event, I was approached by one student who commented, "This event was incredible. I think for the first time in my time here at UMD, I feel like we all had an interest in making life better for me and my friends". While this comment reflects the opinion of only one student, I feel extremely encouraged by the continued efforts of Unity House to assist in facilitating the development of an environment where inclusion and acceptance are part of the campus norm.

II. ACCOMPLISHMENTS OF THE YEAR

- Development of a comprehensive collaboration of campus wide Black History Month Calendar of events
- Unity house has continued to build campus community through it space usage
- Streamlined office filing system
- Provided service-learning opportunities for students, staff and faculty through participation in the African American Read-In 2011
- Successful data collection from Lyric Systems
- Worked to create an environment in Unity House that provided visitors with a sense of belonging, ownership, and respect
- Continued work and collaborations with the Women Center and the Pride Alliance - Unity house earned recognition from the Pride Alliance for support in programs
- Strong student participant in "Lessons" classes
- Built new alliances with faculty from Nursing department via planning for future trips to Haiti
- Advocated for Alana Student organizations i.e. CVSA, ULS, and BSU in planning and supporting their cultural events
- Acquired newer computers through CITS and a printer from EEO
- Expanded computer lab wireless capability with acquisition of laptops

Developing and identifying "signature programs" and creating an inclusive environment:

- Lessons in Leadership
- Black History Month (every dean from every collage contributed to Black History Month and the Sonia Sanchez events)
- ALANA Graduation
- BHM Gala
- Graduation Open House
- African-American Read-In

HEALTH EDUCATION AND PROMOTION

Submitted by Beth-Anne Vieira, Coordinator

I. SUMMARY AND HIGHLIGHTS OF THE YEAR

Peer Health Education Program

The Peer Health Educators (PHEs) now offer 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** (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. Program designed for first-year students.)
- **Healthy Feud** (Nutrition)

Peer Health Educators influence their peers in formal (workshops, outreach, etc.) and informal ways (conversations, interventions, etc.) The PHEs are asked to record their non-workshop or outreach related activity in a database. This academic year, the PHEs recorded **2,800** interactions.

The PHEs developed two marketing campaigns to launch in Fall 2011. The first campaign is designed to increase the visibility of the PHE program and the Peer Health Educators. The second campaign is a social marketing campaign to encourage low-risk alcohol use among students who choose to drink.

The Peer Health Educators presented three workshops at the Bacchus Network Area 10 Conference. The PHEs were awarded "Outstanding Peer Education Group-Area 10 (New England)" by the Bacchus Network. Alumnae Kelly Boehm was awarded "Outstanding Peer Educator Alumnus-Area 10".

HIV Testing

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

Mental Health Promotion

Offered campus-wide QPR suicide prevention workshops, in collaboration with the Counseling Center. Mailed *Building Bridges: Friends Helping Friends* and National Hopeline materials to various campus constituents.

Other Accomplishments & Activities:

- Developed Wiki for Peer Health Educator internship/training. Weekly reading and journaling assignments are posted to the Wiki. The students can also use the Wiki to communicate with each other regarding their group projects
- Peer Health Educators developed two marketing campaigns to launch in Fall 2011
- Collaborated with Women's Resource Center and others on several programs, including: *Make it Better: Open Forum to End Intolerance, Homophobia, and Transphobia*; *The Female Body*, a women's health film and lecture series; and V-Week programming, including *The Female Orgasm*
- Collaborated with UMADD and Phi Sigma Sigma to bring Marcus Engel to campus to present *In the Blink of an Eye*
- Chaired Assistant Director of Residence Life search committee
- Participated in a panel on peer health education program structure at the Bacchus Network Area 10 spring conference
- Submitted formal request to the Faculty Senate and Student Government Association requesting that they each adopt motions recommending the addition of Gender Identity and expression to UMass Dartmouth's non-discrimination policies and statements. Faculty Senate and SGA adopted these motions and are forwarding their recommendations to Associate Vice Chancellor Milstone, Provost Garro, and Chancellor MacCormack for consideration.

HEALTH SERVICES

Submitted by Sheila Dorgan, Director

I. SUMMARY OF THE YEAR

The chief public health issue faced this year was EEE (Eastern Equine Encephalitis). Unusually large number of mosquitoes infected with the virus were found during the summer months and early fall. This prompted the convocation of the Emergency Response Committee comprised of representatives from Student Affairs Administration, Public Safety, Facilities, Health Services and Public Affairs. A comprehensive response plan that included student and staff notification and education regarding EEE, spraying of grounds and provision of mosquito spray at public events and in the bookstore was formulated. Close contact with the Director of the Town of Dartmouth Board of Health was maintained regarding threat updates and recommendations for outdoor activities. This provided the opportunity for the emergency committee to work together and to further refine roles and procedures.

In an effort to enhance revenue, the contract with our medical billing company, Vivature (formerly Highland Group), was renegotiated. Prior to the renegotiation, the director of health services, in conjunction with Business Services, researched and interviewed other billing companies. It was decided to continue with Vivature both because they will be offering us a free EMR (Electronic Medical Record) immunization portal scheduler and on-line billing option and because our percentage received from what was billed was increased significantly. According to our research, the free software package would save us at least \$30,000 to \$40,000 per year.

The position of Assistant Director of Health Services was filled in November. The position had been vacant for one year, providing a challenge to the director to provide close daily clinical input/supervision in addition to fulfilling the director's job description. Our Coordinator of Health Education was promoted to the newly created position of Assistant Director of Health Services for Health Education and Promotion. Two years ago, two of the Clerk III positions had been changed from 12 months to 9 months. It was found that this change negatively impacted Health Services' ability to record immunizations of incoming students and to inform students in a timely fashion of noncompliance issues regarding their immunizations. This had the potential to detrimentally affect the health of the student body, especially with respect to potential measles, mumps and chickenpox outbreaks. At the direction of my supervisor and with the support of AFSCME, these two clerk positions were reverted to 12 months.

II. ACCOMPLISHMENTS OF THE YEAR

In addition to accomplishments mentioned in the summary, the following represent the most significant accomplishments for the 2010-11 year:

- Student Advisory Board was formed. The first meeting of our newly created Student Health Advisory Board (SHAB) took place during Fall 2010. Students were recruited from Athletics, Center for Access and Success, Frederick Douglass Unity House, Peer Health Education, International Student and Scholar Center, Pride Alliance, Housing and Residential Education, Student Senate, and Women's Resource Center. Currently there are 12 active members on the Board. Two suggestions from the board have already been implemented. One was for Health Education to increase its Facebook presence. The other was to provide incoming students with a list of suggested medical/first aid supplies to bring to college.
- Waiting room area was reconfigured to be more aesthetically appealing and to provide more space by removing the room divider and replacing it with moveable curtains.
- Outreach to lesbian/gay/bisexual/transsexual/questioning students was addressed in several ways. All staff received a three hour in-service regarding LGBT health needs and the issues these students encounter in seeking health care. The director of Health Services received permission from Pride Alliance to meet with them to learn about their specific needs and perception of UMD's Health Services. The director also attended the "It Gets Better" presentation at Unity House. Finally, brochures and posters related to LGBT students and their health needs have been prominently displayed in the waiting area.
- Responses to the student satisfaction surveys were increased. Last academic year only one survey was implemented, in the Spring of 2010, with a total of 61 responses. This academic year a survey was implemented in Fall 2010 and Spring 2011 with a total of 252 respondents, a fourfold increase.
- After-hours resources for students were increased. A section "what to do when Health Services is closed" was updated on Health Service's home page to include Health Services' answering service in the late Spring 2010 semester. This allows students to consult with the NP on-call if they have questions regarding their illnesses and whether they can wait until the office is open or need to seek immediate care at an Emergency Room or walk-in. Approximately ten students used this resource and we have received no complaints regarding the promptness of the NP response.
- Health Services responded to changes in immunization laws by training all clerical and clinical staff regarding the new laws, changing requirements on forms sent to students and on the web-site, working with new immunization module offered by Vivature to insure requirements were properly set up and reports able to be run.
- Self Study Modules for HIPAA, OSHA and Fire Safety were developed and placed on the common drive.
- Collaboration with Counseling Center was encouraged by having a general meeting between staff from both Health Services and Counseling Center. Counseling Center staff see urgent referrals from SHS same day. SHS physician sees patients referred from Counseling Center for temporary management of psychotropic medications if the psychiatrist does not have a schedule opening for the patient.

- Collaboration with the head Athletic Trainer was encouraged by director of Health Services meeting with her to discuss her department's needs. Because of HIPAA regulations, information can not automatically be shared by SHS with athletics. It was suggested that the trainer have individual athletes sign permission to share if there is a medical issue/question.
- Collaboration with Nutritionist was accomplished by providers clearly documenting reasons for referrals, and by patient care meetings between the nutritionist and the director.
- Professional staff having access to most current clinical information was accomplished by continued subscription to the on-line resource uptodate.com and MMWR, the purchasing of newly published dermatology resource books and purchasing subscriptions for providers to a nurse practitioner prescription reference.
- Professional Staff received feedback regarding quality of medical services rendered via peer review each semester, quarterly MD chart reviews, monthly case reviews at staff meetings and the asthma teaching QA (quality assurance) report.
- Professional development for all clinical staff was supported. Professional staff were allowed to attend CEU activities and money was budgeted per written policy for CEU activity. All four NP's, the director and the two RN's on staff took part in CEU activities to maintain their professional credentials.
- Student learning outcomes were addressed in the following ways:
 1. Nursing student interns were recruited and trained regarding HIPAA and basic clinical skills, with their knowledge being measured via checklist.
 2. An NP student was precepted, and her skills were measured by SON nurse practitioner outcomes checklist.
 3. Student satisfaction with patient teaching effectiveness was measured in the fall and spring patient surveys. Results showed that students were very to extremely satisfied with the teaching they received.
 4. An asthma inhaler teaching project was implemented to evaluate the effectiveness of teaching given to students newly prescribed asthma inhalers was done Fall 2010. Students were taught to use the inhalers and were brought back to evaluate the retention of their skills. Students demonstrated excellent skill retention across the board. This indicates that no changes need to be made in our asthma inhaler teaching program. In addition, an asthma action tool was developed to aid students in managing their asthma.
- Training and evaluation of clinical staff with respect to visit coding was accomplished by having the Vivature head insurance consultant review charts and present results to clinical staff. He addressed over-coding issues as well as missed opportunities for revenue enhancement.
- Education of students regarding their health insurance card and necessary information and referrals was done each time a patient booked an appointment.
- SHS supported diversity in its employees. The number of minority students and staff working for SHS was maintained. Out of the ten students who worked in the office, five are considered minorities. We continued to employ two professional staff who are considered protected classes. In addition, the assistant director position was advertized in a magazine targeted to people from an underrepresented population.

- In order to facilitate communication, monthly meetings for managers, NP/MD's, secretaries and two general meetings were scheduled for AY 2010/2011. The SHS director attended two MD/NP meetings, one RN/MA meeting and one support staff meeting as well as the two general meetings during the academic year.
- SHS director served on the Disability Committee, Housing/Meal Appeal Committee, Crisis Committee, Disaster Committee, Insurance Consortium, and continued as a CHAAND (College Health Administrators and Nurse Directors) member.
- Easy access to medical care continued to be provided to students. Providers agreed to decrease appointment time for follow-up visits from 30 minutes to 15 for most diagnoses to free up more time to see acutely ill/injured students. It was rare that a student could not be given a same day appointment unless they called late in the day. In that case, they were offered an appointment with the triage nurse. Most days began with at least 3/4 of the appointment space open.

Departmental Data

The total number of patients seen academic year 2010/2011 was 5,158, an approximately 4% decrease from the previous year's number of 5,372. This might in part be attributed to a fewer number of students enrolled at UMD. The appointment reasons were as follows:

Illness	2,813
Follow-up	639
Other	500
Women's Health	273
Immunizations & TB testing	226
Injury	232
STD check	170
Laboratory	143
Nutritionist	58
Triage	54
BP check	50

It is unusual to have such a large number of "other" appointments. It was the result of moving to a new scheduler system with initially limited choices for reason for appointments and staff not sufficiently utilizing the choices available. This has been addressed over the last semester. Next year's statistics should more accurately reflect the reason for appointments.

The percentage of no-show appointments continued to decline, from 9.9% of total number of appointments booked three years ago to 5.4 % two years ago to 4% this past year. This can be attributed to our staff making reminder calls for the last two years.

Only three athletic physicals were done AY 2010/2011 down from 28 the previous year. The athletic trainer has been strongly urging athletes to have their required physicals done prior to arriving on campus, resulting in a decreased need for SHS to perform these physicals, and opening up more appointment slots for acutely ill or injured students.

Once again, our nursing triage visits have decreased, an indicator that sufficient appointment slots have been available for patients. This year we had 54 triage visits - the previous year we had 145. Most of the triage visits were for minor injuries and illnesses well within the ability of the RN's training and ability and did not require MD/NP appointments or referral to emergency facilities.

During Fall of 2010 SHS sponsored a flu clinic utilizing an immunization company which is contracted with many major insurances, Maxim. They came to campus and immunized approximately 120 staff and students.

A major change was proposed and initiated for AY 2010/2011 regarding the monitoring of student compliance with Massachusetts' mandatory health insurance law. For the last five years, the university had an audit system in place to verify that the insurance with which a student waives the SHIP (student health insurance plan) complied with the state of Massachusetts' insurance laws. If a student's insurance was thought not to be in compliance, or if the student did not complete the required on-line waiver, the student was notified by university e-mail that they were being placed on the insurance. Last year of the 300 students involuntarily enrolled either because they had not completed the waivers or whose insurance was thought not to meet SHIP requirements, over 200 students actually had acceptable insurance. Many of them did not check their university e-mail and were unaware that a charge of nearly \$2,000 had been added to their bill. Placing students involuntarily on the SHIP was a major financial hardship for students, resulting in some of them withdrawing from the university. In addition, the process to remove students who were actually in compliance from the SHIP was somewhat complicated. Research indicated that according to Massachusetts State Law, the university is not required to audit to insure compliance, but only to inform students of the regulations and requirement. None of the state colleges audit the waivers. As a result, students will continue to be notified of the insurance requirements both by letter and information contained in the on-line waiver. This change in policy has been approved by the university counsel and should eliminate student complaints regarding involuntary insurance enrollment and allow students to better manage their financial responsibilities. The end result should be fewer students withdrawing from the university due to being financially unable to meet insurance requirements. Issues arising as a result of this initiative will be reviewed with bursar's office and insurance broker throughout Fall 2011.

**UMass Dartmouth Student Health Services
Patient Satisfaction Survey
Fall Semester 2010**

UMass Dartmouth Student Health Services conducted a student satisfaction survey 9/7/2010 through 9/20/2010. The questions addressed student satisfaction with staff courteousness, length of wait time to make an appointment, length of wait time in the waiting room as well as satisfaction with the explanation and information patients received regarding their individual medical problem, as well as student satisfaction with the cleanliness and appeal of Health Services' physical plant. Students were given a survey at check-in and asked to complete the survey and drop it into the survey box. During that time frame, 373 students were seen and 154 returned completed surveys, for a return rate of 41.3%.

Responses to Satisfaction Survey (% of responses)

Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
1. Length of time waiting for an appointment	63.6	34.4	1.3	0.7
2. Helpfulness/courteousness of front desk in making an appointment	76.6	23.4	0	0
3. Helpfulness/courteousness of front desk at check in	77.9	22.1	0	0
4. Helpfulness/courteousness of nurses	81.8	18.2	0	0
5. Length of time in waiting room before being seen by RN/NP/MD	66.9	30.5	1.9	0.7
6. Explanation/information given regarding diagnosis and treatment	74.7	25.3	0	0
7. Cleanliness and appeal of facility	78.6	21.4	0	0

HOUSING AND RESIDENTIAL EDUCATION

Submitted by Lucinda Poudrier-Aaronson, Director

I. SUMMARY OF THE YEAR

We would best summarize this year as one of great transition. There was significant staff turn-over within the central office this year and it did not all occur at ideal times. As a result, we functioned during much of the year short-staffed, especially in the central office. With several unanticipated vacancies occurring simultaneously, a decision was made to slow the hiring processes down and reconsider our organizational structure. A name change and reorganization was proposed, and five new job descriptions were created.

In late Spring 2011, our department began to put some things into focus. We started discussions that would revamp our organizational structure, business and student development practices, and began to look at summer tasks and action plans that would assist us in becoming a more student and community development-centered organization. Our attention to residential curriculum and an integrated approach to the first year living learning communities is the start of this growth. We will continue with these plans into AY2011-2012.

One of our significant challenges continues to be policy, protocol and procedure related to our physical facilities. We need to improve the quality of service we provide to students and staff. The turnaround time and level of quality service has deteriorated in the last several years, and while our department has significant responsibility, we have little authority to make systemic change. We have spent more money in overtime, call backs and outside contractors during the last two years, but unfortunately services have not improved. In many instances, we have experienced increased service issues and open work orders. The director will continue to coordinate service and collaborate with Campus Facilities to make necessary changes in this area.

II. ACCOMPLISHMENTS OF THE YEAR

Facilities

- Cedar Dell interlocking doors completed.
- Painted the interior of Pine Dale Hall which only had primer applied at time of construction.
- Furniture replacement in Pine Dale.
- Initiated window covering replacement in Roberts Hall.
- The FAMIS pilot program was continued to all of campus, allowing students in residential halls to place their own work order requests into the FAMIS work-order system. This program continues to be a challenge, but is the correct direction.

Residential Life

- RD staffing remained steady and consistent for the entire academic year.
- Fall 2010 Move in and Opening was a great "University" success. The event truly became more than just a Housing event, and the advent of the steering committee was much needed.
- With the addition of the Coordinator of Residential Community Standards and Academic Initiatives, we energized much needed work in the area of residential conduct and really focused our work with academic partnerships.
- The RA staff completed their programming requirements this year and we had a great turn out from residents. We also received good feedback in evaluations of programs. 1,664 programs were hosted by RA's this year. Please see data below for more detailed breakdown.

2010-2011 Programming Report

CAMPUS WIDE BY CATEGORY		
	Fall 2010	Spring 2011
Academic Support	109	79
Active	75	90
Community Service	76	54
Cultural Awareness	75	59
Health & Wellness	114	91
Pride	105	127
Social	146	183
Passive Programs	170	211
TOTAL	870	894

Business Operations

- Room Selection housing deposits were once again accepted by University Enrollment Center.
- All students who submitted a housing deposit were able to participate in the process.
- There was increased personalized assistance for student walk-ins during the On-Line Room Selection process and, no significant problems or issues were evident at the conclusion of the process.
- First year students received their room assignment and roommate information online instead of via a mailed hardcopy once again.
- We ended the fiscal year with a positive net income and small ending cash balance. We realized cost savings from several long-term vacant positions.

OCCUPANCY

Standard Residential Hall Capacity	4,494
Occupancy Target for 2010-2011	97.00%
Actual Occupancy for 2010-2011	94.98%

BUDGET

FY11 Budget Actual (Ending Cash Balance)	\$591,989.00
Long-term End-Cash Balance target is \$2.6 million	

Student Conduct Cases

The total # of Conduct cases RD's heard in Fall 2010 was 1,177.

RA Selection Process

- Formal Process - 60 returners and 52 new candidates.
- Rolling Application process - we had over 50 applicants that were entered in the process after December 2010 into Spring 2011.

INTERNATIONAL STUDENT & SCHOLAR CENTER (ISSC)

Submitted by Tina Bruen, Director

I. SUMMARY OF THE YEAR

The ISSC developed, maintained, and/or updated, the guidelines, processes and procedures that enable degree students (F-1), exchange visitors (J-1), their dependents, and the University to promote compliance with the required federal and state regulations. The ISSC staff provided support to, or when necessary made appropriate referrals for, international student and scholars regarding their pre and post arrival details, personal matters and other aspects of the life of an international citizen in the United States.

The Center collaborated almost daily with Graduate Admissions, and often with Undergraduate Admission, various Student Affairs and academic departments, the International Programs Office, the Office for Institutional Compliance, Navitas, and Human Resources.

The staff and particularly the Director functioned as a resource to the campus community regarding the regulations as they pertain specifically to the F-1 and J-1 population and when appropriate other immigration issues. The Director is the "Principle Designated School Official (PDSO) for F visa paperwork and the Responsible Officer (RO) for the J paperwork.

The ISSC staff provides direct service on a daily basis to students during the entire calendar year. Although the majority of the students arrive for the Fall term, there is a January intake and this year there was a May intake for Navitas students. Most scholars and students were provided an orientation by the Center Director. International scholars are not tied to the academic calendar and are either in process, arriving, fulfilling their program or departing at any point during a calendar year.

The Director planned and implemented programming, including but not limited to International Student Orientation and various workshops for international students. Individual Orientations sessions were provided to scholars usually within a week of their arrival dates. In addition the Center sought to develop or enhance resources for international scholars and researchers who are in the US as exchange visitors. The Director provides advice and support to students and student groups seeking to present country/culture specific holiday celebrations and other international events.

J-1 Health Insurance has been an issue as it is required by the Department of State (DOS) and the requirement is very specific about the type and amount of coverage required. Historically there has not been a campus-based or system-wide insurance plan that could be purchased by the non-student Js. The ISSC provided resources for buying individual policies from commercial vendors but this is not the particularly user-friendly process for most of the Exchange Visitors.

Along with colleagues from other system campuses, the Director was able to initiate a process with the President's Office that has resulted in a system-wide group health insurance plan for J-1 scholar and their families. In addition to meeting the DOS requirements for medical evacuation, repatriation and a specified dollar level of medical care coverage, it provides a reasonably priced health insurance product for ongoing health and well being available for purchase as of August 1.

II. ACCOMPLISHMENTS OF THE YEAR

- Support for/to Navitas program
- J-1 Intern process and procedure and orientation materials
- System wide effort to identify and proposed the purchase of visa tracking and "SEVIS" interface software
- Created and published holiday and special event emails to students
- Continued to seek ways to be more environmentally friendly while providing resources to students and scholars
- Recertification documentation submitted and pending
- Spearheaded a successful effort to develop and offer a UMass system group health insurance for J-1 for system. Program begins August 1, 2011.
- Director is in third and last year as a member of the leadership team for the Region XI NAFSA <http://www.nafsaregionxi.org/about/state/index.shtml>
- Professional Development Efforts- <http://www.nafsa.org/>
- NAFSA Summer GRAC Workshops
- NAFSA Fall Regional Conference - Director chaired a session
- NAFSA Spring Immigration Workshop - Director presented on a panel for a session
- NAFSA National Conference

Departmental Data

As of June 15, 2011 there are there are 280 (253 in '10) students in F-1 visa status with active SEVIS records. Of these 82 (58 in '10) have either "requested, pending or approved" pre or post completion Optional Practical Training (OPT). Of the 82 students in the OPT category there are approximately 17 students on a 17 month OPT extension. Basically this means that we have to track these students for a total of 29 months after they complete their degree program. We currently have 41 (35 in '10) active Js in SEVIS.

We currently have 119 (105 in '10) students on the initial attendance lists who have been admitted for Fall of 2011 including 17 J-1 Exchange Students. Of the new F-1 incoming internationals students 7 (3 in '10) of the new students are undergraduates and currently three attended high school in the US.

We have 3 J-1 students in Masters (4 in '10) degree, 3 in doctoral degrees and 8 (12 in '10) research scholars. We also have 3 (7 in '10) short term scholars (less than six months). There are 10 (12 in '10) dependents on J-2 visas traveling with the primary.

At the end of AY 11-12, there were a total of 26 students who came to the University on J visas as part of several academic exchange programs. 10 students completed the Fall term only, 12 (8 in '10) J-1 students completed their Spring term, and 3 completed two terms (Fall and Spring). One student went home mid Fall term for personal reasons. There were two additional exchange students, one on a Fulbright and one who did not need a visa to study in the US bringing the total to 28 for the academic year.

Currently in addition to the 17 incoming students on exchange there are 11 incoming J-1s expected; 1 student intern, 2 non degree students for the summer program in Portuguese, 4 short term scholars one of whom is bringing two dependents and 2 researchers.

Currently we have a total of 321 (288 in '10) active F & J individuals with another 130 (110 in '10) new arrivals anticipated between now and the beginning of the AY 11-12 academic year. These numbers can change daily.

Currently, we have 4 (4 in '10) students continuing on their Fulbright funding. We have not been notified of any incoming students with a Fulbright award. Although we do not prepare their DS 2019s we do provide services. We also have a number of students who are in other visa statuses who occasionally seeking services or wish to change to F-1 status.

Research and Short Term Scholars do not adhere to any particular calendar, or academic year schedule. Some arrive and do research for a month and leave, and while others stay for a full year or more. Often they bring spouses and/or children on dependent visas. Every F & J individual must be tracked real time in the SEVIS database with a corresponding paper file is maintained in the ISSC.

STUDENT ACTIVITIES, INVOLVEMENT, & LEADERSHIP

Submitted by Chris Laib, Acting Director

I. SUMMARY OF THE YEAR

The SAIL Office was very busy this year as we had to quickly adjust quickly to changes in professional staffing from October through the end of the academic year. That said, we were able to greatly increase the quality and number of programs offered to students, resulting in a six-fold increase in student participation in these programs. Additionally, we increased the student involvement in the D. C. Howard Leadership program series. The addition of a new Program Coordinator position greatly enhanced our ability to accomplish these and other departmental goals.

II. ACCOMPLISHMENTS OF THE YEAR

- Quadrupled the number of programs offered this year in comparison to last year, which resulted in a six-fold increase in student participation.
- Focused much of the programming efforts on the weekends to keep students on campus: Held a new Oozeball Tournament (mud volleyball) in the fall with roughly 36 teams of 6 students each participating. Created a weekly Trivia Series for students on Saturday nights in the Pomegranate Room. Offered several off-campus trips; New York City, Bowling, Salem, Newport, Loon Mountain, etc. Collaborated with the Campus Activities Board and Student Government Association to create the GrooveBoston Welcome Back Week Event that drew over 1300 students.
- Expanded the new level (silver) to the Donald C. Howard Leadership Series that was offered last spring semester.
- Worked in conjunction with colleagues at SUNY Geneseo to modify their existing leadership program management software to fit our needs, and then purchased the rights to the software for use on campus.
- Increased the level of participation in the leadership series through the involvement of the Endeavor Scholars in addition to the creation of intensive leadership weekends that offered several workshops for participants to attend.
- Expanded the SAIL Uncorked (alcohol education/appreciation program) to include both a beginner and an advanced level.
- Increased the number of television screens tuned to Channel 77 and it's HD counterpart, throughout the campus community.

- Purchased staging, tables and chairs, and pipe and drape with funding from SFAC to support campus events.
- Hired 4 student staff members to serve as Student Organization Support staff who were able to reach out to the +120 student organizations to work with their leadership to understand university policies and procedures as well as group dynamics and transition.
- Graduate Student created and administered a programming survey distributed on a weekly basis that examined why students attend/don't attend campus programs. First semester findings were presented to the Student Affairs Professional Staff.
- Created a monthly newsletter spotlighting student leaders and student organizations in addition to department and University news.
- Recreated and distributed the Student Organization Guide for all clubs and organizations.
- Created a Spring Concert Event featuring Wale, White Panda, and Iration at Lupo's Heartbreak Hotel in Providence.
- 29 students completed the bronze award, up from 6 in 2009-2010
- Held meeting with Advisors of the various student organizations, providing them with newly developed resource packets for effectively advising a student organization.
- The Greek Coordinator created a mandatory training session for all Greek focused on hazing. Campuspeak presented 'Buy In or Get Out'.
- The Greek community hosted 35 children from the local chapter of the Boy's and Girl's, for a 'Indoor Field day' event.
- In January, roughly 80 Greek Leaders took part in the Greek Leadership Symposium. The Greek Leadership Symposium worked with student leaders on issues facing the Greek Community as well as some basic skills building around leadership. In addition, the fraternities and sororities worked cooperatively to secure a speaker about Greek policy, which was a mandatory event for the Greek Community. The National President of Theta Delta Chi, was the guest speaker.

STUDENT CONDUCT AND DISPUTE RESOLUTION

Submitted by Mary Beckwith, Coordinator

I. SUMMARY OF THE YEAR

This past year was one of great transition in the Student Conduct and Dispute Resolution department, marked by two significant changes from the previous year. First, the Coordinator started the year performing just that position. After Spring Break, a new position, the Coordinator of Community Standards and Residential Academic Initiatives, was added to the Housing and Residential Education staff, which shared the workload. Because the Coordinator's efforts could be almost fully-focused on student conduct matters, she was able to be more immersed in the profession through attendance at the annual ASCA Conference (first time since 2006); a Title IX/Sexual Assault conference sponsored by OCR, and will attend the five-day mediation training offered at the Law School during Summer 2011. In addition, the Coordinator conducted research into computerized conduct systems through attendance at ASCA and a series of web-based demos for Residential Life and CITS staff to review the best programs on the market.

Also significant this year were serious, high profile cases both on and off-campus including an armed home invasion, a repeatedly disruptive off-campus house, an assault case involving concern about weapons at the off-campus home of two Law School students, two sexual assault cases, and two serious arson cases. There was also a sharp increase in computer file sharing cases (from 85 in 2009-2010 to 225 in 2010-2011) that mystified the CITS staff and put a great burden on the limited administrative staffing in the Student Conduct office. Despite efforts to educate the community about this type of violation through a Torch article and RA floor meetings, the cases did not abate during the year. Finally, the Coordinator of Student Conduct and Dispute Resolution carried a case load of 501 of 1766 overall cases distributed among 15 Pre-Hearing Facilitators. All others had 155 or less.

This year was also marked by the implementation of the new Student Conduct Policies and Procedures that was approved by Board of Trustees in January 2010. The most significant change was the shift of the Pre-Hearing to a less formal meeting using the principles of restorative justice and resulting in either an agreement between the pre-hearing facilitator and student, or a decision to go to a formal hearing. The decision-making in this pre-hearing conference shifted from the facilitator to the student who participated in the determination of sanctions. In doing so, we are now more focused on the student's self-reflective and critical-thinking skills. This shift, however, did increase the requests for formal hearings with more students exercising their option for a formal hearing (49 in 2009-10 vs. 74 in 2010-11). As always, the Student Conduct and Dispute Resolution department continues to be challenged by the lack of professional, consistent, and full-time administrative staffing. The Coordinator spends significant time every year training a student administrative assistant whose time commitment becomes challenged at the end of each semester due to academic demands, which coincides with increased and more urgent workload. In addition, with an administrative assistant who works 15-20

hours/week and no departmental telephone number, the scheduling of meetings and the response to phone calls is haphazard and the ensuing confusion to students is concerning. The department was fortunate, however, to have been granted permission to re-hire for the third year the same, highly skilled graduate assistant who handled the scheduling of formal hearings and alcohol education programs. Despite her limited hours in the office, she was able to complete much of her scheduling work while away from the office.

Finally, despite the demanding workload and the confidential nature of the work of the Student Conduct and Dispute Resolution office, the Coordinator made it a priority to be visible in the campus community through attendance at campus events, participation in committees and searches, and presenting widely to campus organizations.

II. ACCOMPLISHMENTS OF THE YEAR

I am happy to report that despite the transitional nature of the year, I made considerable progress towards my goals:

- Assessed staffing/division of responsibility with respect to the added position in OHRL. Met with Assoc. Dean, Director OHRL, Assoc. Dir. OHRL to map out tasks and plan training for CCSRAI and participated in search process for CCSRAI
- Assisted in writing of job description for professional administrative assistant in Student Conduct operation
- Researched computerized programs and conducted demonstrations. Submitted proposal to Student Affairs Leadership
- Developed and trained RAs during January training in alcohol policy as well as Drugs, File Sharing, Academic Integrity, and Fire Safety
- Completed T-4 training during Fall 2010
- Updated all content on Student Conduct and Dispute Resolution website during Fall 2010 and Intersession 2011
- Revised Appeal Brochure, Student Conduct Flow Chart, and Academic/Community Standards Booklet to include changes due to new SCPP.
- Worked with Torch editor to write front page article about file sharing
- Managed the demanding, serious cases mentioned above appropriately and in a timely manner
- Implemented some of the recommendations of the University Alcohol Committee's report including:
 1. sessions using social norms at June Orientation for both families and new students
 2. Chancellor/Associate Vice Chancellor for Student Affairs included the topic of alcohol in their remarks to new students and their families
 3. Chancellor included remarks about alcohol in her speech at New Student Convocation
 4. Sanctions for alcohol violations were reviewed and recommendations will be included in sanction guidelines for the 2011-2012 year

- Designed and participated in a video of a mock Pre-Hearing Conference for the College of Arts and Sciences First Year Experience Course. Also designed a Student Conduct Quiz for this course
- Met increased demands for formal hearings by scheduling at least 2 hearing board slots per week and by scheduling daily hearings during last month of each semester
- Trained student affairs staff members to be Pre-Hearing Facilitators, Conduct Board members, and a procedural advisor in formal hearings
- Trained 6 new conduct board members in Code of Conduct Policies
- Participated in wide array of professional development sessions
- Presented workshops for a number of campus organizations
- Served on the campus committees
- Participated on search committees
- Attended large number of campus events involving athletic events, student presentations, and campus offerings

WOMEN'S RESOURCE CENTER

(Now called Center for Women, Gender, and Sexuality)

Submitted by Dr. Juli Parker, Director

I. SUMMARY OF THE YEAR

This year was a busy one for the Women's Resource Center. Most of our energy and focus was on the LGBT Initiative; expanding resources and services for the LGBT student population, expanding the Women's Resource Center to encompass those services, and physically moving to the Campus Center. Our "It Gets Better" event was our highlight of the year. We also rounded out the second half of our 40th Anniversary celebration by organizing a 40 For 40 Alumni Art Show at Gallery X in New Bedford that was attended by over 100 people. Some of our challenges included staffing and the lack of a graduate assistant for our MVP program. Our fourth annual fundraiser, with Pulitzer Prize winning author, Susan Faludi, was also well received and attended.

II. ACCOMPLISHMENTS OF THE YEAR

- Submitted weekly articles to The Torch
- Increased communication via technology
- Offered The Female Body movie and speaker series. We showed four films and brought Judy Norsigian, founder of Our Bodies, Ourselves to campus in the spring. This was a collaborative event with Health Education & Promotion and the Women's Studies Program
- Int'l Women's Day celebration: We brought speaker Minrose Gwin to campus, co-sponsored by the English Department, and the ISSC, talking about her novel on racism in the sixties south
- Presented Outstanding Women Awards as part of International Women's Day.
- Marketed Mentors for Violence Protection program to student groups
- Re-launched the White Ribbon Campaign
- Raised awareness about Domestic Violence/Dating Violence. MVP worked with the YWCA and AST to bring the Clothesline Project to campus. They also helped organize TBTN in September
- Offer programming related to sexual violence. MVP organized all of Sexual Violence Awareness Month including, for the first time, the event Walk a Mile in Her Shoes. Take Back the Night was also included in this programming. And Phallacies, from UMass Amherst came in the fall to raise awareness of men's issues relating to sexual violence and dating violence
- Think Pink Week
- Offered Celebrated 40 Years programs:
 - 40 for 40 Art Show
 - Panel on Lesbian History

- Offered Stand Against Racism program
- Collaborated w/WMS for Spring Fundraiser. We brought Pulitzer Prize winning author, Susan Faludi, who wrote *Backlash: the Undeclared War against Women*. We had approximately 100 people in attendance
- Showed Film, “Who Does She Think She Is?”
- We took six students to a New England Women's Center conference at Harvard in the fall. Four students attended the Feminist Majority Foundation's National Young Feminist Leadership Conference in Washington, DC. Four students attended the Civil Liberties & Public Policy Program's From Abortion Rights to Social Justice: Building the Movement for Reproductive Freedom at Hampshire College
- Offered It Gets Better program: attended by approximately 80 students, staff, and faculty
- Coming Out in Color Program
- Miriam Perez program - Ms. Perez, a Cuban-American, lesbian feminist, spoke about gender and sexuality in the women's movement