

University of Arkansas, Fayetteville

ScholarWorks@UARK

---

Student Affairs Strategic Plan for the Future

Student Affairs

---

2007

## Strategic Plan for the Future 2007-2010

University of Arkansas, Fayetteville. Division of Student Affairs

Follow this and additional works at: <https://scholarworks.uark.edu/student-affairs-strategic-plan>

---

### Citation

University of Arkansas, Fayetteville. Division of Student Affairs. (2007). Strategic Plan for the Future 2007-2010. *Student Affairs Strategic Plan for the Future*. Retrieved from <https://scholarworks.uark.edu/student-affairs-strategic-plan/1>

This Periodical is brought to you for free and open access by the Student Affairs at ScholarWorks@UARK. It has been accepted for inclusion in Student Affairs Strategic Plan for the Future by an authorized administrator of ScholarWorks@UARK. For more information, please contact [scholar@uark.edu](mailto:scholar@uark.edu).



University of Arkansas

# Division of Student Affairs

Strategic Plan for the Future 2007 - 2010

## TABLE OF CONTENTS

Foreword	1
Introduction	2
University of Arkansas	3
Vision	
Goals	
Principles of the University	
Division of Student Affairs	3
Values	4
Vision	
Mission	
Strategic Goals	
Motto	
Department Overview	6
Arkansas Union	6
Campus Dining Services	7
Career Development Center	7-8
Center for Educational Access	8-9
Communications and Outreach	9-10
Community Standards and Student Ethics	10-11
Enhanced Learning Center	11
First Year Experience Programs	11-12
Greek Life	13
International Students and Scholars	13-14
Multicultural Center	14-15
Off Campus Connections	15-16
Pre College Programs	16-17
Student Activities	17
Student Involvement and Leadership	17-18
Student Media	18-19
Student Support Services	19
University of Arkansas Health Services	19-20
Counseling and Psychological Services	
Health Promotion and Education	
Pat Walker Health Center Medical Services	
University Housing	20-21
University Ombuds	21
Challenges and Influences	22
International Challenges/Influences	22-23
National Challenges/Influences	23-24
State Challenges/Influences	24-25
Northwest Regional Challenges/Influences	25
Institutional Challenges/Influences	25-26
Goal Statements and Strategies for Strategic Areas of Concentration	27
Foster the Development of an Inclusive Community	27
Enhance Student Learning	27-28
Promote Professional and Personal Development	28-29
Increase and Responsibly Manage Resources	29-30
Promote Innovative Programs and Services	30
Advocate Rights and Responsibilities	30-31
Encourage the Application and Use of New and Emerging Technologies	31
Summary	32
Acknowledgements	33-34
References	35

# Foreword

“ The plan reflects the **spirit, values, and priorities** of the University of Arkansas ”

---

The 2007-2010 Strategic Plan for the Division of Student Affairs at the University of Arkansas is the product of many hours of intentional, thoughtful work and involvement by Student Affairs professionals, faculty, and students on our campus. It provides a “road map” for our continued development as a Division and is the culmination of our collective commitment to fostering the potential of each student at the University.

We are in the midst of an exciting time in the Division of Student Affairs. We have just closed out our first strategic plan (2003-2006) and this new 4-year plan (2007-2010) will guide us as we move forward in creating a comprehensive “University of Arkansas Experience” that encompasses student development from the freshman year through the senior year. Our vision is to ensure that students become intellectually engaged, more self-aware, and strongly bonded to the University.

Like any well-designed strategic plan, the plan that follows is a living document. As such, it will be reviewed and revised on a periodic basis in the months and years ahead. Needs and demands change quickly in today’s colleges and universities. The changing needs of our students, as well as the changing needs and requirements of internal and external constituents (including parents, high schools, and federal and state reporting agencies), will greatly shape all future revisions and modifications of this plan.

The Division of Student Affairs Strategic Plan 2007-2010 was developed in concert with the goals and strategies set forth through the Chancellor’s 2010 Initiative. The plan reflects the spirit, values, and priorities of the University of Arkansas and supports the development of the University as a nationally competitive, student-centered research university serving Arkansas and the world.

**Johnetta Cross Brazzell**  
**Vice Chancellor for Student Affairs**

# Introduction

“ This strategic plan represents a **commitment to the future and to the current and future students** of the University of Arkansas ”

---

In the spring of 1999, the Division of Student Affairs entered a new era with the appointment of Dr. Jhonna Cross Brazzell as the Vice Chancellor for Student Affairs. Under the leadership and direction of Dr. Brazzell, the Division of Student Affairs embarked on a journey that has involved structural assessment and reorganization, resource assessment and reallocation, and the establishment of clear values, vision and mission that support the University's mission of becoming a nationally competitive, student-centered research university serving Arkansas and the world.

In the summer of 2003, the Division of Student Affairs adopted the 2003-2006 Strategic Plan outlining a renewed focus and vision to bring the goals of the University's 2010 Commission to life. It was a unique time and opportunity for the University of Arkansas and the Division of Student Affairs. It was a time to rediscover the mission of providing exemplary service to students, faculty, and staff. It was also a time to redefine the role of Student Affairs in contributing to the larger University mission of strengthening academic quality; increasing the size of the student body; enhancing diversity among students, faculty, and staff; and increasing public and private financial support.

The preceding three year period allowed the Division of Students Affairs to assist in the realization of these goals making the University of Arkansas one of the top research universities in the nation. The next four years provides Student Affairs with the unique opportunity to build upon University traditions, design educational outcomes and assessments, foster a commitment to lifelong learning, and promote inclusive excellence. Through these objectives, we will be preparing a vibrant and diverse student body to embrace and uplift the University of Arkansas as well as the larger society. Now is the opportunity for the Division to establish

its foundation as a voice, a leader, and an advocate for students.

The Division of Student Affairs is made up of 23 departments. Each department has a specific role in providing services, support systems, and educational programs to members of the University community.

The individuals making up these departments have a collective dedication to the University of Arkansas as evidenced by the many quality programs and services that Student Affairs provides. As the needs of the University community expand, so will the type, complexity, and breadth of operations. This strategic plan provides guidelines for the successful implementation of new and dynamic services, support systems, and educational programs designed to meet the changing needs of an amorphous university population.

To this end, in the spring of 2006, the Division of Student Affairs began the process of developing a comprehensive strategic plan to guide us through 2010. The development of this strategic plan has been undertaken in an effort to look more broadly and intensely at the future of the Division. This strategic plan represents a commitment to the future and to the current and future students of the University of Arkansas. It provides a structure and foundation for accomplishing broad goals through the year 2010 and beyond. Further, it defines and represents our commitment to evolving into a model Student Affairs division.

This plan represents the work of an entire division and members of our campus community. It is intended to give staff guidelines for accomplishing the objectives of their specific areas while providing opportunities for collaboration and cooperation. Ultimately, collaborative partnerships will allow our staff to be

vested in the success of students, the Division, and the University. This collaboration will also allow for a broad array of dynamic programs and services which will solidify our role as a premier Division of Student Affairs.

## The University of Arkansas

### Five Major Institutional Goals

- Strengthening academic quality and reputation by enhancing and developing programs of excellence in teaching, research and outreach;
- Increasing the size and quality of the student body;
- Enhancing diversity among our faculty, students, and staff;
- Increasing public financial support;
- Increasing private gift support.

### Principles of the University

The University of Arkansas is a vibrant and dynamic community that has, at its foundation, principles and expectations that enhance the learning community. Our community reflects a friendly, engaged, responsible, supportive, creative, and inquisitive environment. Those who thrive in this community are challenged to advance these ideals during their tenure at the University of Arkansas and throughout their lifetime.

**Rationale for the Principles** – This statement addresses important values of campus life. In order to encourage ownership in the campus, personal positive growth and relationships, there should be active engagement in the campus community based on a sense of decency.

The university community is dedicated to embracing and fostering these ideals.

**Integrity** – We uphold and respect principles of truth and justice.

**Mutual Respect** – We benefit from the diversity of individual differences.

**Inquiry** – We strive for life-long learning through continuous examination of our beliefs, philosophies, and theories.

**Citizenship** – We seek to be involved in the University and the surrounding communities.

**Connection** – We build connections with the University and the community.

## Division of Student Affairs

### Values (Who We Are)

We believe that learning, both inside and outside the classroom, is central to the University of Arkansas Experience and that the Division of Student Affairs is a significant partner in the development of a campus learning community. We recognize that this campus learning community is impacted by the individual's unique learning style and life experience. We believe our values (listed below) strengthen and enrich this learning environment.

- We are student centered
- We are an inclusive community
- We treat all individuals with dignity and respect
- We encourage and model civility in all relationships
- We provide friendly, helpful, and responsive service
- We embrace our role as scholars and educators
- We present the highest ethical standards based on trust, honesty, and integrity
- We are committed to the pursuit of professional excellence
- We strive for the acquisition and use of knowledge
- We act as partners and collaborators in all endeavors

### Vision (Where we are going)

The Division of Student Affairs will maximize the University of Arkansas Experience by challenging, supporting, and encouraging each student to become intellectually engaged, more self-aware, and strongly bonded to the university.

“ A nationally competitive, student-centered research university serving Arkansas and the world ”

### **Mission (What we are doing to get there)**

The Division of Student Affairs mission is to help students achieve their goals through the provision of high quality support services and comprehensive programs that stimulate, enhance, and extend student learning; empowering University of Arkansas graduates to become active, engaged citizen leaders in Arkansas and throughout the world.

lead the Division's strategic planning process for 2007-2010.

Drs. Pugh and Harbin convened a Strategic Planning Oversight Committee and invited representation from each subdivision within Student Affairs, from among the faculty, and from the student body. Half of the committee represented Student Affairs. A quarter of the committee represented the faculty, and a quarter of the committee represented the student body. This committee began its work late in the spring. Forming three work groups, the committee examined three tasks essential to beginning the work: 1) revising vision, mission, and goals statements based on feedback from the planning retreat; 2) examining international, national, regional, state, and local influences with implications for the process of implementing and the eventual outcomes of this strategic plan; and 3) the structure and contents of the contributions from departments.

During summer 2006, the Oversight Committee asked department heads to submit departmental descriptions, including their mission statements and significant accomplishments made relative to the 2003-2006 strategic plan.

The Oversight Committee as a whole reviewed the 2003-2006 strategic plan goals and determined that with only slight revisions, these same goals would serve as our strategic goals. Once the Oversight Committee finished revising or refining the strategic goals, the committee assigned the goals to various standing committees within the Division. One ad hoc committee was created for a goal which had no related standing committee. The standing committees (and the one ad hoc committee) applied the Evidence Based Decision Making Model (EBDM Model) developed by Marilee Bresciani, Ph.D. to the strategic goals in order to elaborate the goals and specify student outcomes, assessment strategies, and implementation methods for each goal. A complete list of the committees involved and their members can be found in the Acknowledgements section of this Strategic Plan. Standing (and ad hoc) committees submitted their work to the Oversight Committee, which reviewed them and suggested revisions. The Oversight Committee directed the revised submissions to the Outcomes Assessment Team, which adjusted them to ensure good fit with the EBDM model and

## “ Connecting Students to Success ”

### **Strategic Goals (How do we get there)**

- Foster the development of an inclusive community
- Enhance student learning
- Promote professional and personal development
- Increase and responsibly manage resources
- Promote innovative programs and services
- Advocate rights and responsibilities
- Encourage the application and use of new and emerging technologies

### **Strategic Planning Process**

Formulating a strategic plan represents a concerted effort by key stakeholders and members of the Division to identify a target point in time and articulate desired accomplishments and achievements. A strategic plan allows us to clarify who we are as a Division, explicate our collective values, articulate our purpose, and state how we intend to fulfill that purpose. Because the Division exists in context of the broader institution, when formulating a Division strategic plan, we must consider the University's strategic plan and its implications for this Division.

In July 2003, the Division adopted a strategic plan intended to serve through 2006. In spring 2006, during the Division's annual planning retreat, Vice Chancellor for Student Affairs, Johnetta Cross Brazzell, Ph.D., facilitated a discussion and examination of our vision, mission, and values statements. Approximately 50 representatives from the Division participated and included Associate/Assistant Vice Chancellors, Associate/Assistant Deans, Directors, Associate Directors, and Assistant Directors. Dr. Brazzell entrusted the suggested changes to the Associate Vice Chancellor & Dean of Students, Daniel J. Pugh, Sr., Ph.D., and Assistant to the Vice Chancellor, J. Judd Harbin, Ph.D., whom she charged to

helped standardize language and structure. Once standardized, the strategic goals and their outcomes, assessments, and implementation plans were distributed to department heads. The Oversight Committee asked two things of department heads at this time. The first was feedback on the elaborated strategic plans. The second was a brief statement of the challenges their departments would face in meeting the 2010 strategic goals. The Oversight Committee incorporated feedback into the strategic goals. The statement of challenge became part of the department's description in the Strategic Plan 2007-2010.

In December 2006, a draft of the strategic plan was presented to the Student Affairs Cabinet for feedback. In February 2007, a final draft was presented to the Vice Chancellor for Student Affairs and the Executive Group for review, revision, and approval. The annual planning process was revised to incorporate changes from the Strategic Plan, and annual reporting processes will be revised so that each department's annual report will become a progress report on the 2010 Strategic Plan.

“ A **strategic plan** allows us to clarify who we are, articulate our purpose, and **state how we intend to fulfill that purpose** ”



# Department Overviews

---

## Arkansas Union

**Mission:** The Arkansas Union seeks to support unique and diverse programs, provide professional services, and satisfy the ever-changing needs of students, faculty, staff, alumni, and guests.

**Facilities** – Offer a welcoming and inviting facility that provides a functional and exciting “Wooo Pig Sooioie” atmosphere for all Union constituents

**Services** – Promote student admission and retention by offering services, conveniences and amenities, while also serving the larger University of Arkansas community

**Program Support** – Support departments and organizations in promoting the growth and development of students through civic, cultural, educational, social, and recreational programs

**Accomplishments:** The Arkansas Union has continued on-going diversity training for all staff members as well as encouraged full participation in the U of A Our Campus Training Program to promote an inclusive community. Facilities and equipment upgrades (audio and video) have been completed for technological advancement in the Ballroom and 5th floor meeting facilities. The Union continues to develop and distribute new event services and marketing materials (web and print) in an effort to improve programs and services. The Union also now has online reservation capabilities that will be launched in the near future. Facilities usage rates and foot traffic counts through the Union continue to increase each year. Additionally, satisfaction ratings have increased or held steady at high levels, while

measured outcomes demonstrate the high value of Union programs and services in the educational experience of U of A students.

**Changes:** Since the last Division of Student Affairs Strategic Plan the Arkansas Union’s organizational structure has changed. The Campus Card Office now reports to the Director of Student Affairs Business Services. The Office of Student Involvement and Leadership has been split to form a new Office of Student Activities. The Arkansas Union, Office of Student Involvement and Leadership, Office of Student Activities and Student Media all now report to an Associate Dean of Students for Campus Life. Each of the departments is now served by director level staff, and operate as their own budgetary units.

**Challenges:** The Arkansas Union came under new leadership during the 2006-07 academic year. Major challenges exist regarding tenet space needs as the institution grows, completing deferred maintenance projects, and developing and maintaining the fiscal revenue necessary for the Arkansas Union’s vibrancy and student relevance. Several assessment activities have been initiated and/or completed that have the Arkansas Union primed for an exciting future. These include a Council for the Advancement of Standards (CAS) Self Assessment, Arkansas Union Space Review, a Financial Accounting Audit, Event Services Customer Satisfaction Survey, Traffic Counts, and on-going participation in the Association of College Unions International (ACUI) Educational Benchmarking Satisfaction Survey. Each of these processes have been implemented in preparation for the future. Our challenge is to use each of these assessment activities in the improvement of programs and services of the Arkansas Union

for all constituents.

## Campus Dining Service

**Mission:** Chartwells Higher Education, a division of Compass Group of the Americas, provides food service to the University of Arkansas. Chartwells Campus Dining Services, through its Residence Dining Program, retail operations, catering, and conferences, supported over \$11 million in gross sales for fiscal year 2006. Chartwells' "Eat Learn Live" mantra aligns with the Division's mission of providing programs and services to promote academic success and student development. "Eat Learn Live" communicates a commitment to providing the food, nutritional information, and balanced choices that fuel students to succeed in their studies, laying the foundation of long, healthier lives.

**Accomplishments:** In an effort to offer new, more accessible and improved food services to students, Campus Dining has opened three new venues on campus and added or changed the concepts in the Union Food Court. The 400-seat Northwest Quad Dining Hall opened in Fall 2004 as part of a new residence hall project. Peabody Perks, a new campus café on the northeast corner of campus opened in 2005--a collaborative effort between the College of Education and Health Professions, Chartwells, and the Division of Student Affairs. In another collaborative effort, this time with the University Bookstore, Chartwells opened a unique retail site in the University's new 2000-space Harmon Parking Deck. To meet the students' desire for expanded evening hours of operation and branded food choices, the Union Food Court became the new site for "Late Night" in fall 2004. This was a major change to the residential dining meal plan program and has been enormously successful. Additionally, Southern Tsunami Sushi was added to the Union Market Food Court in 2003, and all of the original regional concepts developed in 1998 were re-imaged with new menus, names, and color schemes to include Tuscan Oven, Bamboo Asian, Sub Generation, The Diner, and Mexican Fiesta, offering trendy new menu items, while retaining customer favorites.

**Changes:** The Chartwells organizational structure has evolved from the previous system of having distinct Resident and Retail

Dining programs to one, integrated Campus Dining program. In the past, the leadership team consisted of two directors, a Director of Resident Dining and a Director of Retail Dining, both reporting to the Resident District Manager. While these two positions still report to the Resident District Manager, their titles have been changed to reflect their new responsibilities. The new Director of Operations holds responsibility for the day-to-day operations of the facilities on campus, while the new Director of Culinary Services is responsible for the food offerings and services. Melding the considerable resources of Resident and Retail Dining puts the Chartwells team in a better position to achieve the strategic goals of the Division.

“ Campus Dining has opened three new venues on campus and added or changed the concepts in the Union Food Court ”

**Challenges:** The growth of the University of Arkansas and increased campus activities necessitate continued development of the food service program. Chartwells will expand retail options with the opening of a new coffee house and retail kiosk in Walker Hall and the Center for Academic Excellence (currently under construction). The two master plans in progress, University Housing and the Arkansas Union, will help determine the future needs of food service on campus. Projects under consideration include stand-alone fast food outlets, a Starbucks Coffee store location, and upgrades and additions to the residential dining program. A complementary strategic planning approach will be necessary to overcome funding challenges.

## Career Development Center

**Vision:** The University Career Development Center will be a competitive advantage to the University of Arkansas and its constituents by creating opportunities for students to fully reach their career goals.

**Mission:** The University Career Development Center educates and develops a diverse population of students in areas of career decision-making and helps students reach a level of career necessary for responsible citizenship. The University Career Develop-

ment Center provides resources for University of Arkansas students and key constituents in order to identify and create job and graduate school opportunities. The University Career Development Center fosters and aligns partnerships with employers and human resource professionals in order to create an environment of expanded commitment to and between the University of Arkansas and its key constituents.

The University Career Development Center will demonstrate excellence in the delivery of educational programs and services and be responsive to the changing needs of its constituents. The Career Development Center will also develop strong professional relationships with educational and corporate partners, enabling the staff to provide a wide variety of career development educational experiences and ensuring that all University of Arkansas students have opportunities to reach their career goals. In concert with its educational partners at the University of Arkansas, the Career Development Center will purposefully develop programs that promote success and development among all students.

“ The University Career Development Center fosters and aligns partnerships with employers and human resource professionals ”

**Accomplishments:** Enhanced partnerships with the Sam M. Walton College of Business, the College of Engineering, Bumpers College of Agricultural, Food and Life Sciences, the College of Education and Health Professions, Fulbright College of Arts & Sciences, the School of Architecture, and the UA Graduate School provide extensive career planning, Cooperative Education and placement services for students and employers. An expanded Career Center in the Walton College offers dedicated career planning and placement services to undergraduate and graduate students in the College. The developing partnership with the UA Alumni Association has offered mutual benefits through service to students and alumni. By designing optional experiential education programs for students in the College of Engineering, enrollment in Cooperative Education has tripled compared to recent years. The physical facilities of the University

Career Development Center are second to none in the United State. Students are provided at no charge multiple options for job search including electronic systems. Career fairs have grown from just one major fair each semester to include six significant fairs each semester. All fairs are promoted in concert with the major fair. The Career Fairs serve as the base for fall and spring recruiting.

**Changes:** The Professional Development Institute (PDI), a leading and nationally-recognized career education program committed to enhancing student professionalism and empowering students to present themselves effectively as candidates for employment or for graduate / professional schools, has provided a framework for career education within the center. Along with the implementation of PDI on campus, the Career Center updated all marketing, registration procedures and assessment tools and now manages these functions electronically. This, in itself, has increased efficiency. Within its first year of operation, the Professional Development Institute has attracted over 200 students for membership, including graduate students.

**Challenges:** Specific objectives of focus for the future include creating ways to measure the impact the Career Development Center has on the University of Arkansas' student recruitment, learning, retention and graduation goals. The Career Development Center strives to develop and provide resources to help UA students increase self-awareness with regard to career exploration, decision-making, goal-setting and job search. The Career Development Center also seeks to empower students to provide leadership and management of their own career planning.

The Career Development Center will also focus on developing external partnerships to generate financial resources needed to achieve the mission of the organization.

## Center for Educational Access

**Mission:** The Center for Educational Access (formerly the Center for Students with Disabilities), has historically been the central campus resource for students with disabilities to obtain accommodations needed for equal access to classroom activity. In its new configuration, the Center for Educational Access will

expand to serve equally as a direct support for students with disabilities, as a training and educational resource for the University community as a whole, and as a consultant for the institution's technological infrastructure, in order to maximize the accessibility of all programs, services, and activities offered.

**Accomplishments:** Recent Center accomplishments include the timely and effective delivery of reasonable accommodations; implementation of state-of-the-art means of text conversion and adaptive computer technology for student and staff use (as a revenue source); creation of policy manuals to meet the unique needs of target populations; provision of leadership on access-related issues for the campus community; collaboration with academic affairs regarding exam proctoring and course substitution policies; and, participation in the development of critical student affairs programming activities. Additional accomplishments include partnership with Career Development Center in the development of programs for students with disabilities that enable greater access to job opportunities; creation of a process for volunteer notetakers to receive community service credit; and establishment of relationships with local and state agencies that provide assistance to individuals with disabilities, such as the Division of Services for the Blind, Arkansas Rehabilitation Services, Sources for Independent Living, LifeStyles, and Ozark Transit.

**Changes:** Over the past ten years, the Center for Educational Access has undergone a number of significant changes in response to the rapid increase in the size of the student population served, and the growing complexity of student accommodation needs. The most recent change (fall 2007) involves a significant shift in focus toward means of information-sharing and collaborations with academic affairs, information systems and other units of the institution to address the more complex barriers to full accessibility on campus.

Goals for the future include the building of reciprocal relationships with faculty and instructional staff to enhance educational opportunities for students with disabilities; promotion of the need to incorporate universal design concepts in university programs and activities; participation in discussions on accessibility of campus-wide information sys-

tems and web offerings; provision of supplemental programs and initiatives that serve to enhance the retention and graduation rates of students with disabilities; identification of means of response to new and complex requests for reasonable accommodations; integration into the First Year Experience and other Student Affairs initiatives; serving the growing populations of graduate students and multicultural students with disabilities; provision of additional professional expertise in the areas of sign language interpreting, transcription services and alternative media production; seeking out additional opportunities to generate revenue; and, promoting disability culture programming.

“ the **Center for Educational Access** has undergone a number of **significant changes** in response to the rapid increase in the size of the student population served ”

**Challenges:** Challenges to meet these goals include the unpredictability of student need each year and the associated difficulties in planning and budgeting, planning and implementing new initiatives while in the midst of hiring new staff, and, limitations in our ability to reach out to the many units on campus in a timely manner.

### **Communications & Outreach (Including UA Productions)**

**Mission:** Communications & Outreach works closely with all departments in the Division to help create and maintain a consistent message that articulates the Division's mission, vision, and goals. This message may be to the University community, the local and state communities, as well as the nation and world, and includes everything from printed publications to web sites. The Coordinator is the liaison between the Division and University Relations helping to maintain positive relationships with local, state, and national media. UA Productions, under the supervision of Coordinator of Communications and Outreach, provides coverage of student events with video and still photography for any number of projects as well as for archival purposes.

**Accomplishments:** Under the guidance of the Coordinator of Communications & Out-

reach, UA Productions produced a number of videos, web, multimedia and print projects for both inside and outside of the Division. These projects included a video for the NASPA conference in Washington, DC, a ROCK Camp CD, The Principles of the University logo and poster, Welcome Week and Family Weekend logos, and an interactive DVD for Admissions office being used to recruit new students. UA Productions also implemented the change of format for Student Handbook. The handbook is now disseminated on an interactive CD to all incoming new students.

**Changes:** Position of Coordinator of Communications & Outreach was created and the first coordinator was hired in January 2006. UA Productions was moved from reporting to a Graduate Assistant in Student Involvement & Leadership to reporting to the Coordinator of Communications and Outreach.

“ UA Productions produced a number of videos, web, multimedia and print projects for both inside and outside of the Division ”

**Challenges:** The major challenge lies in the sheer size of the Division. Great work is being done by all of the 23 departments that make up Student Affairs. However, some departments have people dedicated to feeding information about those great works through Communications & Outreach and others do not. In many cases the person who is charged with this kind of work is a Graduate Assistant or intern who may work for one semester or one school year. So the challenge partly lies in how to keep that protocol in place when the people who need to follow it constantly change. Since Communications & Outreach is a department of one person the challenge also lies in how to best handle the publication and web site needs of all 23 departments.

### Community Standards and Student Ethics

**Mission:** Provide an equitable and effective educational system that promotes individual growth, responsibility, accountability, and student learning through community outreach, peer mentoring, educational programs, and enforcement of the Code of Student Life.

The office provides adjudication and referral services designed to promote the effective resolution of conflict within the University community.

**Accomplishments:** OCSSE was able to secure speaking engagements with major men's athletic teams. The presentation was designed to inform all incoming freshmen athletes concerning standards of conduct as well as the issues surrounding academic integrity and university services. The office staff, with the assistance of the PEERs program (Peers Educating Ethical Razorbacks) was able to secure speaking engagements with First Year Experience courses and many other academic departments. The office staff was able to implement the 21st birthday card program through a collaborative effort with the Pat Walker Health Center and Greek Affairs. Additional funding for the program was provided through a state grant. This program was developed to encourage students to make responsible choices during their 21st birthday celebrations with regards to responsible alcohol use. The 21st birthday card was sent to approximately 2000 students who were turning 21 during the 2005-2006 academic year. In a collaborative effort with Counseling and Psychological Services the office was able to develop an anger management program that was utilized as referral tool by OCSSE and Student Mediation and Conflict Resolution staff members. In addition students at large were also provided the opportunity to voluntarily access this resource. OCSSE was able to work through staff in Student Mediation and Conflict Resolution to secure a Restorative Justice Program. This program serves as a tool to the University judicial process and Conflict Resolution that allows students to make amends for their actions with the full involvement of all affected parties. Office staff developed an online assessment survey through a collaborative effort with University Housing. The survey will be sent to all students who have gone through the judicial process during the past academic year.

**Changes:** In 2006 the job responsibilities and titles of the Associate Dean of Students and Assistant Dean of Students were modified in order to assist with departmental and divisional goals. As a result of this change, the Associate Dean of Students is responsible for the student life aspect of the University, including

oversight of the institutional response to student welfare and the development of campus and community based support partners. The Assistant Dean of Students is now the Director of Community Standards and Student Ethics with responsibilities for the oversight of the judicial process, training, and education of the university community on the judicial process. In 2006 an interim position of Student Development Specialist was developed and filled in order to assist with case management, program development and educational outreach. In 2006 more intentional collaboration was developed between University Housing; Residential Education, Student Mediation and Conflict Resolution, and Community Standards and Student Ethics offices.

**Challenges:** This office continues to move forward with its mission of aiding students in their ethical development. We continue to offer and support programs that assist in the forward progression of this mission. This office will continue to strengthen faculty partnerships and look for innovative ways to educate the campus community on the Code of Student Life. This office will begin to explore partnerships with faculty Mission: members for the improvement of pre-existing programs, such as the ethics workshop. Each year there has been an increase in student conduct cases which results in more intentional time management on the part of office staff to meet other job responsibilities.

## Enhanced Learning Center

**Mission:** The mission of the Enhanced Learning Center is to provide assistance to all University of Arkansas students in meeting their academic goal(s) here and beyond.

**Accomplishments:** With the support of University Housing, the Center's principle operating space has been redesigned and renovated to better match the types of services provided to students; the Center has satellites in Pomfret and the Northwest Quad; and additional space in support of Supplemental Instruction has been identified in Humphrey.

This growth in space is in response to the growth in service provided to students since the inception of the Center. Over three academic years, student participation (duplicated headcount) in the programs of the ELC

grew from 8,902 in FY04 to 21,845 in FY06 (145.39%). Unduplicated headcount also reflected similar growth of 126.09% (4,176 in FY06).

This level of student participation is one indicator of the appropriateness of the Center's programs. A second is the level of student satisfaction with those services. In FY06 students responding to the ELC Student Satisfaction Survey reported their level of satisfaction as: Very Satisfied (67.86%) or Somewhat Satisfied (27.12%) for a total satisfied response of 94.98%.

**Changes:** Changes in Center programming and activities have included a dramatic growth in Supplemental Instruction (SI) targeting the University's Historically Difficult Courses; the introduction of on-line synchronous and asynchronous assistance for students; the use of on-line tracking and registration for SI and Center Workshops; and increased partnerships with the academic departments of the University.

**Challenges:** The primary challenges for the Center include: expanding both the programming as well as the quality and effectiveness of the Center's two primary programs (Tutoring and Supplemental Instruction); developing new partnerships designed to serve new populations of existing students; providing academic assistance to those students seeking admission into the University without the prerequisite skills and background needed to succeed; and underlying all of the above, improving the effectiveness and efficiency of the Center's operation while developing increased resources to support new initiatives.

## First Year Experience Programs

**Mission:** First Year Experience Programs (FYE) at the University of Arkansas is a collaborative effort developed to provide transitional support for incoming students through a variety of classroom and co-curricular activities. FYE is designed to enhance both the academic and social integration of first year students. Faculty, Student Affairs professionals and staff work together to offer special assistance and promote skills designed to help students experience a fulfilling, rewarding, and successful first year at the University, and to assist them in reaching their ultimate goal of completing



a degree.

**Accomplishments:** FYE now offers 14 Orientation sessions per calendar year. Two of those sessions are for Transfer students. A third is for transfer, commuter and international students. An additional ROCK camp session was added in 2004. Student participation did not grow significantly. It was determined that while ROCK Camp had experienced some growth in the number of students, there was not enough to warrant having two separate sessions. Therefore, only one camp was offered in 2005. Parent Partnership Association was introduced in 2004 as a mechanism for assisting parents in providing transitional support to their students. Additionally, FYE hosted both MUFP and NODA interns in summer 2006 who provided critical staff support to FYE during the summer season.

**Changes:** In 2005, FYE added four new staff members—Director of First Year Experience, Associate Director of First Year Experience (Orientation), and two Program Assistants (a.k.a. graduate assistants). In 2006, FYE added three additional new staff members—Associate Director of First Year Experience (ROCK Camp), a new Administrative Assistant, and a third Program Assistant, which is a new position that was added to support the growth of FYE and the first-year class.

The 2010 Commission goal of increasing enrollment is quickly being realized. To keep pace with future enrollment and the changing demographic of students, another goal for the future is to increase the number of Orientation sessions, offer more sessions earlier in the summer and streamline the content of Orientation so that students and parents achieve the learning outcomes as established by the Orientation Steering Committee.

Another 2010 Commission goal for FYE Programs is to increase the number of students participating in FYE Courses. In 2005, the 2010 goal of 2100 students was surpassed by almost 250 students. To accommodate the increased demand for these courses, FYE Programs will partner with FYE Course Coordinators, Associate Deans of the Colleges, and University Housing to submit a funding proposal to the Vice Chancellor for Academic Affairs/Provost and the Vice Chancellor for Student Affairs requesting increased funding so that more courses can be offered.

The ultimate goal of R.O.C.K. Camp—to aid incoming students in their transition from high school to college by developing a diverse social network of classmates, upperclassmen, faculty and staff members and encouraging their bond to the University of Arkansas through the introduction of campus culture and traditions—will be enhanced by offering the experience on campus in Fall 2006. By offering the experience on campus, First Year Experience Programs increases the number of students who can participate (350 vs. 250) and accomplishes the goal of involving a more diverse group of students (i.e. commuters and non-traditional), faculty, and staff.

Finally, FYE Programs will better utilize technology to increase the efficiency and effectiveness of staff, provide better electronic tools to admitted students and their families, and facilitate enhanced communication among the FYE and its campus various partners (i.e. Admissions, Academic Departments, Registrars Office, Honors College, etc.).

## Greek Life

**Mission:** The mission of the Office of Greek Life is to provide educational initiatives designed to challenge, support, and recognize individuals and chapters through leadership

“ a collaborative effort developed to provide transitional support for incoming students ”

**Challenges:** The five year anniversary of First Year Experience Programs and an infusion of new staff present the opportunity to review, reconsider, and adjust FYE programs and services to ensure they remain in line with established mission, goals, learning outcomes, are delivered at the appropriate time and place to meet the needs of students and families, and are “satisfying” participants.

A second strategic goal is to create comprehensive marketing and communication plans for First Year Experience programs and services so that there is an increased awareness of these programs and services with the ultimate goal of increasing participation in each of the programs.

training, academic support, community service, and diversified programming.

**Accomplishments:** Some of the significant accomplishments in Greek Life within the last five years include the development of the Greek Life Facilitator program (peer educators), fire safety initiatives, the recolonization of four fraternities, and the overall improvement of the All Greek grade point average from 2.96 to 3.05. The Office of Greek Life initiated several new projects during the 2004-2005 academic year. In an effort to expand the success of the White Ribbon Campaign, which has tripled in membership, the Hot Pink Ribbon Campaign (women educating women about violence towards women) was established and will make their first presentation in August 2005. Greeks Advocating the Mature Management of Alcohol (GAMMA) created a program, Alcohol 101+, and presented the program to local high school students throughout the spring semester. The Office of Greek Life sponsored Friday Night Live (FNL), which was one of the best attended FNL's last year. The fourth annual Up 'til Dawn event raised \$50,000 for St. Jude Children's Research Hospital.

**Changes:** The organizational structure of the Office of Greek Life has changed with the Office currently reporting to the Associate Vice Chancellor/Dean of Students. Previously, Greek Life reported to the Assistant Vice Chancellor for Student Affairs. An additional professional staff member and administrative assistant have been added to the Office of Greek Life staff. The Interfraternity Council successfully implemented Delayed Recruitment during the fall semester. As a result, the number of men going through the process doubled from anytime during the previous five years. Open forums held in September resulted in more programs aimed toward junior and senior members and the implementation of changes to reduce "over programming" among the three main councils. The changes will allow the councils to concentrate on governing their respective chapters.

**Challenges:** The primary focus for the future includes the implementation of the recommendations developed by the Task Force for the Enhancement of Greek Life. The Office of Greek Life will concentrate on: (a) academic achievement; (b) organizational growth; (c)

chapter environment; (d) a connected community; and (e) more integration of Greek students into the campus as a whole. Specifically, the office will work on: implementing delayed recruitment; ensuring acceptable chapter house standards; maintaining a strong chapter advisor base; and developing uniform educational programs.

## International Students and Scholars

**Mission:** International Students and Scholars serves foreign students and scholars and enhances the global awareness of the UA community. To fulfill this mission, the office complies with the University's reporting requirements to the Department of Homeland Security through maintaining the Student/Exchange Visitor Information System (SEVIS), filing timely immigration applications and petitions, and educating students of their rights and responsibilities under the law; provides pre-arrival assistance and a comprehensive orientation program for newly admitted international students each semester; administers four outreach programs that give students an opportunity to learn about U.S. life and culture while enriching the community's knowledge and appreciation of diverse populations and cultures: the Friendship Family program, the Conversation Club, the International Culture Team, and the Spouses Program; sponsors various events including: the celebration of International Education Week each fall and yearly immigration seminars; and advises the International Students Organization.

“ The University of Arkansas has highlighted the cultures of Colombia, Jordan, Philippines, Ghana, and Austria ”

**Accomplishments:** The number of non-immigration students at the University of Arkansas reached an all-time high during the fall of 2001; however, the total number of international students enrolled at the University of Arkansas steadily declined since 2001. India became the largest sending country, increasing its representation to over 200 each year. The Office established several innovative programs and services over the past five years. In collaboration with the Multicultural



Center, the Office developed cultural immersion events. The University of Arkansas has highlighted the cultures of Colombia, Jordan, Philippines, Ghana, and Austria, transforming the Multicultural Center in order for students, faculty, and staff to experience a new culture without leaving Arkansas. The Office made use of technology such as an on-line appointment manager, an on-line immigration advising chat service, on-line request forms, and electronic files for student information, to more effectively distribute available resources. The Office took several measures to ensure the safety and well being of international students in the aftermath of September 11th: quick communication to the students regarding the University's concern for them and house visits to select locations where concentrations of international students lived. Once the invasion of Iraq became immanent, the Office formulated a plan designed to support students from the Middle East to consider their welfare both on campus and in the greater community. The Office also provided support for students and the community during the aftermaths of the tsunami in Indonesia through an on-line bulletin board, a memorial for those who lost friends and relatives, and personal visits.

**Changes:** Several major domestic and international events have affected international students and scholars as well as the Office of International Students and Scholars over the past five years: the terrorist attacks of September 11, 2001, the creation of the U.S. Department of Homeland Security, the implementation of the Student/Exchange Visitor Information System (SEVIS) for the tracking of nonimmigrant students and exchange visitors, the U.S. war in Afghanistan and Iraq, and the tsunami off the coast of Indonesia in December 2004. Over the past five years, several staff positions have changed to make better use of the interests and talents of the staff. The responsibilities of the Assistant Director were modified to handle all the F immigration advising, leaving the Program Coordinator to work the vast majority of time on support programs in the area of retention and leadership development. Additionally, each of these positions received administrative support from a Graduate Assistant or hourly student employee.

**Challenges:** The Office of International Stu-

dents and Scholars will be focusing on the following issues for the future: providing leadership to meet the 2010 Commission's goal of 10% international student enrollment; establishing a stable financial and personnel base; meeting the challenges of record keeping and reporting through the Student Exchange and Visitor Information System (SEVIS); implementing programs and services that increase the persistence of first year students through graduation; developing and assessing learning outcomes for each of our programs and services, and increasing the international and intercultural awareness of the campus community.

## Multicultural Center

**Mission Statement:** The Multicultural Center enhances the University of Arkansas academic experience by preparing students for life in a diverse society. The Center promotes cross-cultural interaction among all students. In addition, the Center collaborates with the University community to provide educational, cultural, and social programs to develop and advance an inclusive learning community. The Center is located in the Arkansas Union 404 and the phone number is 575.2064. Web address: [multicultural.uark.edu](http://multicultural.uark.edu)

**Accomplishments:** Newly celebrated activities included the first-ever Hispanic Heritage Month and the first-ever Women's History Month. Both activities came under leadership provided by the staff of the Center, and led to the creation of campus-wide committees combining key partners from student affairs, academic affairs, and students. Resulting from feedback provided by the Leadership Educators Workgroup, the Center implemented the first Leadership Education and Diversity (L.E.A.D.) Retreat as an advanced leadership development opportunity for campus leaders. The Center staff also created a leadership award to commemorate the legacy of a fallen student leader, April R. Love. The award will be given annually to a deserving student leader. The Center's Director was selected to serve as the regional coordinator for the NASPA Undergraduate Fellows Program and on the national NUFPP board of directors. The Director was nominated by the Division to attend the NASPA Region IV-West Mid-Level Professionals Institute in Breckenridge, Colorado. The Associate Director was also nominated by the

Division of Student Affairs' Executive Cabinet to attend the NASPA Region IV-West New Professional Institute in Kansas City, Missouri. The Associate Director recently received the Division's first-ever Diversity award for an individual staff member during the Diversity Recognition Awards program.

**Changes:** A new position was approved for a Coordinator for Multicultural Programs and Outreach, completing the full-time professional staff within the Center. The Center also continues to receive funding for its major programs from outside sources. This year, based on an established relationship with the Walmart Home Office, the Center received \$1,000 for the Juneteenth celebration. Center staff also raised \$1,000 towards student scholarships during the Juneteenth celebration.

**Challenges:** ISIS access issues have been addressed as it relates to staff having access for at-risk students. Other challenges include continuing to find additional financial resources to support the Center's programs from outside sources, building relationships with academic partners across campus and finding new ways to get students more involved in programming initiatives. Due to continued demand from the University community for diversity programming, presentations and workshops, the Center staff must continue to prioritize external requests to best meet the needs of the campus community.

## Off Campus Connections

**Mission:** Off Campus Connections enhances the University of Arkansas experience by appreciating the unique challenges facing today's adult and returning students, transfer students, and all students living off campus. We are here to provide friendly assistance, useful resources and appropriate referrals; to help build stronger connections to the campus community; and to be advocates for those students in need. We offer encouragement, support and recognition in an effort to increase student success.

**Accomplishments:** After a complete staff turnover in 2004, a new director and assistant director moved the office to the Arkansas Union, a central location on campus. A commuter lounge was developed, along with several new ways to communicate with the

off-campus students electronically. In collaboration with University Housing and as a part of the Housing Master Plan, a new off-campus housing database was launched in 2006. Current, as well as prospective students, faculty and staff now have access to a free and efficient search tool for off-campus housing and roommates. Also, a new Non-Traditional Student Leadership Award was created and presented to recognize non-traditional students who model leadership and perseverance while balancing academics with life and family issues.

**Changes:** In the fall of 2006, the current Peer Mentor Program will evolve into a pilot employment/leadership program called Peer Assistance Leaders (P.A.L.S.). Instead of relying on student volunteers, three-four P.A.L.S. will assist students and perform outreach activities for the department.

“ We offer encouragement, support and recognition in an effort to **increase student success.** ”

**Challenges:** Our biggest challenges relate to the areas of space, budget, and information about our target student population. Although we are pleased to be housed within the Arkansas Union, our two current offices lack appropriate signage and serve three staff members and 8-10 volunteer peer mentors. We have yet to secure the necessary financial resources to support our program, an area expected to increase dramatically over the next few years. The current student information system (ISIS) does not capture non-traditional student characteristics. Additional major challenges include the lack of scholarship options, childcare services, and off-campus community housing.

## Pre-College Programs

**Mission:** The mission of Pre-College Programs is to identify, challenge, and enrich prospective college students for the purpose of engaging them in services that will result in academic and personal preparedness for rigors of the university environment as ultimately we prepare them to graduate and become

visionary leaders who have the knowledge and skills to effectively address the challenges of the new millennium.

**Accomplishments:** Pre-College Programs was established as a departmental unit in August of 2002. At that time, the department was comprised of four programs: the Academy for Mathematics and Science, Talent Search, Upward Bound and Veterans Upward Bound. Since that time, Pre-College Programs has made major accomplishments in the expansion of programming, geographical reach, and diversity through the addition of six innovative programs: College Project Talent Search (2002); Reaching Educational Aspirations of Latinos Upward Bound "REAL" (2003); Gifted and Talented Scholars and Summer Institute (2004); Summer Engineering and Science Research Experience "SESRE" (2005); College Residential Institute for Kauffman Scholars (2006); and University Access Talent Search (2006). Both Talent Search and College Project Talent Search grants submitted in 2002, and REAL Upward Bound submitted in 2003, ranked in the top 10% resulting in extended funding for five years instead of four years. The College Residential Institute for Kauffman Scholars' proposal was submitted and funded for \$76,887. The proposal was identified as the top proposal and utilized as a model for other participating institutions. In collaboration with the Honors College, the Summer Institute for Gifted and Talented Scholars received scholarship support of \$150,000 from the Walton Family Foundation; \$25,000 from the University of Arkansas' Women's Giving Circle, and \$25,000 from the College of Engineering. Pre-College Program was included by the U.S. Department of Education and the Council for Opportunity in Education as a best practice model in the Office of the Under Secretary's Final Report from Phase I of the National Evaluation (2004). In 2006, the Pre-College Pro-

grams was selected to present at the Council for Opportunity in Education's 25th National Conference in New York City. The staff will present "Effective Teaching: Do Our Students Get it? The presentation will highlight learning outcomes assessments developed and implemented during the 2005-06 academic year. Graduates of the various Pre-College Programs have been represented in all levels of elite scholarship at the University of Arkansas including Chancellor's Scholarships, the Sturgis Fellowship, the Bodenhamer Fellowship, Chancellor's Distinguished Governor's Scholarships, National Science Foundation and numerous others. Total annual funding for the various Pre-College Programs stands at \$2.4 million.

**Changes:** Newly established programs include additional TRIO programs which are federally funded, but departmental and private organization partnerships have expanded the reach of programs to new constituents, funding sources and student populations. With the addition of five programs since 2002, the Pre-College Programs staff has grown relatively from 12 full-time positions, to the current 32. This growth has provided the department with important opportunities to diversify and achieve 38% minority in full-time staff to more closely mirror the diverse student population receiving services. Relative to program expansion, the number of students participating in the various programs has grown from 1230 to over 5150 this reporting year. The outlook for the continued expansion of services is promising as new partnerships and requests for Pre-College Programs services continue to be established and received.

**Challenges:** The ever growing demand for Pre-College Programs services and requests for collaboration from the private sector has expanded the scope of programming beyond the department's seven federally funded programs. With the federally funded program restrictions for targeting finite populations, this demand provides a greater range of possibilities for enhancing the scope and reach of the department. In nurturing and creating new partnerships, writing and marketing program proposals, and developing/implementing programming, however, human resources, space and funding to meet the ever growing requests provides a significant challenge to

“ the number of students participating in the various programs has grown from 1230 to over 5150 this reporting year ”

this pursuit.

## Student Activities

**Mission:** The Office of Student Activities is committed to enriching the University of Arkansas experience through innovative programming, experiential learning and building a strong and diverse community.

**Accomplishments:** University Programs had an overall student attendance of 21,911 and sponsored 237 events. Razorbash has become a university tradition and had 63 registered student organizations, 15 university departments and 41 local businesses had booths at the event this past year. Friday Night Live increased student attendance for 603 (04-05) to 722 (05-06) at 15 programs. University Programs collaborated with 10 different organizations and Friday Night Live with 17 different student organizations and university departments. University Programs has raised the student activity fee .18 since 2000. Friday Night Live on average has increased budget by \$62,000 with co-sponsorships.

**Changes:** In 2006, the Office of Student Involvement and Leadership split into two departments creating the Office of Student Activities.

**Challenges:** Developing an identity for the Office of Student Activities and marketing the office to the student body and the Division of Student Affairs. Having enough full-time staff and graduate assistants to advise students, plan and implement the many large programs that come out of the office throughout the year.

## Student Involvement and Leadership

**Mission:** The mission of the Office for Student Involvement and Leadership is to engage all students in purposefully designed leadership education and experiential learning opportunities that are anchored in the academic, social, and cultural values of the institution.

**Values Statement:** The Office for Student Involvement and Leadership believes that leadership is an inclusive, interactive, and dynamic process that brings about positive change for the community. Leadership development

is a holistic and transformative process that encompasses both academic learning and experiential activities that result in becoming self-aware, discovering value in self and others, developing critical thinking and communication skills, becoming a lifelong learner, and developing responsible citizenship in order to meet the needs of an ever changing world.

“ Student Involvement and Leadership is in the process of becoming nationally competitive and nationally recognized for its leadership development programs ”

**Accomplishments:** Involving a diversity of students in SIL leadership programs continues to be a hallmark of the department: approximately 35% of the students in Emerging Leaders, LeaderShape, and the Volunteer Action Center come from underrepresented student populations or are international students. In 2004, an online application and registration process was developed for the Registered Student Organization (RSO) program, and eight new leadership workshops were conducted for RSO students and advisors. A new online voting process was established for Associated Student Government (ASG), and several retreats and workshops were offered to ASG for the first time including the ASG Retreat and New Senator Orientation. In 2005, the Office for Student Involvement and Leadership initiated an outcomes based planning and assessment model for all programs within the department, and several new assessments were developed to improve existing programs. The department also led the Leadership Educators Working Group for the Division of Student Affairs and began a process of developing a leadership certificate program for the university. The Emerging Leaders course curricula was redesigned to increase student participation and transformative learning in the program, and to provide a small group facilitation opportunity for 12 graduate students in Graduate Education programs. In 2004, the first LeaderShape Institute at the UA was conducted and has continued each year; there are now over 150 graduates of this program.

**Changes:** In April of 2004 a new Constitution was adopted for Associated Student Government in accordance with the recommendations of the student government task force, and a full time ASG advisor was hired. In 2006, Campus Activities and Student Involvement and Leadership became distinct offices. Two graduate assistant positions have been added to the department, and the Assistant Director position was filled after a year long vacancy. Many technological advancements have been implemented including online applications, registration for RSOs, and elections processes for RSOs.

to create and maintain: (1) co-curricular educational and training programs; (2) a learning community that is enriching to students and staff, and that integrates academic and professional journalistic skills, values, ethics and responsibilities; (3) a welcoming and diverse environment for staff and visitors; (4) an organization that demonstrates belief in student capability and potential; and (5) a development program that recognizes students' individual needs for personal accomplishment as well as connections with peers, staff and faculty.

**Accomplishments:** Our students continue to garner awards and honors for their efforts on behalf of the department. This year, Emily Milholen, Razorback editor, was selected by the Arkansas College media Association as its Editor of the year. The Arkansas Traveler was chosen as the best college newspaper in Arkansas by ACMA, as well.

**Changes:** In 2004, we added to our professional staff by hiring a sales manager. The effect of which has been to improve customer service, increase ad sales and provide better training and mentoring to our student sales representatives.

**Challenges:** Student Media must embrace an uncertain yet hopeful future as it wrestles with the uncertainty surrounding the impact of the USA Today Readership Program, adequate funding, staffing levels, lack of space, the pace of technology, and the growth of the campus in general. Student Media will respond to the changing landscape by re-defining itself against the backdrop of more and more competition for readership and revenue. By focusing on what it does best, which is to cover the campus from a student perspective, Student Media will continue to meet the needs of the UA community by working hard to be a nationally competitive, student-centered organization serving Arkansas and the world.

## Student Support Services

**Mission:** As a project of the U.S. Department of Education, Student Support Services (SSS) is a federally funded TRIO Program, which purposed to increase the college retention and graduation rates of its participants. The project also purposes to foster an institutional

“ The Arkansas Traveler was chosen as the best college newspaper in Arkansas by ACMA ”

**Challenges:** Student Involvement and Leadership is in the process of becoming nationally competitive and nationally recognized for its leadership development programs. With the split of the two offices, a new marketing plan and website will need to be developed. We are also in the process of developing more sophisticated uses of technology for online applications and assessment. Current Collaborations with the Higher Education program need to be extended to other graduate programs. Developing a campus-wide leadership certificate program while continuing to improve current programs will prove to be challenging. It is also apparent that there is no common language of student development and leadership development within the institution or across the Division of Student Affairs, making it difficult to communicate and collaborate with other departments.

## Student Media

**Mission:** Student Media supports the mission of the University of Arkansas by enhancing the undergraduate experience through education, training and hands-on experience in media methods, management, ethics, responsibilities and community service. The department supports student staff members who produce a daily newspaper, a student television and radio station, a yearbook, and a student literary magazine. Every medium is student-run, meaning the students determine the medium's content. Department goals are

climate supportive of the success of University of Arkansas, Fayetteville SSS participants. We also assist participants in successful creation and fulfillment of academic, financial, personal, career and graduate school goals.

**Accomplishments:** The U.S. Department of Education has given the University of Arkansas, Fayetteville's Student Support Services' program an efficiency analysis "success rate" of 94%. Of 308 students served, 289 were found by the Department of Education to have "Successful Outcomes".

**Changes:** The Student Support Services project has a new director.

**Challenges:** Changes in the leadership of SSS will mean changes in the structure of the program's components and the activities of the program. The acquisition and use of new technology advances needs to be implemented as does new ways of thinking about how to go about accomplishing the Student Support Services mission.

## University of Arkansas Health Services

**Mission:** The Pat Walker Health Center provides professional and comprehensive medical care, mental health care, health education, and health promotion for a diverse community of students, faculty, and staff. The Pat Walker Health Center staff members have a commitment to physical, mental, spiritual, emotional, and social health, the highest standards of quality, and an appreciation of the value of each individual. Through these endeavors the Pat Walker Health Center supports the educational mission of the University of Arkansas and the growth of each individual.

**Accomplishments:** In November 2004, the Pat Walker Health Center opened as a new facility in the heart of the University of Arkansas campus. In addition to its beauty, the increased capacity for medical services resulted in a thirty percent increase in demand on services which continued throughout FY 05 and FY 06. With designated space for health education, including a classroom, the facility increased student involvement in prevention and health promotion for classes, internships and graduate student training. Counseling and Psychological Services continued to

experience increasing demands for service while recruiting new mental health clinicians to serve specific student populations on campus.

**Changes:** With support from grants for sexual assault prevention, breast cancer prevention and disordered eating prevention, health promotion and education is thriving and available to an extended number of students. Both medical and mental health services addressed student desires and demands for more immediate access through same day consultation and triage programs. Increased numbers of students reported struggles with depression, anxiety and other mental health conditions which required more time and expertise from family practice physicians and nurse practitioners as well as CAPS mental health clinicians. Important collaborations with the Office of the Dean of Students as well as the Center for Students with Disabilities were found to be meaningful and supportive to a greater number of students.

**Challenges:** Developing student skills in life-long pro-active health practices as well as self-advocacy is the focus of the Pat Walker Health Center. As educators, physicians, nurses, mental health clinicians, laboratory and x-ray technicians, pharmacists, health educators, administrators and support staff teach students how to develop healthy lifestyles, to self-manage and navigate the health care system and to engage in pro-active practices that will sustain their health throughout their lives. Balancing demands, access and student advocacy utilizes the expertise of college health professionals in collaboration with faculty and staff throughout the campus. In a world of increasing health costs, the Pat Walker Health Center will continue to strive to provide cost-effective care through sound financial management and multiple funding sources. Through these practices, the Pat Walker Health Center will compliment the academic, social and civic lives of students at the University of Arkansas.

## University Housing

**Mission:** University Housing will provide a quality living and learning environment that both challenges and supports the personal, social, and academic development of our residents and their diverse communities.



**Accomplishments:** Several staff received a Diversity Certificate and several others are in progress. Housing created the R.E.A.C.H. diversity team (Respecting, Embracing, Appreciating, Connecting, Housing) as part of the Employee Development Program that rewards and recognizes teams exhibiting outstanding commitment to diversity. The goal of the team is to diversify themselves by attending training sessions, community service, and self-education. Eleven housing staff members committed themselves to serving as Safe Zone Allies. Housing has had 94% of its full-time staff attend Our Campus; a four hour interactive workshop presented to increase participant's individual awareness about issues relating to differences and engages participant's to become agents of change in creating a welcoming University of Arkansas and community.

Our department strives to increase and responsibly manage resources by implementing a new budget structure and providing training for program directors to better manage financial resources and attain greater accountability with regard to the cost/benefit of department programs and services. Department leaders have increased performance and reduced operating cost through process redesign in several areas; i.e., a decision to outsource pest control to a private vendor saved the department \$34,000 per year.

The department continues to promote innovative programs and services for residents, including the creation of a Housing Initiatives for Student Success (HISS) fund. The fund provides significant resources to students, faculty and staff to support ideas that advance student success and academic achievement.

The addition of an online housing application, the development of an entirely new model for online assignments, a Request for Proposal selection process for a computerized maintenance management system, significant forward progress in the server program, and the creation of a new print station for ResNet students are a few of the ways campus housing promotes technological advancement. This year the technology staff did a complete rewrite of Housing's online assignments system; now known as Shop-n-Swap. The use of java server pages (JSP) and stored procedures in conjunction with servers has resulted in a robust architecture we can rely upon for some time.

**Changes:** An Associate Director for Academic Initiatives will provide leadership to the development of collaborative programs to promote a seamless learning environment. An Assistant Director for Residence Education will focus on selection and training of residence education staff. A new Assistant Director for Community Engagement will enable the development of broader programs to encourage students to become involved in community service learning activities and enhance student awareness of and appreciation for the benefits of our diverse society.

A new Living/Learning Community Task Force, co-chaired by a member of the faculty and the Executive Director of Housing will develop a framework for an increasing number

“ Department leaders have **increased performance and reduced operating cost** through process redesign in several areas ”

The Residence Education unit seeks to Enhance Student Learning through the Freshmen Year Experience program by assisting new freshmen to make a successful transition to the university community. Alternative Spring Break gives students the opportunity to volunteer at various sites during spring break to engage in service learning activities. A Faculty in Residence program was launched in Northwest Quad.

Environmental Health and Safety provided Confined Space training for skilled trade workers and Orkin pest control. The entire Residential Facilities staff completed an online training program for Hazardous Waste Generated. A new Custodial Supervisor trains new custodial employees and conducts refresher training for existing employees; providing more consistency with policies and procedures. Six staff completed University Supervisor Development, a 10 - week intensive program sponsored by Human Resources. Many staff members are active in professional organizations.

of student learning enhancement programs within the residence halls. The development of a broad based steering committee for the new Holcombe Hall International Learning Community will enable better coordination between housing and offices that promote international learning in all its various forms.

Investment in new technology will change the way our department does business and provides service. University Housing is a partner in the Symantec Client Firewall project to prevent traffic that could damage our computers. The release of the Online Contract, will mark the first program created by Housing to use a Digital Signature. New software to support Residential Facilities will ease tracking of work orders, inventory, and staff productivity. Skywire software, a knowledge driven self-service support system allows University Housing to tailor content delivery allowing students and faculty to self-resolve questions they have, increasing the level of service and reducing phone calls.

**Challenges:** There is insufficient bed space to accommodate all students seeking campus housing. Also, most of our buildings do not offer the space, privacy and amenities expected by our current student population. The housing system has approximately \$27 million in deferred maintenance and is not able to invest sufficient annual capital dollars to reverse this trend.

University Housing is also shifting from dormitories whose primary value to students is the provision of comfortable and affordable housing to residence halls that promote student learning and in which academics is an organizing theme. Successfully making this shift requires a shared vision, a high degree of collaboration, and a sustained effort among several partners, including service providers, academic advisors and faculty.

## University Ombuds Office

**Mission:** The University Ombuds Office (UOO) provides an informal, impartial, and confidential means of conflict resolution to students and the campus community. Its goal is to foster a culture of community, support safe and open dialogue, and encourage cooperative problem resolution on campus.

**Accomplishments:** During FY '04, '05, and

'06, 142 new cases were processed, serving 326 students and university constituents. In an effort to create a more civil and collaborative environment through student learning and professional development, 75 workshops were presented to students teaching effective conflict resolution skills and practices, and 26 training sessions were provided to faculty and staff to further support a collaborative climate. New programs to address issues of diversity, assess conflict climate needs, and provide accountability, include the Safe Zone Allies program, use of the Conflict Climate Questionnaire for departments and divisions, and the establishment of a Restorative Justice program.

**Changes:** In 2004 a Graduate Assistant position was created for this office.

**Challenges:** With growing needs and opportunities for education on conflict resolution, collaboration on diversity initiatives, and intervention with departments to improve climate, additional staff may be needed to support a growing program.

“ The **University Ombuds Office** goal is to foster a culture of community, support safe and open dialogue, and **encourage cooperative problem resolution on campus** ”



# Challenges and Influences

“ The new generation of students entering the University has brought new challenges but also new opportunities to all components of the University ”

Higher education has entered the new millennium with significant changes on the horizon. It is a time of technological revolution, changing demographics, limited financial resources, and an increasing demand for assessment and accountability. Limited financial resources, especially in the area of public support of education, have reached a near-crisis level. The challenges facing the University of Arkansas are impacted by influences and trends at the international, national, state, northwest region and institutional levels.

As a traditional land-grant institution, the University of Arkansas has experienced many changes in its history as an institution; yet, at the same time, the University has a deeply rooted culture in serving Arkansas residents. The new generation of students entering the University has brought new challenges but also new opportunities to all components of the University community. In preparing to develop a strategic plan, the following represent major challenges/influences that may affect the delivery of programs and services within the Division of Student Affairs in the future.

## International Challenges/ Influences

### Students

In the wake of the terrorist attacks of September 11, 2001, continued world-wide insecurities have affected international education exchanges. Related security issues will likely have an impact on prospective and current international students wishing to pursue a degree at the University of Arkansas. This will also have an effect on domestic students wishing to study abroad.

With certain cultural groups electing to at-

tend college in countries other than the United States, the diversity goals of the University of Arkansas could potentially be impacted.

### Economics/Funding

Higher education institutions in Australia, Canada, England, and New Zealand are positioning themselves as economic alternatives to higher education in the United States. As the world economy continues to change, these English-language alternatives may become more attractive to students in the global marketplace.

International, political, social, and economic insecurities affect funding priorities and commitment, thus impacting federal and state funding for higher education.

### Security

Policies such as Student and Exchange Visitor Information (SEVIS) have been initiated to restrict, discourage, or delay foreign students with visa issues. New policies have greatly increased the intensity and amount of the University's international support staff workload.

### Faculty/Staff

In spite of the ongoing concerns with international and national security, the faculty/staff of the University of Arkansas have become more diverse enabling the university to better serve a global student population.

The faculty/staff of the University of Arkansas have more opportunities for international cooperation and linkages, which may also include student involvement in such efforts.

Unlike US citizens who are heterosexual, those who are LBGTQ cannot petition for same-sex spouses/partners to immigrate.

This inequality in immigration laws requires thousands of couples effectively to separate or divorce rather than to form stable households. The alternative is that the US citizen must leave this country and emigrate to one of the 15 countries where immigration laws encourage all couples to remain in stable family units.

### **Technology**

Advanced technology affords international students the opportunity to explore and compare various educational opportunities in the United States, making the environment more competitive.

## **National Challenges/ Influences**

### **Students**

Students today view higher education as a commodity offering the luxuries of specialized housing/food service, as well as a network of intensive personal support in the form of advising, counseling, health, childcare, and parking.

To offset rising college costs, more students are working longer hours at part-time and full-time employment while pursuing college degrees. Due to work responsibilities, students may become disengaged from both academic and co-curricular activities.

The student population in American higher education will continue to change and diversify. A projected growth of 65% in the general population will be made up of ethnic minority groups, particularly Hispanic and Asian populations; this will likely result in increased college enrollments for these groups. It is also projected that 58% of the college enrollment in 2010 will be women, a 22% increase from 1998. The enrollment of men is expected to increase to 7.3 million by 2010, a 16% increase.

Currently, more than 14 million undergraduates are enrolled in U.S. colleges and universities. About 47% are of "traditional" age (19 – 23 years old), but another 43% are 24 or older. By 2010, the number of students 25 years of age and older is predicted to increase by 9%. As the non-traditional student population increases, other sets of adjustment issues will likely arise: single parenting, balancing work/

school pressures, and the cost of attending college.

Students report that stress is the number one factor that impacts their performance in the classroom. Students struggle with concerns for family members, depression, anxiety and relationship difficulties, reducing their academic performance and putting them at risk for interruptions to their college experience.

Substance abuse, emotional/psychological dysfunction, and a variety of other physical and emotional problems will continue to increase within the college student population. Such environmental effects may have an impact on the attitudes and acceptance of violent behavior by college-bound students.

There has been a rise in HIV infection rates among young men who have sex with men (whether or not they identify as gay, bi, or queer).

Federal statistics show that bias-motivated crimes due to actual or perceived sexual orientation continue to rank as the third leading form of hate crime. The US Congress has failed to pass the Local Law Enforcement Enhancement Act, which would support local police agencies in enforcing hate crimes laws and investigating alleged hate crimes.

As a result of the war effort, some students have had to interrupt their education. The needs of the students coming back from active duty must be taken into consideration by the university staff and faculty.

### **Economics/Funding**

Higher education institutions are increasingly being held accountable to the public who question the cost effectiveness of higher education. Due to the numerous educational institutions and increased emphasis on outcomes, financial supporters will increasingly invest in the student-consumer model versus the institution.

Student Affairs can no longer rely on increased or stable federal and state funding. Political, social, and economic instabilities affect funding priorities and commitment. Institutions need to become more financially independent and efficient.

With every reauthorization of the Higher

Education Act, significant changes may occur that influence higher education accessibility, accountability, and funding.

The impact of health insurance coverage on the financial security of a student continues on a negative path. While national data indicates that approximately 20% of traditional-age and status students do not carry health insurance, as much of 40% of non-traditional age and status students may not be insured. Within the insured population, the trend in health insurance plans is to place increased financial responsibility on the patient and less on the insurance policy. This trend ultimately impacts a student's financial ability to pay for prevention screenings, episodic health care treatments and catastrophic health care.

#### **Faculty/Staff**

As the student body continues to change, more diverse faculty and staff members are needed to serve as role models. Accordingly, diversity education must continue to assist faculty and staff in these needs.

With an increased emphasis on student learning outcomes, student affairs educators must continue to shift toward a greater focus on student learning environments.

Building on the research findings that students learn best when their classroom experiences are integrated with out-of-class experiences, joint efforts between student affairs and academic affairs need to be strengthened. This collaborative effort will create a seamless educational experience for students, resulting in a more positive experience.

Among Fortune 500 Companies in 2006, 86% included 'sexual orientation' in their non-discrimination policies, 51% offered domestic partner benefits, and 16% included 'gender identity or expression' in their non-discrimination policies.

#### **Technology**

With distance/virtual education and off-campus learning on the rise, on-line educational opportunities will increase exponentially. As a result the amount of time spent on campus by students may decline.

Advances in technology will influence student life by playing a greater role in out-of-

class experiences. As the role of technology grows, an increase in off-campus access to services will be required.

## **State Challenges/Influences**

#### **Students**

The number of high school students enrolling in college courses for concurrent credit is increasing.

There is an increase in high school students with deficient ACT scores who wish to complete developmental/remedial English, reading, and math courses during their senior year or during the summer prior to their freshman year in college.

Although the number of Hispanic students graduating from Arkansas high schools will continue to increase, the overall number of students who are graduating from Arkansas high schools is declining. There is a projected change of -1% in the number of high school graduates between 2002-2003 and 2011-2012.

As the non-traditional student population continues to grow, the need to address after-hours academic/student services, child care, and transitional services will become imperative.

Arkansas Supreme Court case of Arkansas DHS Child Welfare Agency Review Board vs. Howard et al. determined that the CWARB over-stepped its authority in using moral and religious grounds as well as disreputable science to ban placement of foster children in homes where an "adult homosexual" resides. It is expected that the Arkansas Legislature will introduce and pass a bill during the next legislative session which will legislate the just-overturned ban. Publicity on the issue could have a chilling effect on the development, educational achievement, and health of LGBT students, faculty, staff, and other university stakeholders.

#### **Economics/Funding**

Due to the current U.S. economic conditions, state funding is an ongoing concern for the state of Arkansas.

There is an increased need for private funding to replace the expected shortage in state funding.

The Lake View court decision will require that hundreds of millions in additional annual funding be directed to K-12 schools, thus limiting future appropriations to higher education.

Various communities in the state are seeking higher education institutions to locate in their cities; further diluting the state's thinly spread resources.

#### **Faculty/Staff**

Low salaries are a continued concern that adversely affects recruitment and retention of qualified faculty/staff.

Voters in Arkansas amended the State Constitution to define marriage as an opposite-sex privilege.

No state law prohibits discrimination against individuals based upon either affectional/sexual orientation or gender identity/expression.

#### **Technology**

Distance learning may enhance educational opportunities for students in Arkansas and elsewhere.

Internet courses will afford traditional and off-campus students alternative scheduling options.

## **Northwest Regional Challenges/Influences**

#### **Students**

The population changes in the region, especially the influx of diverse populations, people from larger cities, and urban areas, may have implications for student culture as well as the expectations students have towards a flagship university.

To meet the needs of the growing population, the Northwest Arkansas communities encourage the development of non-profit organizations and other service-oriented agencies. The growth of such agencies and organizations will likely provide students with more service-learning and internship options.

The 2005 commencement of a Northwest Arkansas LGBT Community Center may help fill

a need for a centrally located and organized LGBT community in the Northwest Arkansas Metropolitan area.

#### **Economics/Funding**

An important characteristic of Northwest Arkansas is the presence of very strong economic actors (Wal-Mart, J.B. Hunt, Tyson, Lindsey, George's, etc.), whose investments in the region as well as university may affect the student recruitment efforts as well as have an impact on the expectations these students have towards the University.

The economic nature of the region (high-growth, large corporations) generates distinct opportunities for private support.

#### **Faculty/Staff**

With the growth of the local economy as well as service infrastructure, the region and the University of Arkansas will likely become a more attractive destination to diverse groups of faculty and staff. If the growth trend continues, it may have a positive effect on meeting our diversity goals.

The operation of strong corporate actors who need professional workforce may create a competitive labor market. This may have an impact on meeting the hiring goals at the University of Arkansas, especially if the existence of a competitive labor-market environment is not recognized while funding decisions are made at the state level.

#### **Technology**

As technology-based companies account for an increasing proportion of the growth in the Northwest Arkansas region, this may create new opportunities for the students, as well as university faculty and staff, to engage in various types of university/industry partnerships.

## **Institutional Challenges/Influences**

#### **Students**

The University of Arkansas plans to expand enrollment to 22,500 by the year 2010. Freshman enrollment is expected to reach 3,000 by the year 2010. Minority enrollments are also expected to increase considerably.

Student retention is an ongoing concern.

A freshman retention rate of 88% must be achieved by the year 2010, to meet the goals set forth by the University's 2010 Commission.

As the non-traditional student population increases, issues surrounding finances, balancing family, work, school, and single parenting will need to be addressed.

The number of students commuting to and from campus continues to increase as well as students working off-campus jobs.

The influx of Hispanics in Northwest Arkansas as well as the growth of diverse populations nationally and internationally may change the composition of the student population at the University of Arkansas.

University of Arkansas students are challenged to join in the Healthy Arkansas initiatives to reduce obesity, heart disease and cancers throughout the state and to develop a personal state of wellness that allows them to use the advantages earned with a University of Arkansas degree.

Student Health Insurance carrier, MegaLife, has extended student health insurance benefits to include domestic partners of University of Arkansas students.

Wal-Mart's LGBT employee group, the Point Foundation, PRIDE, and UA Division of Advancement are working collaboratively to create a scholarship program for an LGBT student whose family has financially divested her or him. The scholarship program will include monies to pay for her or his entire undergraduate education as well as extra-mural learning opportunities through service learning and retreats with other Point Scholars from around the U.S.

#### **Economics/Funding**

Anticipating continued declines in state support, several University initiatives that have been vital in the context of local growth have been reduced, eliminated, or postponed.

The quantity and quality of programming has been – and will likely continue to be – negatively affected by limited resources/funding.

Due to budget constraints, some offices within the Division of Student Affairs are under-

staffed, limiting the number of programs and services available to students.

Alternative sources of funding are needed to ensure that the quality of out-of-classroom programs does not suffer.

#### **Security**

With the increase of campus population, there will be a need to develop corresponding measures aimed at creating a secure work environment for faculty/staff and learning environment for students.

#### **Faculty/Staff**

As the university becomes more research oriented, the reward structure for faculty will shift from teaching to research. This may have an impact on the overall learning environment as well as the nature of the interactions between faculty and staff.

Increased emphasis on student learning outcomes supports the need for Student Affairs professionals to continue focusing on student learning environments as well as establishing partnerships with academic colleges and academic support units through collaborative efforts.

University of Arkansas is one of 562 colleges and universities which include 'sexual orientation' in its non-discrimination clause. We are not one of the 74 which include 'gender identity' or 'gender identity and expression' in the non-discrimination clause. We also are not one of the 290 colleges and universities nationwide which offer domestic partner benefits.

UA Faculty and Staff began to formalize a network of LGBTQ affirming faculty, staff, and student leaders: The Safe Zone Allies network. At the start of Fall 2006, the network included some 80 members of the University.

#### **Technology**

Advancements in technology will continue to affect student life in and outside the classroom. As the role of technology grows, technological services provided to residence halls and classrooms will continually need to be updated and improved. Increased access to services off-campus will also be required.

# Goal Statements & Strategies for Strategic Areas of Concentration

---

**Foster the development of an inclusive community** – The Division of Student Affairs will embrace and foster diversity while developing a conscious commitment to promoting a fully inclusive, accessible University community.

**Outcomes:**

- Students will value the uniqueness of each individual.
- Students will have access to events, services, and facilities so they may fully participate.
- Students will model civility in their actions.
- Students will understand the impact and responsibility of power and privilege.
- Student Affairs will represent the community we serve.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measurements.
- Evidence of a process that ensures all programs, systems, facilities, and equipment in Student Affairs are representative and accessible to all students and in compliance with applicable federal and state laws and University policies.
- Evidence of a process for recognizing and rewarding the positive contributions of all members of the campus community.
- Evidence of a plan for recruiting, hiring, and retaining a diverse staff.
- Evidence of a process for measuring and responding to campus climate related is-

sues.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Provide opportunities to actively engage students, faculty, staff, and members of the surrounding community in program planning and development.
- Provide opportunities to recognize the positive contributions of all members of the campus community.
- Promote the development of intentional activities to engage diverse students in a range of campus leadership positions.
- Consult with appropriate faculty, staff, community and student stakeholders, and/or other experts.
- Provide students, faculty, and staff with numerous and varied opportunities to gain an understanding of and appreciation for diversity.
- Provide an environment that allows all persons the opportunity for success in their academic, professional and personal development.
- Provide service-related activities at the University and in the surrounding community.
- Establish intentional divisional recruitment, hiring, and retention practices that reflect the institutional initiative to promote a diverse and inclusive community at the University of Arkansas.
- Provide inclusive access to resources.
- Model civility and methods of valuing the uniqueness of each individual.
- Model understanding and responsibility associated with power and privilege.

**Enhance student learning** – The Division of Student Affairs will promote multidimensional learning through meaningful student engagement, experiential learning, and community service while recognizing the unique needs of students and populations

**Outcomes:**

- Students will be able to integrate cognitive competencies, critical thinking skills, interpersonal skills, and realistic self-appraisal to enhance their personal and professional lives.
- Students will demonstrate knowledge through acquisition, integration, and application of learning, leadership skills, and engagement in campus and community activities.
- Students will demonstrate persistence and academic achievement.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measurements.
- Evidence of a process for measuring critical thinking skills, interpersonal skills, and realistic self-appraisal.
- Evidence of a process for measuring knowledge acquisition.
- Evidence of a process for measuring persistence and academic achievement.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Promote experiential learning through collaborative relationships with campus and community partners.
- Develop a range of programs and services that promote an understanding and appreciation of the unique needs of individuals and populations.
- Create opportunities for students to practice critical thinking skills and intentional decision making.
- Develop on-line portfolio that allows stu-

dents to document learning experiences.

- Implement programs which allow students to set realistic personal and educational goals and practice effective communication skills.
- Promote academic success by offering a range of academic support services and programs to students.
- Promote a strong bond between students and the U of A.

**Promote professional and personal development** – The Division of Student Affairs will provide opportunities for professional and personal development among staff.

**Outcomes:**

- Student Affairs will effectively communicate its expectations, traditions, and opportunities to staff.
- Student Affairs will identify and utilize staff strengths to develop the requisite skills for individual and organizational success.
- Student Affairs will effectively utilize the annual appraisal process to encourage and support staff in identifying their professional and professionally relevant personal development goals.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measurements.
- Evidence of a process to measure staffs' understanding of expectations, traditions, and opportunities.
- Evidence of an annual evaluation process supportive of professional, organizational, and professionally relevant personal goals.
- Evidence of a professional development model to include recognition of professional, organizational, and professionally relevant personal achievements.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Identify a professional-personal development model which emphasizes a strengths-based approach.
- Provide opportunities for staff members to identify their professional and professionally relevant personal goals.
- Identify campus and community resources for staff development.
- Provide staff recognition which is valued by the individual(s) receiving the recognition.
- Communicate Divisional traditions and expectations to all staff.

**Increase and responsibly manage resources** – The Division of Student Affairs will serve as responsible stewards of the physical, fiscal and human resources at its disposal and will aggressively seek additional resources to carry out its programs and services.

**Outcomes:**

- Student Affairs will engage in effective communication, time management, and decision making.
- Student Affairs will develop resources through collaborations, gifts, endowments, contracts, grants and external support.
- Student Affairs budget development and financial planning will be goal oriented, efficient, accessible, and transparent.
- Student Affairs will be responsive to informational finance and management reporting requirements.
- Student Affairs facilities will be safe, secure, universally accessible, appropriately sized, sustainable, and supportive of current and foreseeable needs and purposes.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measurements.

- Evidence of a process to create, document, and review a divisional/departmental policy library.
- Evidence of a plan and process to create and measure staff training and cross-training.
- Evidence of a process to measure inter-divisional collaborations.
- Evidence of a formal policy and process that contains clear deliverables, schedules, and methodologies and that continues to be refined over time.
- Evidence of a process to create and update formal policies, procedures, and reporting schedules.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Develop a divisional resource allocation model allowing for a shared approach to budgeting, planning, collaboration, and staffing.
- Provide divisional training for resource management.
- Explore and develop new opportunities for effective communications and workflow.
- Develop divisional/departmental staff meetings that promote participation, communication and work flow.
- Develop specialized training utilizing institutional resources, contracted services, and/or technology resources.
- Increase Student Affairs interaction with prospective donors.
- Look for creative ways that promote external funding.
- Establish formal saving initiatives within controllable cost pools that involve a department, the division, and/or the university as appropriate.
- Develop and promulgate formal policy, procedure, and schedules.
- Develop technology that facilitates budget development in a uniform and distributed manner.
- Develop report dictionary standards.



- Develop a formal preventative maintenance and uniform safety program.
- Develop and maintain a collaborative space utilization model.

**Promote innovative programs and services**—The Division of Student Affairs will provide innovative, intentional, collaborative, and universally accessible services, programs, and resources to serve the needs of all students.

**Outcomes:**

- Students will be provided universally accessible opportunities to participate.
- Students will engage in self-exploration.
- Students will develop and use interpersonal skills and relationships.
- Students will acquire and apply knowledge.
- Students will develop and practice leadership and career/professional skills.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measurements.
- Evidence of a process for measuring student’s self-reflection.
- Evidence of a process for measuring student’s development and use of interpersonal relationships.
- Evidence of a process for measuring student’s acquisition and application of knowledge.
- Evidence of a process for measuring student’s development and practice of leadership and career/professional skills.
- Evidence of a process for measuring student’s participation in programs and services.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Conduct coordinator-participant meet-

ings to seek comments as necessary at any time through program and/or service delivery.

- Conduct post programmatic reviews to “close the loop” and inform coordinators with data on programs and recommended changes.
- Design and administer a post graduation survey to collect data on graduate’s placement and achievement of learning outcomes.
- Design and maintain an activity database to hold participation and recognition data that can be used for short and long-term studies of participation and achievement of learning outcomes.
- Develop student leader observation schedules to evaluate their acquired leadership skills.

**Advocate rights and responsibilities**

– The Division of Student Affairs will advocate for the rights and responsibilities of all students and empower individuals to take ownership of their own personal growth.

**Outcomes:**

- Students will value civility and treat each other with dignity and respect.
- Students will be accountable for their actions.
- Student Affairs will advocate student issues and concerns to the campus community.
- Student Affairs will foster a collaborative campus environment conducive to and supportive of student learning, development and individual responsibility.
- Students will participate in campus governance systems and have a voice in procedure and policy development/decisions impacting students.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measurements.

- Evidence of a process for reviewing and updating student policies and procedures.
- Evidence of a process for informing students of their rights and responsibilities.
- Evidence of collaboration aimed at student learning, development and/or responsibility.
- Evidence of a process of identifying and appointing a diverse group of students to committees and decision-making groups.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Incorporate the Principles of the University in to the Division’s vocabulary
- Provide students and staff alternative means to resolve conflict.
- Ensure existing grievance procedures allow for basic due process for students.
- Empower students to manage their concerns.
- Represent and advocate student concerns to campus constituents when appropriate.
- Provide students with formal representation on committees and decision-making groups.

**Encourage the application and use of new and emerging technologies** – The Division of Student Affairs will identify and incorporate emerging technology to advance our mission.

**Outcomes:**

- Student Affairs supports technology that optimizes communication among its diverse constituencies.
- Student Affairs will enhance efficiency and effectiveness through the increased utilization of emerging technology.

**Assessment Strategies:**

- Collection and analysis of basic descriptive, perceptual, and behavioral data through existing/new standardized/specialized instruments/measure-

ments.

- Evidence of a process for documenting policies and procedures for communicating with students and measuring interactions.
- Evidence of a process for measuring staff technology competencies.
- Evidence of increased technology related internship opportunities within Student Affairs.
- Evidence of a process to identify and explore the application of universally accessible emerging technologies.
- Evidence of a process for measuring and tracking technology life cycle replacement.

**Implementation Process:**

- Establish baseline data (qualitative and/or quantitative) and schedule for each assessment method.
- Develop basic and advanced technology training for staff and students in accordance with University standards and policies in collaboration with Computing Services.
- Promote the transition to universally accessible virtual systems, processes, and collaboration space.
- Develop on-line portfolio that allows students to document learning experiences.
- Provide instruction and documentation for students on how to use Student Affairs technology systems.
- Develop division-wide process for lifecycle replacement plans for hardware, software and infrastructure.
- Provide technology support through collaborations with Computing Services, undergraduate and graduate student internships, and/or full time departmental staff.
- Develop, review and regularly update written productivity and operating procedures for each department.

# Summary

---

The University of Arkansas Division of Student Affairs Strategic Plan 2007-2010 is the result of a process begun in the spring of 2006. This plan involved a comprehensive, division-wide effort to look toward the future and set goals to advance each department in the Division of Student Affairs. It outlines our commitment to, and passion for, advocacy and service to students.

In addition to coping with the trends and issues that invariably influence higher education on an international, national, state, regional, and local level, the Division's 23 departments are also met with the challenge of an ever-changing student body. This strategic plan provides guidelines for the implementation of new services, support systems, and educational programs designed to meet this challenge. Furthermore, it provides opportunity for collaboration, cooperation, and intrapreneurship among the departments in the Division and across the University.

Ultimately, the Division of Student Affairs' success will be impacted by the commitment of each department to the core values set forth by the Division. We should be willing to build

partnerships throughout the University community. We should take every opportunity to educate students. Our services should be friendly, helpful, and responsive. We should treat all members of the University with dignity and respect. The foundation of our practices should be based on trust, honesty, and integrity. The Division should promote an inclusive community where students feel safe and accepted. Our primary goal, as stated in our mission, is "to help students achieve their goals through the provision of high quality support services and comprehensive programs that stimulate, enhance, and extend student learning; empowering University of Arkansas graduates to become active, engaged citizen leaders in Arkansas and throughout the world."

The success of the strategic plan, as in any plan, will be determined by the implementation, evaluation, and, when needed revision. Each department will be held accountable for the development and implementation of annual goals that align with the division's plan. Annual individual staff evaluations and departmental reviews will also contribute to the evaluation of the strategic plan as a whole. All in all, each member of the Division will be charged with promoting the strategic plan.

“empowering University of Arkansas graduates to become active, engaged citizen leaders in Arkansas and throughout the world”

Respectfully submitted,

Daniel J. Pugh, Sr., Ph.D.  
Associate Vice Chancellor for Student Affairs/  
Dean of Students

J. Judd Harbin, Ph.D.  
Assistant to the Vice Chancellor for Student Affairs

# Acknowledgements

---

The University of Arkansas Division of Student Affairs Strategic Plan 2007-2010 has developed over the course of the last year with the help and participation of every member throughout the Division and other members of the University community. This plan represents our commitment to excellence as displayed by each department within the Division. We would like to take this opportunity to thank those that put forth additional time and effort for the completion of this project. The committees and their members are listed below.

## **2007-2010 Strategic Plan Oversight Committee**

Daniel J. Pugh, Sr., Ph.D., co-chair  
J. Judd Harbin, Ph.D., co-chair  
Ella Lambey  
Juanita Muckleroy  
Randy Alexander  
Shelia Burkhalter  
Anne Jannarone  
Mary Alice Serafini  
Sylvia Scott  
Gigi Secuban  
Ashley Tull, Ed.D.

### **Students**

Shonda Brown  
Tajhma Cobbs  
Justin Grimes  
Quinten Whiteside

### **Faculty**

David Gay, Ph.D.  
Mike Miller, Ph.D.  
Todd Shields, Ph.D.  
Anna Zajicek, Ph.D.

### **Diversity Committee**

**Goal: Foster the development of an inclusive community.**

Daniel J. Pugh, Sr., Ph.D., chair  
Jorge Amaral  
Carol Altom  
Keith Brink  
Mary Coonley  
Shelia Burkhalter

Quincy Spencer  
Tim Burkhalter  
Takama Statton-Brooks  
Michael Freeman  
J. Judd Harbin, Ph.D.  
Anne Jannarone  
Aisha Kenner  
Susan McCranie  
Sylvia Scott  
Gigi Secuban  
Sue Theiss  
Scott Flanagan  
Rosalyn Davis

### **Students**

Tajhma Cobbs

### **U of A Experience**

**Goal: Enhance student learning**

Mary Alice Serafini, chair  
Florence Johnson  
Andy Mauk  
Sylvia Scott  
Joseph Seabrooks, Jr., Ph.D.  
Gigi Secuban  
Scott Walter, Ed.D.

### **Students**

Tajhma Cobbs

### **Faculty**

Carmen Coustaut

### **Professional Development**

**Goal: Promote professional and personal development.**

Barbara Batson, co-chair  
J. Judd Harbin, Ph.D., co-chair  
Mary Coonley  
Carol Jones  
Ella Lambey  
Felisha Perrodin  
Craig Willie

### **Insitutional**

Dana Collins

**Resource Management (ad-hoc)****Goal: Increase and responsibly manage resources.**

Greg Lee, chair  
 Peggy Boyles  
 Gary Hume  
 John Massey  
 Carol Smith  
 Lynne Williams

**Faculty**

Karen Sellers

**Campus Programming Council****Goal: Promote innovative programs and services.**

Ashley Tull, Ed.D., chair  
 Mary Coonley  
 Chris Medrano  
 Monica Holland  
 Becky Howard  
 Susan Rausch  
 Beckye Clark  
 Veronika Salazar  
 Jason Campbell  
 Jason Bosch  
 Kris Stapleton  
 Parice Bowser  
 Andy Mauk  
 Scott Flanagin  
 Katie Helms  
 Quincy Spencer  
 Juanita Muckleroy  
 Susan Stiers  
 LaTisha Brunson  
 Students  
 Kyle Gallien  
 Prairie Burgess

**Campus Advisory Team (RazorCAT)****Goal: Advocate rights and responsibilities.**

Aisha Kenner, chair  
 Tim Burkhalter  
 Scott Flanagin  
 Monica Holland  
 Anne Jannarone  
 Ed Mink, Ph.D.  
 Jonathan Perry, Ph.D.  
 Ashley Tull, Ed.D.  
 Scott Walter, Ed.D.

**Institution**

Steve Gahagans

**Technology Solutions****Goal: Encourage use and application of new and emerging technologies.**

J. Judd Harbin, Ph.D., co-chair

Eric Roberts, co-chair  
 Michael Freeman  
 Teresa Haven, Ed.D.  
 David Lewis  
 Kelley Line  
 Roberto Sangalli  
 Gassan Soukaev

**Students**

Keith Roehrenback

**Institution**

Roy Cordell  
 Sandy Tilly  
 Robert Zimmerman

**Outcomes Assessment Team****Review assessment plans set forth by the committees developing the EBDM for each of the seven strategic goals.**

J. Judd Harbin, Ph.D., chair  
 Gary Gunderman, J.D.  
 Anjanette Olsen, RHIA  
 Gina Ervin  
 Andy Mauk  
 Shelia Higgs-Burkhalter  
 Charlotte Lee, Ph.D.  
 Patrick Monroney  
 Sandy Vasquez

# References

---

A Perspective on Student Affairs (1987), The National Association of Student Personnel Administrators, from [http://www.naspa.org/pubs/StudAff\\_1987.pdf](http://www.naspa.org/pubs/StudAff_1987.pdf).

Federal Bureau of Investigation (2004). Uniform Crime Report. United States Department of Justice. Retrieved September 7, 2006, from <http://www.fbi.gov/ucr/hc2004/section1.htm>.

Gaining Ground, A Report by the University of Arkansas 2010 Commission, Fayetteville, AR, 2005.

Human Rights Campaign Foundation (2006). Map: Statewide Marriage Laws. Retrieved September 7, 2006, from <http://hrc.org/marriage>.

Human Rights Campaign Foundation (2006). State of the Workplace 2005-2006. Retrieved September 7, 2006, from [http://www.hrc.org/Template.cfm?Section=Work\\_Life](http://www.hrc.org/Template.cfm?Section=Work_Life).

Human Rights Campaign Foundation (2006). United American Families Act. Retrieved September 7, 2006, from [http://www.hrc.org/Content/NavigationMenu/HRC/Get\\_Informed/Federal\\_Legislation/Index.htm](http://www.hrc.org/Content/NavigationMenu/HRC/Get_Informed/Federal_Legislation/Index.htm).

Human Rights Campaign Foundation (2006). Local Law Enforcement Enhancement Act. Retrieved September 7, 2006, from [http://www.hrc.org/Content/NavigationMenu/HRC/Get\\_Informed/Federal\\_Legislation/Index.htm](http://www.hrc.org/Content/NavigationMenu/HRC/Get_Informed/Federal_Legislation/Index.htm).

Learning Reconsidered: A Campus-Wide Focus on the Student Experience (2004). The National Association of Student Personnel Administrators and The American College Personnel Association, Washington, D.C.

Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience (2006). The National Association of Student Personnel Administrators and The American College Personnel Association, Washington, D.C.

Making the Case: The Impact of the University of Arkansas on the Future of the State of Arkansas, A Report by the University of Arkansas 2010 Commission, Fayetteville, AR, 2001.

Picking up the Pace, A Report by the University of Arkansas 2010 Commission, Fayetteville, AR, 2004.

Powerful Partnerships: A Shared Responsibility for Learning (1998). American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators from <http://www.oir.csus.edu/WASC/Resources/PowerfulPartnerships.pdf>

Principle of Good Practice in Student Affairs (1996). American College Personnel Association and National Association of Student Personnel Administrators from <http://www.myacpa.org/pgp/principle.htm>.

Raising the Bar, A Report by the University of Arkansas 2010 Commission, Fayetteville, AR, 2007.

The Student Learning Imperative: Implications for Student Affairs (1996). American College Personnel Association from <http://www.myacpa.org/sli/sli.htm>.

The Student Personnel Point of View (1937). American Council on Education from [http://www.naspa.org/pubs/StudAff\\_1937.pdf](http://www.naspa.org/pubs/StudAff_1937.pdf).

The Student Personnel Point of View (1949). American Council on Education from [http://www.naspa.org/pubs/StudAff\\_1949.pdf](http://www.naspa.org/pubs/StudAff_1949.pdf).

University of Arkansas. (2003). Division of Student Affairs Strategic Plan 2003-2006. Fayetteville, AR.

White, J.A. (2006). State of the university address. <http://chancellor.uark.edu/106.htm>.

# Notes



**UNIVERSITY of ARKANSAS**

1871®

Division of Student Affairs  
University of Arkansas  
325 Administration Building  
Fayetteville, Arkansas 72701  
479-575-5007

**UAProductions**  
A student-led organization within the Division of Student Affairs