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Welcome to the University of Arkansas Division of Student Affairs 2009 - 2010 Annual Report

Dear Readers,



The University of Arkansas Division of Student Affairs proudly presents our Annual Report for the 2009-2010 fiscal year. We value and celebrate the accomplishments of the Division, its departments, and our staff.

We hope you will share in our delight as you read about our achievements on behalf of and in service to our students, including the creation of the Veterans Resource & Information Center in the Arkansas Union, which helps veterans connect with the campus resources they need to succeed as students; or the creation of the post graduate placement survey to help track students as they enter their career field or graduate study.

This online annual report contains highlights from the great works of the staff comprising this Division. More information about any particular program or service is available through each department.

Please take some time to look around the site, which will help you to understand what the Division is about, and how we “connect students to success.”

Sincerely,

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

The Division of Student Affairs

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.

Values

- 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

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.

Mission

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.

Strategic Goals

- 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

Motto

“Connecting Students to Success”

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Executive Summary

The fiscal year 2009-2010 brought many challenges from external pressures including administrative and staffing changes in the university and within the Division of Student Affairs, the global economic downturn, the world-wide H1N1 pandemic, and the U.S. War on Terror. A

record number of students participated in our programs and services. Constructively and enthusiastically, divisional staff responded to meet these challenges.

At the onset of the year, the Division of Student restructured departmental reporting lines to group together departments which functioned most like one another, and the Division itself shifted within the university to report to the Provost instead of to the Chancellor. While some staff voiced great concern about this shift implying a diminished role for the Division and a loss of focus upon the needs of the students, the move resulted in greater relationships with faculty and improved opportunities to advocate on behalf of our students.

Throughout the year, we responded to global economic conditions, the global H1N1 pandemic, and the U.S. War on Terror. Each department felt the impact of the economic downturn this year as the State issued budget reductions at the end of each quarter. Fortunately, all of our departments had anticipated these reductions and planned their budgets accordingly to minimize mid-year changes in programs or administrative operations. While the H1N1 pandemic triggered more demand for both preventive and palliative care at the health center, the campus community responded supportively to minimize the spread of this illness. Supervisors permitted staff to work from home if they were sick or providing care to someone with a flu-like illness; students could get take-out meals from dining halls for sick roommates or floor-mates. Finally, and certainly not lastly, we began to receive a growing number of students who had served in the U.S. War on Terror. Recognizing that more and more of our students will be veterans of the U.S. Armed Services, and in response to recommendations from the Chancellor's Task Force on Student Veterans, we created the Veterans' Resource and Information Center as a one-stop shop to connect veterans to all of the resources available to support their aspirations for higher education.

Despite, the economic downturn worldwide, enrollment reached an historic high, and the record number of students meant record-setting demand for services. With a state hiring freeze in effect, some vacancies went unfilled during the year, so departments had to meet the demand for service through other means. Some offices managed through increased reliance upon technology to extend the impact of staff. While all of these technological advances helped us meet demand this year, we recognize that students' success at the university relies in part on their relationships with faculty and staff. To the extent that technology saves time from administrative tasks, it makes more time available for staff to spend with students, and this time with students permits us to enhance these relationships for the success of our students.

In addition to the service performed for students here at UA, Student Affairs staff produced 54 creative or scholarly works, earned 14 awards, and served on a variety of external boards and committees: 12 national, 4 regional, 11 state, and 9 local. Two staff served on editorial boards for

six national publications. In addition, students earned 26 awards from external sources for their outstanding accomplishments in Student Affairs programs. The year asked much of us, and we answered well.

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[Annual Report: 2009 - 2010](#) » Significant Achievements

Significant Achievements

Personnel in the Division of Student Affairs provide programs and services that adapt to meet the changing needs of our students while also stewarding responsibly the resources at our disposal. Our peers in the state, region, and nation recognize our expertise and leadership in our respective disciplines. They invite us to speak or consult with their campuses, and they appoint us to

professional boards and committees, and our professional associations honor us with recognitions for excellence. With pride in the University of Arkansas Experience, we gladly enhance the reputation of the institution.

One of our first achievements this year involved restructuring to report to the Provost. Many staff voiced concerns about this shift in reporting structure and expressed worry that we would lose influence in advocating for students or that students' interests and needs would become secondary to those of the faculty. This feared outcome has not manifested. Rather, relationships with faculty have grown, and we continue to be empowered and supported to perform the work of promoting and strengthening student success.

Adapting to meet the changing needs of our students requires us to monitor events and trends beyond the campus, and one of those trends relates to veterans of the U.S. Armed Services enrolling in higher education. Upon the recommendation of the Chancellor's Task Force on Student Veterans, we created the Veterans' Resource & Information Center. Of 19 recommendations from the task force, 10 have been implemented solely by VRIC, and implementation of all but three of the rest involved VRIC as a collaborative partner. Those three remaining recommendations are longer-term and will likely involve collaboration with VRIC as well.

Another of those trends was the H1N1 Pandemic. The Pat Walker Health Center, University Housing, Chartwell's Dining Service, and the Office of the Dean of Students proudly partnered with other campus offices and community agencies to prepare for anticipated cases and then to respond according to plan when cases arose. The health center administered over 1200 doses of H1N1 vaccine and more than 2,000 doses of seasonal flu vaccine. Housing and Dining collaborated to provide "take out" trays for students with flu-like illness who decided, on their own or in consultation with a healthcare professional, to self-isolate in order to protect other students from infection. Dining participated in the "WYH" ("Wash Your Hands") initiative to reduce spread of not only H1N1 but also other harmful pathogens. The health center encouraged faculty to allow students to self-isolate (and therefore, to miss class) if they had flu-like symptoms. In the Fall, the health center responded to more than 600 cases of flu-like illness; in the Spring, only 81.

The growth in student enrollment offers another trend to which we must adapt, so meeting the increasing need for service is another significant achievement this year. Most of our departments reported substantial increases in utilization and participation. International student enrollment reached an all-time high at 1,156 students in Fall 2009. For Academic Convocation, first year student participation increased 3%; faculty participation, up 10%. For the second consecutive year, more than 200 new parents joined the Parent Partnership Association. The Center for Educational Access saw a 7% increase in students registering for accommodations from academic year 2009 to academic year 2010; just over 1,000 students registered this year. In addition, the Center for Educational Access (CEA) saw an 84% increase in production of texts converted from print into electronic, audio, and/or tactile formats. Membership in sororities and fraternities reached an all-time high with more than 1,200 students joining Greek-letter social organizations. Off campus meal plans increased 31% from Fall 2008 to 2009, and 23% from Spring 2009 to 2010. The University Ombuds Office saw an increase of 69% in the number of

primary constituents served for mediation and conflict resolution services; 89 cases covered 277 primary constituents. Utilization of nurse triage services at the Pat Walker Health Center increased 61% for a total of 1,470 visits. Demand for primary healthcare services increased more than 50% over last year. The total number of transactions processed through the Campus Card Office's system reached 4 million, exceeding last year's count by 500,000, for an increase of 14%. Keeping pace with the growth challenges personnel to manage effectively their resources such as time, staff, funds, technologies, and physical space.

The global economy offered another trend that challenged our financial management skills, and our response to it provided us with another significant achievement. Anticipating state budget reductions during the operating year, each department in Student Affairs prepared a budget based upon 95% of anticipated funding. We set aside 5% in each department just in case budget reductions were made, we planned that, if by January, no reductions were announced, then departments could restore the reserved 5% to their budgets. Personnel initially objected to planning operations based upon 95%. As each fiscal quarter ended with another reduction, though, departments paid their share from their 5% contingency. Directors and budget managers did not have to adjust budgets each quarter to account for the rolling budget reductions. We correctly had anticipated the reductions and planned our budgets accordingly so the reductions had minimal impact on student programs and administrative operations.

Another aspect of the global economic downturn related to job placement for graduating students. Fewer employers sought recent graduates for jobs, and employers posted fewer job openings. The Career Development Center, in collaboration with the colleges and institutional research, implemented a new Post Graduation Placement Survey. Where previous efforts yielded response rates in the 20 or 30 percent range, 78% of spring 2009 graduates reported placement information, and 61% of them planned employment after graduation, and another 34% planned graduate study. (The Spring 2010 graduate placement survey was still underway at the time of this writing.)

In addition to the service performed for students here at UA, Student Affairs staff achieved 54 creative or scholarly works: 1 unrefereed publication, 9 invited lectures, 33 other lectures/papers/presentations, and at least 11 other creative endeavors. [Please see appendix for a detailed bibliography of these works.](#)

Additionally, in the wake of the campus shooting incident at the University of Alabama in Huntsville, UAH invited Jonathan Perry, Ph.D., Director of Counseling & Psychological Services (CAPS) in the Pat Walker Health Center, along with the counseling center director from Virginia Tech to come to the UAH campus and serve as consultants in the post-crisis response. The University of Kentucky also invited Dr. Perry to the UK campus as a consultant on crisis preparedness. These invitations recognize Dr. Perry's expertise in crisis management, developed from his work responding to high profile incidents here at UA, Northern Illinois University, and Virginia Tech.

Our state, regional, and national peers recognize the excellence of Student Affairs staff and the students participating in our signature programs. We earned 40 awards and other honorific recognitions this year. Staff won 14 of these honors. The remaining 26 recognized outstanding

student accomplishments arising from their participation in Student Affairs programs. [Student awards and honors can be seen here.](#) While [staff and department honors can be seen here.](#)

Finally, the staff of Student Affairs engage actively in external boards or committees. Our professional peers and other leaders recognize us for the expertise that we bring and invite us to serve on a variety of boards and committees external to the institution. This year, 26 staff served on 12 national, 4 regional, 11 state, and 9 local boards or committees. Two staff served on editorial boards for six national publications. [Our involvement is summarized in this document.](#)

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Substantive Changes

In the executive summary for the Campus Card Office, Director Kelley Line noted, “If one word could summarize ... this past year, [the word] would be ‘change.’” We described some of these changes in our significant achievements section. This section, therefore, will discuss changes

which might not have yielded significant achievements (or where evidence of the significant achievement is less verifiable).

The student body was the largest in history, and projections for the coming year indicated that enrollment will be even higher. Higher enrollment means that facilities enjoy more traffic, so some facilities needed renovations in order to meet student need. Campus Dining remodeled the east and south resident dining areas of Brough Commons as well as the retail areas. Students offered very favorable feedback on the residential dining area, and their meal counts in that dining hall increased. The increase does strain the facility during the lunch hours, though. In addition, when the university closed Peabody Hall for renovations, Campus Dining had to close Peabody Perks temporarily, resulting in limited food and beverage service on the northeast corner of campus which frustrates students as well as faculty and staff.

Higher enrollment also yielded increased utilization, as highlighted in Significant Achievements. Technology offered solutions to some departments to meet increased need for programs or services. The Volunteer Action Center launched a website allowing community agencies to post service and volunteer opportunities and allowing students to sign up to provide the requested service. This website expedited connecting volunteers to opportunities and reduced the administrative time and effort to match students with agencies. The Career Development Center launched NACElink which integrates job and internship postings (previously managed by another web-based application) with more comprehensive practice management functions, thereby reducing administrative time and effort and providing professionals with more timely information for career sessions. The Pat Walker Health Center moved to electronic health records in the primary care and women's clinics this year. Because the healthcare provider uses a tablet computer to document information during a patient visit, this move reduced provider time spent on writing paper records and increased time available to serve patients. The lab also implemented electronic interface which expedites results from reference labs to patient records. The installation of a digital X-Ray eliminated films, chemicals, and other supplies needed for analogue X-Rays, and the consulting radiologist can access the digital X-Ray immediately for interpretation instead of having to wait to receive the films. Digital X-Rays reduced lag time for results and allowed more expedient, higher quality patient care. As a result of the migration to electronic health records, labs, and X-Rays, providers need fewer follow-up visits necessary to manage a single medical episode. The number of patient visits decreased 18%, allowing time for more patients.

In light of the global economy, fewer employers sought to hire recent graduates for jobs, and employers also posted fewer jobs. Their participation in our career fairs and campus-based interviews remained strong. Employers advised students, however, that they had limited opportunities at this time. Stricter regulations about work visas meant that graduating international students faced an even more restricted job market than their domestic peers. As a

result, the Career Development Center increased number and frequency of coaching sessions with international students to explore their career options.

The University reorganized so Student Affairs reports to the Provost. Within Student Affairs, to improve administrative efficiency and enhance service to students, the Vice Provost created new reporting structures so departments with independent but closely related functions would report to the same member of his core staff—e.g., all departments with a student advocacy mission would report to the same Associate Dean. These new reporting structures meant that some departments shifted to report to a different member of the Vice Provost’s core staff. The Vice Provost eliminated the Assistant to the Vice Chancellor position, created a new Associate Dean of Students position, and distributed to the core staff the responsibilities stewarded by the former Assistant to. The result was that each core staff member stewarded a significant aspect of Division operations: finance & administration, human resource management & staff development, assessment & planning, emergency operations & crisis response, student learning & development, and technology.

Following the lead of the State of Arkansas, the university implemented a hiring freeze for all vacant positions. While departments successfully “thawed” some positions and hired new personnel, most positions remained vacant. Salaries for most of these frozen positions fall below \$30,000 annually, and many of the vacancies are in administrative or facility titles with some of the remaining titles representing front-line program staff. In work groups with one or more frozen vacancies, duties were transferred to the remaining team members when feasible. In light of increased utilization of programs and services, departments with one or more vacant positions felt the strain of the increased demand disproportionately.

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Contributions to Strategic Plan

Staff in the Division of Student Affairs believe that learning, both inside and outside the classroom, is central to the University of Arkansas Experience and that the Division is a significant partner in the development of a campus learning community. To that end, we pursue seven strategic goals:

1. Foster the development of an inclusive community
2. Enhance student learning
3. Promote professional and personal development
4. Increase and responsibly manage resources
5. Promote innovative programs and services
6. Advocate rights and responsibilities
7. Encourage the application and use of new and emerging technologies

Each department contributes to each strategic goal. Some of the most important contributions for this year appear here.

Foster the development of an inclusive community.

All departments in Student Affairs completed diversity recruitment matrices for all staff positions at all levels. Matrices demonstrated how department staff would provide notice and opportunity to diverse potential applicants for any and all vacancies. When vacancies occurred, the matrices formed the basis for recruitment plans submitted to Affirmative Action.

As new programs or web applications came online, we reviewed each to ensure accessibility for students with disabilities. We also reviewed the content of each to ensure inclusiveness of students from all segments of the campus population. Furthermore, we reviewed the timing, location, and structure of our efforts to eliminate the inadvertent exclusion of various populations of students. Moreover, when marketing programs to target students, we reviewed the marketing methods to ensure that announcements reasonably would reach the target population(s).

The Arkansas Union transformed room 301 into the Silas Hunt Room, a space that promotes diversity and celebrates Black History at the University of Arkansas. Renovations began to transform room 515 into the International Room, which will celebrate the cultures around the world. On the first floor, we commissioned a Diversity mural which depicts the diverse student body at UA. The Union also co-hosted a Campus Day for Hispanic Heritage Month, and after the earthquake devastated Haiti, the Union hosted a lunch to raise funds for disaster relief. Chartwell's (Campus Dining Service) donated the food for the lunch.

Staff in Campus Dining Services created an employee development program, The Diversity Game, which won company-wide recognition from Chartwell's. In fact, Chartwell's liked the concept so well that the Diversity Game will roll out to all Chartwell's employees this coming year.

The Career Development Center provided Diversity in the Workplace workshop for the Freshmen Engineering Program (College of Engineering). To inform programmatic and physical changes in the center, CDC staff also investigated what students with disabilities expected of the career center. Finally, CDC contributed both financially and programmatically to the creation of the Veterans' Resource & Information Center in order to ensure that UA provides a campus inclusive and welcoming of current and former members of the U.S. Armed Services.

Existing explicitly to enhance educational accessibility for students with disabilities, the Center for Educational Access continued to fulfill its mission in exemplary fashion. CEA staff provided a comprehensive array of accommodations for students—including examination proctoring, note-taking assistance, American Sign Language interpreting, transcriptions or captioning of lectures, converting print materials to alternative/accessible formats, and supplemental mobility assistance. Because every faculty and staff member must participate in order to create an accessible campus, CEA staff also provided faculty and staff development workshops on related topics such as assistive technology, accessible web design, universal design, legal issues, student transition to campus, and pedagogical and curricular considerations when teaching students with disabilities.

Students registered 56 diversity-related organizations with the Center for Leadership & Community Engagement. Students must register organizations annually, and the current list of registered student organizations appears on the CLCE website. Each organization requires at least one faculty or staff sponsor, affording faculty and staff opportunities to engage with students to enhance the climate of inclusion on campus.

Community Standards & Student Ethics worked with various campus departments in order to recruit student applicants for the All University Conduct Board (AUCB) as well as Peers Educating Ethical Razorbacks (PEERs). This intentional recruitment effort resulted in representative membership on both AUCB and PEERs.

First Year Experience Programs and University Housing hosted their Fourth Annual Diversity Leadership Institute (DLI). Undergraduate students selected to serve in paraprofessional roles in either department participated. During DLI, the students selected to serve as FYE Mentors or Resident Assistants learn principles of diversity and social justice and how to apply those principles to their paraprofessional roles. Furthermore, FYE Mentors participated in a day-long training just prior to the start of summer Orientation sessions. This training followed the

prejudice reduction model of diversity training developed by the National Coalition Building Institute (NCBI).

Greek Life organized programming and events throughout the year for members of fraternities and sororities. These included Greek Diversity Week, Global Greeks, Greek Getaway, Greek Summit, and Greek Tri-Council.

With an explicit mission both to ensure educational access for international students and to enrich the campus climate for students from other countries, International Students & Scholars continued to serve a growing population of students, faculty, research associates, and staff from around the globe. The International Culture Team consisted of 159 students and staff from 41 countries. ICT provided 490 cultural presentations to 6,951 participants throughout Northwest Arkansas. ISS collaborated with Greek Life on the Global Greeks project to help international students gain an appreciation for U.S. culture and to help domestic students to gain an appreciation of foreign cultures. The Friendship Family program provided cross-cultural training and matched international students with families living in the area. Staff collaborated with UA Human Resources to present In Their Shoes, highlighting experiences which impact international student differently than domestic students. ISS also continued to collaborate with the Pat Walker Health Center to reduce hassles for international students who must be screened for tuberculosis before enrolling.

Advocating for changes in campus and community to welcome non-traditional students into higher education, Off Campus Connections completed several projects of interest to this strategic goal. Noting that we routinely discover multiple students each year who are homeless, staff in OCC assisted with the Homeless Initiative of the Northwest Arkansas Housing Coalition. Recognizing the importance of including families in the campus life of students who are married and/or have children or a dependent parent, OCC collaborated with FYE, Campus Card Office, and University Registrar to explore the creation of an affiliate card which students may give family members. To recognize the achievements of non-traditional students and to encourage them to continue to persevere in the face of obstacles and challenges above and beyond those of traditional students, OCC recognized three Non-Traditional Student Leaders this year. Their names appear in the Awards appendix. Responding to concerns voiced by the Mayor's Office and the Council of Neighborhoods, OCC collaborated with University Housing, Greek Life, Campus Dining Services, the Office of the Vice Provost and Dean of Students, and the University Ombuds Office as well as the City of Fayetteville and our off campus partner properties to develop an event which targeted students planning to move off campus. On Your Own introduced students to off campus properties and city services while also teaching about relevant city codes and relationship principles which would help students to be good neighbors.

Federally funded to serve students who are low income, Pre College Outreach Programs (PCOP) and Residential Pre College Programs (RPCP) continued to help prospective first generation college students and other low income students to prepare for college and to complete college applications, financial aid applications, and prepare for the ACT. Of 2,423 students served by PCOP and 335 served by RPCP, 1,088 (or 39%) were racial minority individuals. In addition, the departments' personnel provide a workshop on Socio-Economic Diversity for faculty and staff pursuing the UA Human Resources Diversity Certificate. Campus Day, a project of PCOP, drew nearly 1,300 middle school students to campus at the end of the Spring term, and faculty and staff members volunteering to assist with this day-long event could count their hours of service toward the community service component of the Diversity Certificate. RPCP partnered with the Office of Diversity to establish and expand outreach efforts to prepare students state-wide to take the ACT, and RPCP developed a concept for a summer camp to promote Latinas involvement in science, technology, engineering, and math fields. The Women's Giving Circle fully funded this concept, with programs to commence in Summer 2011.

The Office of Student Activities (OSA) infuses inclusion into all events and programs from the Distinguished Lecturer Series and Headliner Concerts to University Programs and Friday Night Live. For example, OSA continued to create diverse FNL events such as Latin Soul, Hogs United, and Soul Night. Collaborating with Multicultural Center, Human Performance, (HPER), Center for Educational Access, Native American Student Association, Office of Diversity, and many more departments throughout campus, OSA ensured inclusive programming.

The University Ombuds Office contributed to this goal through at least five specific efforts. First, the director modeled culturally sensitive interactions when assisting with the resolution of cases. In collaboration with Counseling & Psychological Services at the Pat Walker Health Center and the Department of Health Sciences in the College of Education & Health Professions, she taught an 8-week course to inform students of intercultural considerations in conflict resolution, and she also addressed this topic through other workshops and educational presentations. In collaboration with International Students & Scholars, she encouraged 104 intercultural dialogues through the Living Library project. In collaboration with the Multicultural Center, she continued to facilitate Safe Zone orientation sessions and participated as co-chair of the Safe Zone steering committee. Finally, she processed Intercultural Development Inventory results with staff members of the Division of Student Affairs in order to help them to plan their own efforts to expand or enhance their intercultural competence.

As an office dedicated specifically to enhancing the climate for students who are current or former members of the U.S. Armed Services, the Veterans' Resource & Information Center enjoyed several successes this year, its inaugural year. Of the 19 recommendations on the report from the chancellor's task force on veteran students, VRIC accomplished or collaborated on the accomplishment of nine (9) of them. VRIC provided significant support and referral on another

four (4) of the recommendations. For the remaining five (5), she played a consultative role with the efforts of other departments assigned the recommendations. The Director also served as co-chair of Hispanic Heritage Month this year and trained staff in Off Campus Connections to respond to questions from veterans when she is away from the office. Creating this office and offering a single point of contact for veterans transitioning to the University accomplished a significant gain in fostering a campus welcoming and affirming of veterans pursuing higher education.

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 individual students and populations.

The departments within the Division of Student Affairs provided students with opportunities to develop and apply analytic reasoning, critical thinking, communication, and interpersonal skills and competencies. These opportunities manifested through event planning, leadership development programs, and even coaching students to advocate for their own rights.

Meaningful student engagement

Undergraduate student workers and graduate assistants in our departments routinely participate in state, regional, or national conferences alongside professional staff. The students expressed an interest in a career in higher education administration or Student Affairs, so their involvement in professional associations will nurture their professional development and career decision-making.

The staff of Community Standards & Student Ethics (OCSSE) taught Students Experiencing Ethical Choices, an 8-week course for one credit hour in Health Sciences. The course served as both a sanction for some students and a general educational opportunity for all enrolled. OCSSE also continued to partner with the Quality Writing Center to present Understanding & Avoiding Plagiarism, a workshop designed to help students understand how and when to cite as well as what is and is not plagiarism. Despite OCSSE's proactive efforts, some students did act in ways which drew them to the attention of OCSSE. In hearing cases related to alleged academic or conduct violations, the staff of OCSSE provide students an opportunity to examine their behaviors, reflect on their decision-making processes and choices made, and develop action plans to redirect future decisions and behaviors. If the hearing officer found against the student, sanctions included relevant educational efforts such as alcohol and drug education or development of an educational event related thematically to the misconduct.

International Students & Scholars, with cooperation from Walton Arts Center, linked performing arts with learning about the cultures of Iran and South Africa. Prior to their Fall performance, Kayhan Kalhor and members of the Brooklyn Riders met with students and spoke openly about their collaborations across cultures and how music influenced relationships. In the Spring, Skype

brought Susan and Brian Knowles, residents of South Africa and former UA colleagues, to the screen in Holcombe Hall to discuss life in South Africa post apartheid. After the Skype forum, students attended the performance of Ladysmith Black Mambazo at the Walton Arts Center.

Students working in Student Activities gained experience in event planning which ranged in scale and scope from coffeehouse poetry slams to art exhibits to Friday Night Live Latin Soul to a headliner concert or a distinguished lecturer event. Students learned elements of transportation logistics, crowd movement, public safety, contract negotiations, and how to discern and balance the line between art and objectionable content.

Counseling and Psychological Services collaborated with the University Ombuds Office to teach an 8-week course for one credit hour. The course, Conflict Resolution & Anger Management, taught students the intrapersonal skills needed to be aware of, understand, and respond constructively to their own feelings of frustration or anger as well as skills needed to understand sources of conflict and apply various techniques to resolve conflict.

Health Educators from the Pat Walker Health Center taught a variety of Health Science 2101 courses which promote multidimensional learning on a variety of health topics.

Experiential Learning

Student Media provides students opportunities to gain skills and competencies related to journalism and public relations through direct hands-on experience as journalists, producers, announcers, editors, graphic artists, or media positions. In collaboration with faculty, Student Media afforded students unique opportunities to practice essential leadership, technical, and occupational skills in all aspects of publishing and broadcasting whether the student served on The Arkansas Traveler, UATV, KXUA, or The Razorback. Campus Dining Services collaborated with the faculty and students in the Hospitality program (School of Human Environment Sciences in Bumpers College) as students managed a large event on their own but under Chartwell's supervision. The Career Development Center partnered with Fulbright College to offer a single staff member who functioned as both a career counselor and an academic adviser. CDC continued to work closely with the College of Engineering to provide a career counselor to facilitate cooperative education and connect students to on-the-job experiences which required them to apply their classroom learning. Through International Students & Scholars, the International Culture Team offered students experiences in public speaking, creating and delivering multimedia presentations, and working together with a culturally diverse team to teach people of all ages about the customs and traditions of other nations.

In collaboration with International Students & Scholars, University Housing filled an International Living Learning Community in Holcombe Hall. Through collaborations with other departments and academic programs, Housing filled six other thematic learning communities. Residence hall students had 34 faculty associate programs to participate in, and a Faculty in Residence conducted or joined students in six programs throughout the year.

This year, the Student Handbook transitioned to an exclusively online publication. Some years ago, students indicated that they wanted the student handbook to be available online. UA Productions, a student-led multimedia design house within Student Affairs, designed and launched the web site. Students on the production team gained valuable experience by designing this website. The online Student Handbook gave students, parents, and interested parties immediate access to information about their rights and responsibilities, the Code of Student Life, and many university departments (including all within Student Affairs).

Community Service

First year students participating in ROCK Camp, our extended orientation program, provided in excess of 1,800 hours of community service projects throughout the Fayetteville community during the week before the start of the Fall semester. The Volunteer Action Center within the Center for Leadership & Community Engagement organized the first Reverend Dr. Martin Luther King, Jr Day of Service as well as the MLK Education Project which taught more than 400 school children in Fayetteville about Dr. King and his legacy. VAC also planned and hosted the first Alternative Spring Break (ASB) to the Arkansas Delta. During the academic year, members of our fraternities and sororities performed more than 30,000 hours of community services and donated over \$523,000 to charities. Over 92% of the fraternity and sorority members had a GPA above 2.8. The all-fraternity average grade point was 3.0. The all-sorority average grade point was 3.3.

Students who took advantage of preventive or ameliorative healthcare at the Pat Walker Health Center had the benefit of working with healthcare providers including nurses, dieticians, nurse practitioners, health educators, clinical social workers, professional counselors, physicians, and psychologists who adopt an educational approach to their work and who take time to teach students about their health and how to maintain it. Staff from the health center also provide thousands of hours of educational outreach to student organizations and classes on a variety of health-related topics.

Unique needs of individuals and populations

The Center for Educational Access taught students with disabilities to use assistive technologies which could be helpful but with which the students might not be familiar. CEA also provided

timely accommodations for students to learn curricular material and demonstrate what they had learned. International Students & Scholars helped more than 1,000 students to understand educational and other requirements of their visas, so they could stay in compliance with federal regulations and continue to progress toward their academic and professional goals. Off Campus Connections connected non-traditional students and traditional age commuter students to resources in the community and on campus which could help them to navigate obstacles that they experienced. Veterans' Resource & Information Center helped veterans to understand their education benefits from military service and access all available resources on campus and in the community. CEA, ISS, OCC, and VRIC also helped many campus departments and community agencies understand and better serve students.

University Housing expanded the pilot of the MAP-Works project to offer the survey to 1,200 new freshmen. Just over half (51%) participated. MAP-Works polls students at the third week of the semester for any early indicators of poor academic or social engagement, which predict attrition. MAP-Works grouped students into one of three levels of risk for attrition: low, medium, or high. Staff followed up with freshmen at high or medium risk of attrition to help them address the barriers or obstacles they faced.

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

Formal opportunities for professional development included department in-services, staff retreats, online seminars ("webinars"), specific courses or certificate programs, and participation in state, regional, or national conferences. In a year of budget reductions, departments minimized conference travel in favor of webinars and departmental in-services. Topics addressed included office safety, responding to angry students, dynamic leadership, management & planning, assessment, StrengthsQuest, intercultural programming, immigration regulations, and healthcare practice (i.e., nursing, medical, and mental health).

Due to budget reductions, fewer staff attended conferences this year, and most staff who did attend conferences not only attended but also presented (see bibliography of scholarly or creative works). Conferences attended this year included:

Association of University & College Counseling Center Directors (AUCCCD)
Association on Higher Education and Disability (AHEAD)
American College Health Association (ACHA)
American College Personnel Association (ACPA)
+ Arkansas College Personnel Association (ArCPA)
American Psychological Association (APA)
Associated College Press / College Media Advisors
+ Arkansas College Media Association (ACMA)
Association for Fraternity Advisors (AFA)
Association of College & University Housing Officers International (ACUHO-I)
+ Southwest Association of College & University Housing Officers (SWACUHO)
Association of International Educators (NAFSA)

+ NAFSA Region III
Blackboard National Conference
Boots to Books
College Newspaper Business & Advertising (CNBAM)
Conference on Student Government Associations
Cooperative Education and Internship Association
Council for Opportunities in Education (COE)
+ Arkansas Association for Student Assistance Programs (AASAP)
+ Southwest Association for Student Assistance Programs (SWASAP)
National Association for Campus Activities (NACA)
National Association of College & University Food Services (NACUFS)
National Association of College & University Residence Halls (NACURH)
+ Southwest Association of College & University Residence Halls (SWACURH)
National Association of Student Personnel Administrators (NASPA)
+ NASPA IV West
National Orientation Directors Association (NODA)

+ indicates a state or regional affiliate of a national organization

For some appointed staff, their professional and personal development included completion of academic degrees. Six (6) appointed staff completed master's degrees this year. Ten (10) graduate assistants completed their master's degrees this year. No appointed staff completed bachelor's degrees this year, and no appointed staff or graduate assistants completed doctorate degrees this year.

Increase and responsibly manage resources: The Division of Student Affairs will responsibly steward the physical, fiscal, and human resources at its disposal and will strategically seek additional resources to carry out our mission.

Starting with the bottom line, all budgetary units closed the fiscal year in the black. In a year of budget reductions, closing with a balance remaining strongly indicated wise fiscal stewardship. Prior to the close of last fiscal year, the incoming Associate Vice Provost for Finance & Administration, the Director of Fiscal Operations, and the outgoing Assistant to the Vice Chancellor predicted that we would experience multiple budget reductions during fiscal year 2010, and they recommended that all departments set aside 5% of anticipated allocation and revenues as a contingency fund to cover those forecast reductions. If no reductions occurred by January, departments could release the funds from reserve. Consequently, each department planned its FY2010 budget based upon 95% of anticipated allocations and revenues. As predicted, state revenues fell below expectations each fiscal quarter. As the state issued quarterly budget reductions, the wisdom of this contingency fund became apparent. Departments could cover their share of the reduction without having to make programmatic changes during the course of the year. Staff planned programs with budget reductions in mind.

Departments created contingency funds by cutting major expenses. Directors limited travel to national conferences and encouraged staff to take advantage of quality online seminars or to attend state or regional conferences instead. When staff did travel to national conferences, fewer staff attended—usually only staff presenting at the conference. If more than one staff member from the division went, we shared rooms to the extent practical. When conferences were within driving distance, participants car-pooled to reduce transportation costs.

Contingency funds came from reducing expenses for office supplies as well. Staff relied more on electronic communications and editing software to reduce printing costs—e.g., paper and toner. For example, the Pat Walker Health Center initiated electronic health records, interfaces with reference labs, and digital X-rays. The move to these electronic records eliminated many costs associated with paper records. The Office of the Vice Provost & Dean of Students transitioned the Student Handbook to an exclusively online version. In recent years, the handbook included both an online and a print edition. The Division also transitioned its annual report to an exclusively online version, saving publication and mailing costs.

Departments relocating to new office space kept relocation costs to a minimum by furnishing their spaces with furniture from existing offices or university surplus. OCSSE furnished its offices in the Arkansas Union with furniture from their previous offices; and the conference room, with furniture from surplus. VRIC furnished the director's office entirely from surplus.

The Center for Educational Access, Pat Walker Health Center, Career Development Center, International Students & Scholars, Student Activities, University Housing, and Community Standards & Student Ethics took advantage of planned technological advances to improve efficiency of service delivery. For example, with the introduction of electronic health records, the health center reduced costs related to transcription of medical notes, printer paper, and labor to handle paper files.

Associated Student Government, Center for Leadership & Community Engagement, Community Standards & Student Ethics, Pat Walker Health Center, and Residential Pre-College Programs secured grants to support programs and services. Women's Giving Circle awarded \$20,000 to ASG for a new van for Safe Ride. Volunteer Action Center within CLCE received various grants totaling \$10,000 for community service programs. PWHC secured a grant of \$53,150 to fund peer education to reduce sexual assault. The Women's Giving Circle granted \$18,500 to RPCP to fund a new program to help young Latinas to cultivate their talent related to science, technology, engineering, and math. Alcohol Education Fund provided grant to OCSSE to re-establish PEERS.

Departments contained other costs through intentional sustainability efforts. Campus Dining Service continued its trayless program in residence hall dining facilities which reduced costs related to water to wash the trays, fuel to heat the water, labor to wash the trays, and food wasted by overfilling trays. Pre College Programs opted to hire as student workers only students who qualified for federal work-study. This decision not only saved the department money but also fit with the mission of the department to promote college success for low income students. Staff reallocated savings to support ACT preparation, college planning materials, cultural activities for program participants, and campus visits. University Housing reduced inventory shrinkage from 6.32% last fiscal year to 1.17% this fiscal year. Students volunteering to serve as note-takers for students with disabilities saved the Center for Educational Access \$38,000 in wages. Volunteers accepted community service credits for their efforts. To raise campus awareness of sustainability, the Arkansas Union selected “Sustainability” as the theme for meeting room 516, under renovation at this writing.

Finally, without the use of any additional state allocations or new revenues, the Division funded the first year of operations for the Veterans’ Resource & information Center (VRIC). The Career Development Center, Pat Walker Health Center, Center for Leadership & Community Engagement, Campus Dining Service, and University Housing as well as the Office of the Vice Provost & Dean of Students contributed generously using residual funds from the previous fiscal year. Because these funds were available for one year only, fiscal attention shifted to how to fund VRIC annually. In unprecedented generosity, departments in Student Affairs permanently reduced their budget bases in order to create a permanent base of funding for VRIC.

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

The campus card provided a mechanism for tracking student attendance or participation. Professors and instructors worked with the Campus Card Office to track attendance in their classes. Intercollegiate Athletics relied on the campus card to validate students’ enrollment before distributing student tickets. Friday Night Live (Office of Student Activities) utilized the campus card to track who participated in each FNL and to evaluate market penetration. Intramural & Recreational Sports (College of Education & Health Professions) utilized the campus card to track student usage of its HPER facilities. Campus Dining used the campus card for meal plans. Through the Blackboard Transaction System, the Campus Card Office expanded the Razorback\$ program to interested off-campus vendors this year, so participating students, faculty, and staff can debit their Razorback\$ account for purchases at those businesses.

Off Campus Connections collaborated with the City of Fayetteville, the Council of Neighborhoods, Greek Life, University Housing, Campus Dining Services, University Ombuds Office, and the Office of the Vice Provost & Dean of Students to develop educational materials about being a good neighbor and also to develop the On Your Own event for students moving off

campus to learn about city ordinances, rental properties, and principles of good neighbor relations.

First Year Experience Programs collaborated with the Outdoor Connection Center to create ROCK Camp Adventure, to be implemented in July 2010. This adventure version of ROCK Camp will involve rafting the Buffalo National River, camping, rock climbing, and spelunking. FYE also collaborated with University Relations, Enrollment Services, and University Information Technology Services to develop an online orientation program.

Alternative Spring Break (Center for Leadership & Community Engagement and University Housing): 9 students and 2 staff spent three days in the Arkansas Delta hosting technology service projects. Student built computers with high school students who did not have a computer at home, hosted a virus clean-up for non-profits, and taught classes for the community.

Residential Pre College Programs developed iCiencia, a concept for a science, technology, engineering, and mathematics camps for young Latinas, a growing underserved and underrepresented local population. The concept won the financial support of the Women's Giving Circle, so iCiencia will commence in Summer 2011.

Student Activities linked the Distinguished Lecturer series to the One Book One Community program so the author of the book would appear as one of the year's distinguished lecturers. This linkage gave students, faculty, and staff who participated in One Book One Community the opportunity to hear from the author and interact with him.

Student Media adopted more strongly the revolution in news to multimedia formats. The Arkansas Traveler, UATV, KXUA, and The Razorback developed active and popular social media sites to drive interest in their respective operations. The Arkansas Traveler shifted production to a primarily online format, which updated daily if not hourly, and one weekly print edition. This shift in format sped news and information to local and distant subscribers who followed The Traveler's through social media connections or who accessed The Traveler online.

The University of Arkansas continued to be the only campus in the United States hosting a living library. This project resulted from a collaboration of the University Libraries, University Ombuds Office, and International Students & Scholars. This project provided 104 opportunities

for intercultural dialogues. Diverse individuals volunteered to be “books,” which interested individuals could “check out.” Through dialogue about the diverse individuals’ life experiences related to many aspects of diversity, participating individuals learned about cultures and experiences outside the pale of their own lives and also gained appreciation for how even in such difference we share a common humanity.

Associates in our Campus Dining Services vendor, Chartwell’s, developed an innovative program which caught the attention of their corporate leadership. In Kitchen Kred, the entire culinary staff rotated to every residence dining hall once each semester to showcase their most creative ideas and culinary talents.

Career Development Center (CDC) continued to collaborate with colleges to offer career development services to meet the unique needs of students in those particular colleges. CDC shared a career counselor with the College of Engineering to support extensive use of cooperative education. CDC and Fulbright College this year developed a single shared staff member who is both a career counselor and an academic advisor. This collaboration afforded students the opportunity to integrate choices about courses with career aspirations.

International Students & Scholars, in collaboration with the Walton Arts Center, provided cultural education programs associated with specific musical performances at WAC (see details above).

ISS also provided innovative methods of reaching students and scholars for immigration advising. Staff members chatted online with students and scholars during lunch and late afternoon hours. Immigration advisors were also available at a campus coffee shop once weekly for specified walk-in hours.

In Residential Pre College Programs, innovation and collaboration produced two new programs. In collaboration with Testing Services, Veterans’ Upward Bound began a CLEP preparatory course to help participating pre-college veterans to earn college credits efficiently and make progress toward completing college degrees. Partnership Programs collaborated with the Office of Diversity to provide vision and leadership for an ACT outreach and recruitment program for the state.

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

The Council for Opportunities in Education selected for its annual National Student Leadership Congress five of the pre-college students nominated by Pre College Outreach Programs and

Residential Pre College Programs. These students traveled to Washington, D.C., where they participated in workshops to develop their leadership skills and visited with legislators to advocate for equal opportunity and equal access to higher education. The five students were from Prairie Grove High School, Huntsville High School, Colcord (OK) High School, Fort Smith Northside High School, and McDonald County (MO) High School.

Students involved in Student Media learned to exercise their First Amendment rights and gained an appreciation for the responsibility which accompanies those rights. Student Media continued to champion the spirit and letter of the First Amendment to the Constitution of the United States of America.

Career Development created an online video to train students about the dangers of internet employment scams. The video resulted from a graduate student who reported to CDC her experience with one such scam. She offered to help develop the video project to protect others.

Community Standards & Student Ethics referred students to appropriate campus resources (e.g., University Ombuds and/or Affirmative Action) to ensure that students understood their rights and how to exercise them. OCSSE also provided opportunities for students to participate in the conduct process when someone's violation of the Code of Student Life adversely affected them—e.g., Restorative Justice project in collaboration with University Ombuds Office.

For each on-campus event, fraternities hired three off-duty UAPD officers to check state-issued identification and provide an importance public safety presence to help fraternity officers and members ensure an enjoyable event for all participants.

In two high profile events this year, Greek Life worked with Community Standards & Student Ethics (OCSSE) as well as national headquarters of two fraternities to address violations of national fraternity policies as well as the Code of Student Life. Using the sanctioning model of the National Collegiate Athletics Association, Greek Life and OCSSE worked with the chapters and/or national headquarters to self-sanction. Within their own fraternal codes of conduct, chapter or headquarters imposed sanctions on individual members. Further, OCSSE sanctioned individual members for violations of the Code of Student Life. Collaboration among OCSSE, Greek Life, and the fraternities meant that sanctions could be additive or complimentary for the development and growth of the individual. Finally, Greek Life worked with all fraternity and sorority chapters as well as UA General Counsel and the Office of the Vice Provost & Dean of

Students to enhance the Fraternity and Sorority Anti-Hazing Policy and its related compliance form. This policy and form will become effective in fall 2010.

Interfraternity Council and National Panhellenic Council hosted summits to address risk management—including but not limited to alcohol misuse, sexual misconduct, personal safety, and more selective new member recruitment. Chapters developed action plans to implement throughout the coming academic year.

Office of Support, Training, Advocacy, & Resources on Sexual Assault and Relationship Violence (STAR Central) provided advocacy for victims of sexual assault. By consulting with a trained advocate, victims of sexual assault discovered their options and resources for responding to the assault. Rape Education Services by Peers Encouraging Conscious Thought Students (RESPECT), a peer education group based in the Pat Walker Health Center, provided workshops for students to educate on rape awareness and risk reduction. They provided presentations for campus and community groups, residence halls, fraternities and sororities, and other student organizations. Through the “While the Professor is Away” project, RESPECT also provided guest lectures for classes when professors were traveling for work, which offered instructors an alternative to canceling classes.

Dining staff continued to educate students about their dietary restrictions, special needs, and/or religious requirements. The process empowers students to take control of their daily menus.

Finally, Volunteer Action Center students began to explore the option of meeting the needs of their fellow students through a student food bank program. Students researched the need and how other campuses provide such a service, met to plan and discuss logistics, and consulted with local food programs to determine the best way to serve fellow students.

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

The most exciting applications and uses of technologies remained those which helped us to enhance student learning and promote a climate of inclusion among our students, staff, and faculty. Departments either ventured into or expanded upon online educational services to deliver their educational programs to students outside of the local area or outside of normal business hours. In collaboration with Enrollment Management, University Information Technology Services, and University Relations, First Year Experience introduced a new online orientation web portal for non-traditional students. The portal for transfer students will launch in August 2010. International Students & Scholars utilized distance education software to provide regulatory training and cultural education to constituents in distant places, such as distance orientation for scholars at extension centers elsewhere in the state. Seeing the success of FYE’s online orientation for non-traditional students, Off Campus Connections developed a concept for

a web-based tenant education, which would teach concepts of being a good neighbor and also address other considerations about living off campus in order to prepare students moving off campus to transition successfully to the realities of commuter students. The Career Development Center introduced three new technological advances. Focus2 is an innovative online career assessment for students and alumni. For many students, this online instrument replaced the Strong Interest Inventory, for Focus2 was more readily accessible because it was available online.

Staff continued to develop ideas for how to tap into social media for students' benefit. Utilizing Ning.com, First Year Experience provided parents an online social networking opportunity. FYE utilized the mobile game SCVNGR, software utilizing mobile phones to engage players to go places and complete challenges, to assist in the campus tour component of the ROCK Camp curriculum. International Students & Scholars utilized social networking sites to enhance communication with the international freshmen cohort, Friendship Families, students needing updates on immigration information, the International Culture Team, and UA Alumni. Pre College Outreach Programs expanded the use of social media to communicate better with, offer more assistance to, and disseminate information to pre college students participating in federally-funded talent search programs. Student Media embraced the use of social media in each of the four student media outlets: Arkansas Traveler, The Razorback, UATV, and KXUA. The Arkansas Traveler prepared to incorporate Quick Response barcodes into its print edition. Quick Response barcodes allow smart phones to retrieve additional online content about a story almost instantaneously.

The use of online transactions for business operations gained in popularity this year. The Arkansas Union implemented an online work-order system and a website for the Union Information Center. Campus Dining participated in the Blackboard Transaction upgrade process including the selection of point-of-sale software and hardware. University Housing and Arkansas Union implemented Time America Genesis, an electronic approach to wage and leave reporting which streamlined the critical business process and saved both time and money.

The Campus Card Office continued to rely strongly upon technology, and keeping that technology current and cutting edge kept the staff busy. With the current push in identification technology being the contactless ID and reader, the Campus Card Office echoed industry concerns about the use of this technology with financial transactions. Residence halls used this touchless technology as fobs to unlock exterior doors. The student living in a particular hall merely had to hold the fob near the reader to unlock the door into the building. Consumers in Europe embraced this technology a number of years ago, but in the United States, consumers have yet to do so. As financial industries adopt encryption standards to protect consumers, however, the younger generation likely will embrace the technology enthusiastically.

Many departments implemented or updated browser-based or other electronic practice management systems. The Career Development Center converted to a browser-based practice management application, NACElink, which improved management of career records for students, and students gained more readily-available access to job search resources. University Housing added a feature to the roommate profile to trigger an email to Residence Education staff when a student indicated an interest in one or more of the thematic learning communities. Pat Walker Health Center implemented electronic health records in the primary care and women's clinics through PyraMED and in Counseling & Psychological Services (CAPS) through Titanium. PWHC also implemented electronic lab records and digital X-rays which facilitated communication of results back to providers and expedited care to patients. The Division of Student Affairs expanded its use of StudentVoice, a browser-based assessment and strategic management tool. For example, Off Campus Connections and Associated Student Government utilized StudentVoice to conduct large scale surveys of commuter students and the entire student body this year, respectively. Student Activities and Off Campus Connections extensively utilized StudentVoice for mobile data collection during Friday Night Live events and On Your Own, respectively.

Similar to expanding use of electronic practice management solutions, many departments updated the databases which permit them to identify and track participants use of their programs and services as well as produce information for decision-making and reporting purposes. The Veterans' Resource & Information Center developed a fundamental database to support its mission. Pre College Outreach Programs and Residential Pre College Programs updated their databases to help them to meet new reporting requirements for the U.S. Department of Education. International Students & Scholars prepared for updates to the SEVIS (immigration) database used to report visa-compliance of international students and scholars to U.S. Department of Homeland Security. University Housing expanded its use of the Residence Management System (RMS) and partnered with Community Standards & Student Ethics to implement the RMS judicial component. The component proved beneficial for the purpose of reporting behavioral trends by allowing reporting functions which the previous database did not support. The database also improved efficiencies in sharing of information and reports between judicial hearing officers in other administrative units—e.g., University Housing for violations occurring in the residence halls—and OCSSE.

The Center for Educational Access continued to lead our campus and other campuses in our region in the use of technologies to increase educational access for students with disabilities. CEA experienced an 84% increase in conversion of print texts to alternative formats for students with visual and learning disabilities. Alternative formats included electronic, audio, and tactile formats. CEA also introduced and utilized the Digital Accessible Information System (DAISY) "talking books" for students with visual and learning disabilities. This emerging technology featured tools to help students navigate the text and adjust reading speed.

A technology that few of us would consider new or emerging, however, also benefited many of our departments. Multi-user Access Channel radios provided staff a means of communicating with one another and coordinating efforts when staff were spread over a wide area. The advantage over mobile phones was that all users on the channel here information simultaneously. That information and requests were spoken instead of typed provided an advantage over text messaging or email. During community disasters that disable telecommunications (mobile and/or landline), the radios should continue to connect staff. Personnel in Student Affairs Auxiliary Facilities used these radios on a daily basis. The radios were identical to the ones carried by our university police officers, so staff could communicate with police as well as Parking & Transit or Facilities Management by changing the channel on the radio. The Division made dozens of these radios available to support emergency operations and large scale campus events. First Year Experience Programs checked out the Division radios during Orientation so a small staff of professionals and a large staff of paraprofessional students could coordinate the movements of hundreds of incoming students and their guests. Greek Life utilized the radios during recruitment for Interfraternity Council and Panhellenic Council to coordinate the movements of hundreds of men and women, respectively. Pre College Outreach Programs implemented the radios this year to facilitate communication during Campus Day, a half-day event attended by 1,300 middle school students to introduce them to the university campus and encourage them to plan to attend and graduate from college. When inclement weather (e.g., ice storm) threatened the campus, the Office of the Vice Provost & Dean of Students distributed the radios to the Student Affairs Leadership Team (SALT). In case of telecommunication failure, departments could communicate with one another and coordinate responses to any disruption to normal campus operations. SALT members who could not safely drive to campus could monitor the situation and respond via radio. As an established technology (vs. a new or emerging one), the radios reminded staff of the value of a backup plan in case the new or emerging technology fails.

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Benchmarking & Assessment

Departments within the Division of Student Affairs utilized a variety of approaches to assess utilization and impact of programs and services. While most departments relied on surveys, some departments did begin to branch out and tap into other methods such as focus groups, reflective essays, and peer reviews. StudentVoice served as a resource to administer many of the surveys

and link them to management priorities. Use of StudentVoice by Student Affairs departments increased from 14 projects last year to 71 projects this year, a more than 500% increase. As staff gained familiarity with StudentVoice, they began to use it with greater frequency. In addition, two departments outside of Student Affairs utilized StudentVoice for 15 projects. The Enhanced Learning Center, which was in Student Affairs until this year, relied upon StudentVoice for 14 projects, and Intramural & Recreational Sports used StudentVoice for benchmarking through the National Intramural and Recreational Sports Association (NIRSA).

Chartwells, our Campus Dining Service vendor, utilized assessment and benchmarking data to increase healthful options, improve quality control procedures, enhance product consistency, expand late night selections, ensure food safety, and improve customer service. Chartwells participated again this year in the annual NACUFS (National Association of College & University Food Services) survey of students. The Arkansas Union Advisory Board organized a “secret shopper” program, and an independent company provided an external “secret shopper” program. Ecosure conducted periodic food safety audits. Students provided additional feedback through comment cards and personal contacts.

The Career Development Center (CDC) reported business metrics indicating levels of participation in their programs and services. Staff provided almost 2,200 advising sessions to 2,000 students participating in the Professional Development Institute (PDI). The number of students participating in PDI equaled 10% of enrollment. While 299 students completed the Strong Interest Inventory this year, another 241 completed the Focus2 online assessment instead of the Strong. Students participating in cooperative education grew to 142 this year, and 545 students took advantage of mock interviews to prepare for the job search process. Students participated in 111 interviews on campus with 68 employers. CDC staff provided 152 classroom presentations to 4,171 students. In collaboration with Institutional Research and the colleges, CDC implemented the new Graduate Placement Survey for graduating seniors, and 78% of graduates reported their post-graduation career plans. The Spring 2010 graduation survey was still in process at the time of this writing.

In April 2010, the Center for Educational Access (CEA) surveyed students registered for accommodations. Most of them (80%) utilize some accommodation every semester, and most respondents (87%) rated their accommodations as “very” or “extremely” helpful. Half of the respondents indicated that they did not register with CEA during their first year at UA, thereby identifying a need for CEA to work more closely with first year students and admissions. While 76% of respondents were at least moderately satisfied with professors making arrangements for examination accommodations, one in four experienced difficulty making these arrangements with faculty, so CEA will advocate more strongly for a centralized examination facility to help faculty to provide this accommodation more easily. For students whose accommodations include note-takers, 22% indicated having a note-taker for each of their classes, so the process of

recruiting note-takers appeared ineffective in over half of the classes taken. With student and faculty focus groups, CEA will review in August 2010 the note-taker recruitment process.

The Center for Leadership & Community Engagement (CLCE) administered the Leadership Perceptions and Satisfaction Survey, based upon the Leadership Identity Development Model. CLCE administered the survey to students involved with Associated Student Government, Emerging Leaders, and the Volunteer Action Center. Responses indicated that more involved students gradually changed their leadership philosophy from viewing leadership as individual and hierarchical to shared and collaborative.

Community Standards & Student Ethics (OCSSE) heard 1,207 individual cases this year covering 2,387 offenses. Men accounted for 880 cases. Regardless of the student's gender, cases included 905 counts of violations related to alcohol or other drugs—e.g., public intoxication, underage alcohol use, possession of controlled substance, or intent to sell controlled substance. With the implementation of the RMS Judicial database, OCSSE could review behavioral trends and used that information to revise Least Restrictive Alcohol and Drug Sanctioning Guidelines.

First Year Experience Programs (FYE) significantly restructured New Student Orientation as a result of assessment and benchmarking efforts. FYE surveyed new students within a week of their orientation sessions, and the vast majority (86.7%) indicated agreement or strong agreement that the experience was worthwhile. FYE staff then reviewed survey feedback, investigated best practices from benchmark institutions, and explored innovative ideas. The effort yielded four recommendations which triggered several changes to the program: 1) FYE created a separate orientation for transfer students; 2) FYE required traditional age first year students to stay in residence halls overnight during orientation; 3) colleges provided academic advising in blocks instead of during scheduled individual appointments; 4) students' guests for orientation participated in a separate track of sessions designed specifically for families of students. Assessment of these changes may provide insights for subsequent changes.

First Year Experience also conducted its routine assessment of ROCK Camp. The vast majority (85.2%) of participants agreed or strongly agreed that the ROCK Camp met all of its learning objectives. Campers provided the weakest endorsements to feeling increased enthusiasm for attending UA, learning about the history and traditions of campus, and forming bonds with other first year students. Between 80.6% and 81.4% agreed or strongly agreed with each of those three statements. Campers provided the strongest endorsements to feeling more connected to UA and developing positive relationships with other new students—89.2% and 91.1% respectively, agreed or strongly agreed with each of those two statements.

Despite economic challenges in Arkansas and throughout the nation, a record number of students joined sororities and fraternities this year. More than 1,300 students participated in recruitment. Sororities issued bids to 89% of the women who participated in sorority recruitment, and 90% of the women matched with their top choice; 10%, their second choice. Fraternities issued bids to 89% of the men who participated in fraternity recruitment with 85% of the men matching with their top choice; 11%, second choice; and 4%, third choice. Greek Life continued to monitor academic performance of Greek-letter men and women. Of the 30 chapters, the weighted average GPA for 23 of them exceeded 2.80. Greek Life and International Students & Scholars continued to pair Greek-letter students with international students for intercultural dialogues. While the number of dyads was small (16), the program grew. While 75% of participants agreed that the program was worthwhile and allowed them to discuss cultural differences, 100% of participants reported that the Global Greeks helped them feel more comfortable discussing cultural differences, made them more aware of cultural sensitivity, helped them form new relationships with culturally different students, and would consider studying abroad in the country of their Global Greeks partner. International students reported feeling more comfortable interacting with American students and pursuing leadership roles on campus. In March, Greek Life collaborated with the Interfraternity Council (IFC) to sponsor a summit on alcohol in order to identify high risk behaviors and both develop and implement action plans to address them. Greek Life conducted a focus group with the IFC Executive Board to identify the most prevalent high risk behaviors in the chapters. Additionally, Greek Life conducted similar focus groups with the alumni advisers of the fraternities. Based upon the findings of the focus groups, Greek Life developed the curriculum for the alcohol summit. Each chapter sent specific executive members to the summit. Greek Life sent questionnaires to participants afterward, who overwhelmingly described the summit favorably, with the component rated most favorably being the action planning portion.

University Housing relied upon a combination of business metrics and student surveys to assess both processes and outcomes of their programs and services. For example, changes in inventory processes resulted in shrinkage rates approximately one-sixth of last year's rate. Students completed surveys including the Making Achievement Possible Works (MAP-Works), the Residence Hall Experiences Survey (RHES), and the Community Service Self-Efficacy Scale (CSSES). For the 1,200 new freshmen who participated in MAP-Works, Housing used their responses to identify students' risk of attrition. Staff followed up with students whose responses suggested high or moderate risk of attrition in an effort to coach students to address successfully the obstacles or barriers to their retention or progress at UA. The RHES was developed by Housing Leadership to provide insight into important residence hall experiences. Measuring 12 factors, the RHES suggested that Housing was most successful at providing an environment conducive to favorable social interaction, favorable experiences with cultural diversity, and overall satisfaction with the residence hall experience. Staff planned to review results by residence hall not only to identify and address weak areas but more importantly to maintain and build upon areas of success or strength. Among residence hall students who participated in the Alternative Spring Break, two patterns of responding to the CSSES caught the attention of staff.

First were students who initially reported a strong sense of community service self-efficacy. Contrary to expectations, about one-third of them reported decreased self-efficacy after the ASB experience, so staff planned to investigate further. Second, about as many students initially reporting low self-efficacy, and on follow-up reported an increased sense of control over the outcomes of a service project. They also reported increased motivation to volunteer for further community service.

International Students & Scholars utilized a variety of approaches to assess the impact of its programs and services. Approaches included focus groups, telephone interviews, peer reviews, reflective essays, and surveys. Surveys about international orientation revealed that one orientation which served both undergraduate and graduate students did not satisfactorily meet the specific needs of either group, so ISS began planning separate international orientation tracks to commence in August 2010. For students who participated in cultural education events prior to attending international music performances at the Walton Arts Center, they agreed that what they learned about the culture enriched their experience at the Walton Arts Center. Further, they indicated that as a result of the cultural education and musical performance, they were more likely to engage in some additional effort to learn more about that culture. Assessments of the International Culture Team (ICT) indicated that students who participated gained self-confidence, deepened their understanding of their own culture, and improved their abilities to collect information, formulate ideas, prepare presentations, work collaboratively with diverse others, adapt to unexpected or unplanned situations, and communicate effectively with diverse others. Results also suggested that after joining ICT, students engaged more in community service.

Off Campus Connections (OCC) utilized a combination of surveys and business metrics to assess its programs and services this year. Staff administered a needs assessment survey to commuter students and reviewed results with the department's advisory board to create action items. Survey results indicated that 63% would like a university-issued identification card so their family members could access campus services more easily, and while half of them were aware of the commuter meal plan, fewer than one in five subscribed. Developing the affiliate ID card and boosting participation in the commuter meal plan became priorities. Sales of commuter meal plans increased 28%, surpassing OCC's anticipated target. Another priority this year involved collaborations with the City of Fayetteville to prepare residence hall students to live off campus in neighborhoods. In collaboration with others, OCC developed an off-campus housing fair for students moving off campus for Fall 2010. During the fair, student volunteers polled participating students about principles of being a good neighbor, city ordinances, and satisfaction with the event. Data indicated a clear need for community education for students who plan to commute. With a consistent number of new registered users this year compared to previous years, the off campus housing website remained popular. Its busiest period occurred immediately after University Housing closed its Shop-n-Swap assignments process for Fall 2010.

The Pat Walker Health Center (PWHC) engaged in quality assurance processes, surveys, and tracking of metrics kept by the electronic health record system. Through 32,472 visits, healthcare providers served 11,482 patients. Of these, 10,124 were students (51% of enrollment). Health educators achieved 24,580 contacts through classroom and other educational presentations. Quality assurance studies compared documentation in medical records against standards of care for selected diagnoses. Findings were discussed with healthcare providers. Wait time studies relied upon timestamps recorded passively by PyraMED, the practice management system for the primary care clinic and women's clinic. As anticipated with the introduction of electronic records, nurses' time with patients and physicians' time with patients increased more than 30% per visit. The increased time should remit as providers become familiar with the electronic system. PWHC participated in or administered several surveys throughout the year: Sunbelt Survey, American College Health Association Pap Test & STI Survey, National College Health Assessment, Healthy Minds Study, Health Services Survey, and patient satisfaction surveys. PWHC administration and the coordinator of each survey shared results with internal PWHC committees for purposes of program or service planning. In general, results showed that students who utilize PWHC were quite satisfied with the quality of care and that the practices of the providers at PWHC were quite similar to those of other college health services. Results also indicated a need to increase education and outreach to the campus about the services and programs of the PWHC, for many more students could use the facility.

All talent search programs within Pre College Outreach Programs (PCOP) and all upward bound programs within Residential Pre College Programs (RPCP) met or exceeded performance objectives in their grants. For pre college students in their senior year of high school, all (100%) applied for college, 99% graduated from high school, and 96% completed applications for financial aid. Of those first year students at UA who participated in one of our pre college programs while in high school, more than 92% completed their first year at UA. Staff also reviewed the six year UA graduation rate of pre college students who choose UA for college. That rate fell short of the institution's rate, so staff in both departments began to plan with the staff of Student Support Services (SSS) a more intentional referral program. When a former talent search or upward bound student enrolls at UA, the staff of PCOP and RPCP will relay those names to SSS and work with staff in SSS to welcome these students to campus and introduce them to SSS.

The Office of Student Activities (OSA) relied upon surveys and benchmarking within the Southeastern Conference to assess programs and services. Vendors for Razorbash continued to rate the event very favorably, and all reported plans to participate again next year. For the freshman common reading, *The Devil's Highway* by Luis Urrea, the vast majority of respondents agreed that the program enhanced their educational experience and would recommend the book to others (85% and 80%, respectively). Benchmarking efforts compared OSA programs to other SEC schools, our peer institutions, and Texas A&M. OSA offered programs similar in theme to ones offered at benchmark institutions. OSA used student and professional staff in ways similar to the benchmark institutions, and the mission of Friday Night

Live aligns well with the missions of late night programs at other universities. Notably, the funding sources and use of sponsorships varied across institutions.

The Office of Student Media (STUM) undertook a comprehensive comparison of relevant data points against UA's 17 peer institutions (12 peer institutions plus additional SEC schools as cited on the website for Institutional Research). This benchmarking explored such topics as ad rates, circulation statistics, media offered, institutional support (including student fees), number of professional staff, and enrollment. Operations across the country were very idiosyncratic. While most campuses offered a print and/or online newspaper, yearbook, television station, radio station and magazine, each campus approached professional staffing and funding differently. Some schools provided extensive financial support for faculty. Some operated as labs, thoroughly integrated into an academic experience, while other student media outlets were only loosely associated with their university. STUM offered a portfolio of media outlets for student participation, generally as extensive as those which our peer institutions did. We staffed our outlets at lower levels than most benchmark institutions of similarly sized operations and student body. Our newspaper ad rates compared favorably. Overall, our sense from this was that UA Student Media compares favorably with its peer institutions in most respects.

Departments also initiated assessment and benchmarking efforts in Spring 2010 for which results were not available by end of fiscal year. These included the Multi-Institute Study of Leadership (MSL) and the Educational Benchmarking Institute College Union Survey (EBI-CUS). The MSL will inform staff decisions about what types of leadership development efforts to provide to students in various student groups and when to provide those opportunities. The EBI-CUS informs policies and programs of the Arkansas Union and its tenants.

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Arkansas Union

The Union marketing department had another successful year, with many accomplishments. A variety of marketing and advertising tools were used to promote services and activities provided through the Student Union.

Union Day keeps growing. This year, we served lunch, catered by Chartwell's, to more than 800 students, faculty, and staff. All departments within the Union participated in an information fair and lunch that ran concurrently.

Throughout the year, Union marketing personnel created or updated maps, floor plans, and both informational and directional signs throughout the building in order to help students and other visitors to navigate the building better.

The website was updated several times this past year. However, we are still in need of help to make it more functional and efficient.

We continued to send out the monthly Union newsletter, The RazorWire, to highlight the activities occurring within the Union. However, The RazorWire has now been reformatted and replaced with another bulletin specifically for Union Tenants called Union Talk.

The Union conducted the EBI survey for college unions, in an effort to gain feedback on how we can better serve everyone who uses the Union. The survey results will be used as a guideline to improve customer service and event planning for next year.

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Campus Card Office

If one word could summarize the Campus Card Office this past year, it would be “change.” Early in the year, we determined that our primary computer system (Blackboard Transaction System) needed an upgrade. At 16 years old, the old system had gotten very difficult to manage. The

technology, while still functional, quickly was becoming obsolete, and Blackboard was no longer developing this technology.

It was quickly apparent that the upgrade was going to take time, money, and the cooperation of a variety of departments, both on and off campus. With funding support from Student Affairs and Campus Dining Services, the upgrade process began. The majority of existing hardware would move forward, but a significant number of locations would need to upgrade to NCR registers. Students, faculty, and staff heavily use these locations, so these registers handle the majority of the four million transactions that flowed through the Blackboard Transaction System this year.

After we began the installation of new servers, database, and software, the technologist leading the effort and supporting our regular desktop needs resigned. After much consideration, we decided to defer further updates and push back the change to the new Blackboard system until January 2011.

In the midst of the personnel turnover, we began New Student Orientation. We provided identification cards for approximately 13% more students than last year. Despite problems and other issues, it has been a productive customer service oriented year.

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Campus Dining Services

Campus Dining has experienced positive growth this past year. This growth especially impacted residential dining, with the increase in off-campus meal plans. This increase was due to cooperative efforts not only to market the plans but also to make these plans more available and registration easier. Catering has not grown so much in dollar volume, primarily due to the

economy, but more in awareness of the skill level available and the resulting events for some very big name/high dollar customers and events. This is building a basis for continued growth of the catering department.

Staffing has remained stable, and the skill level of the staff has steadily increased. Culinary and baking areas have continued to improve with a focus on improving levels of expertise. Our staff training efforts have increased greatly this past year.

Campus Dining renovated Brough Commons and added Papa John's. Other projects included planning and preparing to add retail space in the southside of Brough Commons as well as to add Peet's Coffee and Teas in the bookstore's new space in the Garland Center. While not as exciting, there were numerous equipment and back-of-the-house facility upgrades and changes.

For fall 2010, increased enrollment will provide the challenge of handling the higher numbers, especially until customer patterns are set. We will provide information on peak times to students and faculty/staff as well as monitoring hours of operation. Students will have new options for late night meal trades as part of their meal plans, including new menu items and types of service.

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Career Development Center

The vision of the University Career Development Center is “A dream, a plan & a purposeful career for every University of Arkansas student.” As the Center staff members created this vision statement, we explored the many interactions we have with students. We also evaluated ways we

strive to help students make connections among their academic goals, their ultimate career goals and their co-curricular experiences including leadership and community service.

The mission statement of the University Career Development Center is “We educate and empower students to dream possibilities, explore opportunities, and fulfill their career goals”.

We seek to educate and develop a diverse population of students in areas of career decision-making and to help students reach a level of career maturity necessary for responsible citizenship.

As exciting as it is for our staff members to hear the dreams and ambitions of students, we recognize neither a dream nor an ambition will thrive without a plan and credible resources to support the plan. We provide resources for University of Arkansas students and key constituents in order to identify and create job and graduate school opportunities. UA Career Center staff members foster and align 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.

Highlights this year included expanded partnerships with the Fulbright College of Arts and Sciences and the College of Engineering. Career Center staff members are strongly integrated into the academic programs of the colleges, including academic departments and student learning communities. Of special note this year was the conversion to a new student management system. NACElink, the state of the art web-based application for career center management, applicant tracking and on campus recruiting, was selected by our campus. The conversion has enabled the UA Career Center, the Walton College Career Center and the Arkansas Alumni Association to share resources and provide a quality application for University of Arkansas students and alumni.

National and international economic uncertainties have created both anxiety and opportunities for our students and our staff. More students have sought job search assistance. More students have considered alternative career plans but many students – particularly foreign students needing work authorization – have been disappointed and confused about how their academic goals and their career goals will connect. Career Center staff members have provided education and encouragement with regard to alternative career plans, appropriate use of the internet for job search and how to weigh the value of earning another degree.

This year has been a productive year for the UA Career Center. We continue to reach and exceed our goals toward educating students in the career decision-making process. Professional Development Institute is still our signature program and we are confident that we can continue to modify that program to meet the ever-changing expectations of our students.

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Center for Educational Access

The Center for Educational Access continued to provide high quality support services and accommodations for the growing population of students with disabilities at the University of Arkansas this year. Approximately 1,051 undergraduate and graduate students registered with the Center during the year, a 7.2% increase from last year. Students with non-visible disabilities

(learning disabilities, Attention Deficit Disorder, psychological disabilities, Asperger's syndrome, and traumatic brain injury) continued to make up the greatest proportion of registered students (70%). Students with medical or chronic health conditions represented 14% of the registered population, and the remaining 16% included students with mobility impairments, visual impairments, hearing impairments/Deafness, and temporary conditions.

Students were provided accommodations through the Center which included examination proctoring (via screen reading software, or live readers, scribes and typists), note-taking assistance, American Sign Language Interpreting, Typewell transcription/captioning, print materials in alternative formats (Braille, electronic and audio), magnification software, assistive technology and supplemental transportation mobility assistance around campus (via golf carts).

Significant effort was directed toward programming, outreach, and training for the university community during the year, consistent with the expanding departmental mission and divisional goal of developing an inclusive community. Center staff participated in campus-wide forums, and spoke on such topics as assistive technology, accessible web design, disability awareness, Universal Design, transition to college, teaching students with disabilities, changing legal environment for persons with disabilities, and accessible program planning to 12 different academic and student affairs departments. Technical assistance and consultation regarding accessibility was provided weekly to various areas within university community.

The Center's assistive technology lab continued to be a regional leader in the timely conversion of print material this year. The Center converted 336 text books, articles and other materials from print to alternative formats (electronic text or Braille) for 72 students, representing an 84% increase in production and number of students served from the previous year. At year's end, contracts for print media conversion and collaborative transcription services with regional colleges combined to generate approximately \$3,700 in revenue for the Center.

Challenges continued to be realized in the areas of cost-containment for American Sign Language Interpreting, as regional availability of certified interpreters has dwindled. Furthermore, demand for note-taking assistance as an accommodation increased dramatically this year. To address the potentially high cost of employing fellow student note-takers, the Center developed a community service credit option for volunteers. Nearly \$38,000 in cost-savings was realized through note-takers opting for community service credit in lieu of direct pay this year.

Finally, a comprehensive overall departmental survey and several smaller accommodation-specific assessment measures were developed and administered to students with disabilities during the year. 87% of respondents were either moderately or very satisfied with accommodations received through the Center. The process of note-taker recruitment and facilitating exam accommodations (both with faculty and the Center) were noted by students as areas needing improvement.

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Center for Leadership & Community Engagement

The Center for Leadership and Community Engagement (CLCE) advanced the University of Arkansas Mission this year by conducting 103 distinct leadership retreats, workshops, educational seminars, and trainings during the year, reaching 3,651 participants including 780

faculty and staff. Total attendance at all CLCE events was 14,991 attendees at 76 events which included welcome weeks events, service events, orientation sessions, and FYE presentations.

The Volunteer Action Center (VAC) engaged 4,395 students in service through 15 events including Make a difference Day, Up Til Dawn, Martin Luther King Jr. Day of Service, and Alternative Spring Break (ASB). Students served 12,249 hours for an economic impact of over \$250,000 for Northwest Arkansas, raised more than \$50,000 for St. Jude's, and raised \$8,570 for service programs for university students. The VAC students launched the very first Martin Luther King Jr. Day of Service—along with more than 80 Wal-Mart, Tyson and Metropolitan Bank employees—educating more than 400 children from Boys and Girls Club programs about the life and legacy of Dr. King. During ASB, 9 students and 2 staff spent three days in the Arkansas delta, one of the poorest counties in our nation, to build computers with high school students who did not have a computer in their homes, to host a virus clean up for non-profits, and to teach classes for community members.

CLCE conducted 58 leadership workshops, retreats and trainings, reaching over 2,000 students and over 100 faculty and staff members. The office also coordinated and provided small group facilitation training through a workshop with Project Adventure. Through partnerships with UA Human Resources and Intercollegiate Athletics, respectively, CLCE conducted professional development workshops for staff and leadership development training for student athletes. CLCE is also taking a major role in promoting StrengthsQuest as a personal and professional development tool for staff and students. Gallup selected Adrain Smith as one of five national StrengthsQuest interns for the coming year. The LeaderShape Catalyst program engaged participants in an exploration of personal values, strengths, and interpersonal communication styles. The Emerging Leaders (EL) Program graduated 78 student participants, and 30 upper-class EL mentors provided their leadership insights to our new student leaders.

Students registered 325 student organizations with CLCE this year. For registered student organizations (RSOs), CLCE provided officer orientation and training. ASG allocated over \$235,000 to 151 RSOs this year. CLCE then offered the RSO Event Planning Program to help train student leaders with budget preparation, event planning, coordination, and assessment. The RSO Program continued to offer the Leadership Workshop Series for student leaders and the Advisor Development Series for faculty and staff advisors. Through collaboration with Student Activities, the RSO program hosted the first Fall Involvement Fair for RSOs to recruit students. StrengthsQuest training has expanded to include a Fall and Spring webinar series open to the Division of Student Affairs.

Associated Student Government (ASG) had a highly successful year manifested by the ASG Poll, another record year for the Safe Ride Program, the USA Today Readership Program, and developing late night library hours. The Safe Ride Program safely transported over 13,000 riders during the year which equaled the previous year despite the loss of fixed bus route. With a distribution exceeding 300,000 newspapers, the Readership Program climbed to rank 11th largest in the nation.

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Community Standards & Student Ethics

This year, Office of Community Standards & Student Ethics (OCSSE) focused on twelve subcategories that aimed to reach the overarching goal of educating the University of Arkansas community on the Code of Student Life and subsequently deter behaviors that do not conform to the standards and principles of the University of Arkansas. As a result, OCSSE continued to

provide services to the campus community that focused on addressing this goal. This year, OCSSE provided presentations to International Students and Scholars, the Communication Department, Sociology Department, First Year Experience courses in the Walton College of Business (Freshman Business Experience), Department of Health Professions and Education, Department of Health Sciences and Recreation, and Masters of Arts in Teaching and Greek Letter Organizations regarding the University of Arkansas' policy on Academic Integrity and the Code of Student Life. OCSSE continued with their collaboration with the Quality Writing Center for the implementation of the Understanding and Avoiding Plagiarism workshop, wherein 69 students were referred to the program. Furthermore, to date, students who were sanctioned to participate in this workshop as a result of their academic dishonesty violation have not had subsequent violations to these stated policies.

In continuing with OCSSE's goals of providing educational programs for the University of Arkansas community, during the fall 2009 semester OCSSE offered for the first time in their departmental history, an eight week, one hour credit course that provided information regarding ethical decision making skills. The course was offered twice a semester in order to meet the demand of student's needs.

The year involved many new challenges and successes. Specifically, OCSSE moved locations to the Arkansas Union in order to appear more student-centered and more accessible to the University of Arkansas community. A successful recruitment initiative took place in order to re-establish the Peers Educating Ethical Razorbacks. OCSSE was also responsible for spearheading the judicial process for a hazing matter that involved several students. Specifically, OCSSE collaborated with several university personnel in order to provide a fair and timely response to the students' conduct matters. Furthermore, understanding the need for a more proactive approach to the University community, OCSSE, in conjunction with the University Ombuds Office, collaborated on the hire of a Graduate Assistant that will assist with outreach and program development/implementation. OCSSE also established new partnership with Greek Life in order to better address conduct matters that occur amongst these populations. Specifically, the format provides these students with the opportunity to self govern their groups and report these initiatives to both offices, for consideration when cases are opened. Finally, OCSSE continued with its pre-existing collaborative partnership with University Housing. This relationship included providing training for Coordinators for Residence Education and Resident Assistants. In addition, OCSSE and University Housing continued to work with one other for the purpose of utilizing and adapting the judicial database, RMS, to meet the needs of each department.

OCSSE's efforts this year consistently worked in the direction of the Division of Student Affairs' overall strategic goals of fostering the development of an inclusive community, enhancing student learning, promoting professional and personal development, promoting innovative programs and services, and advocating for rights and responsibilities through the adjudication of student conduct cases and providing students opportunities to amend their past behavior into actions that are more conducive to a living and learning community.

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First Year Experience

First Year Experience Programs (FYE) at the University of Arkansas is a collaborative effort developed to enhance the academic and social integration of incoming students through a variety of classroom and co-curricular activities. FYE supports and collaborates on major initiatives including Orientation Programs, Extended Orientation Programs, Parent & Family Programs,

Academic Convocation & Burger Bash, Diversity Leadership Institute, One Book-One Community Common Reading Experience and First Year Experience Seminar Courses. This year, FYE focused on ways to better serve its constituents through the creation of new programs and services, and also focused on ways to enhance programs already in place. First Year Experience Programs met all of the Division of Student Affairs priorities. FYE has fostered the development of an inclusive community through programming initiatives such as the Diversity Leadership Institute and the infusion of diversity initiatives throughout FYE programs and services. Enhanced student learning is evident in the assessment results of revamped Orientation sessions, academic presentations at Academic Convocation, and the curriculum covered during R.O.C.K. Camp. In the area of promoting personal and professional development, FYE staff members have participated in numerous training sessions. Additionally, FYE professional staff members have served or have been appointed to national boards or committees this year.

One can see the promotion of innovative programs and services in every program and service including the redesign of New Student Orientation and the Parent & Family Orientation programs as well as developing and preparing to launch ROCK Camp Adventure. Technological advancement can be seen in the creation of a new, homegrown, online orientation portal for transfer and nontraditional students which will launch in August 2010. FYE advocated students' rights and responsibilities through the continued publication of the Parent Handbook and the "Parent's Guide to the First Year Experience" calendars. Perhaps the largest contribution that FYE has made to the Division of Student Affairs priorities is through increasing the responsibility of managing resources. During the year, FYE enhanced several programs and increased participation numbers while simultaneously containing costs. The FYE team has an amazing team spirit and strong work ethic to match, which continues to elevate FYE to the next level while providing amazing service and resources to parents and students.

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Greek Life

The Office of Greek Life facilitates an educational process which promotes the growth and development of students affiliated with fraternities and sororities. Our overall mission is to enhance the academic, cultural, moral, leadership, and social development of students in Greek-lettered organizations. This year, Greek Life enjoyed many triumphs and accomplishments:

Recruitment: Greek councils reached an all-time high of 1,410 new members during recruitment and new membership intake. Forty percent of this year's freshmen class joined a Greek-lettered organization. Currently, Greek membership includes more than 3,100 students. Other significant initiatives included but are not limited to maintaining an 89% retention rate during women's formal recruitment and establishing an all Greek marketing campaign which raised more than \$11,000.

Community Service & Programming Initiatives: Greek organizations provide ample opportunities for members to enhance their personal development and leadership skills. In the spring, Greek Life Facilitators hosted the annual Greek Summit. This leadership event incorporated learning outcomes into a concise curriculum including but not limited to critiquing student leadership skills, developing into a collaborative leader, and committing to a shared vision. The Greek Summit challenged students to demonstrate an appreciation of all people, regardless of differences in race, ethnicity, gender, age, lifestyle, and class. New Greek Council sponsored the annual Greek Sing program. As a new component of the program, more than 200 Greeks plan and execute a community service initiative. During a two week period, students served a total of 400 individual service hours at eight different locations and reached over 325 children, adults, and senior citizens in the Northwest Arkansas community. They also sang themed musical selections from the 80's to a standing room only crowd of 1,100 people including alumni and parents. Greek Life leaders raised more than \$20,000 for Razorback's Support Haiti. Forty-five Greek leaders traveled to the Association for Fraternal Leadership & Values Conference in St. Louis. The National Pan-Hellenic Council and Panhellenic Council received several awards in the areas of Council Management, Judicial, Leadership, and Recruitment.

Diversity & Inclusion: The UA Greek community advocates and actively promotes a diverse and inclusive community. Through student involvement and collaborations with various departments and community agencies, Greek students learned about life experiences different than their own. More than 2,200 Greek students participated in programs such as Global Greeks, Greek Summit, and Greek Getaway.

Assessment: In April, eleven UA Greek chapters received Awards of Excellence during the Order of Omega Awards Ceremony. Order of Omega honorably mentioned three chapters. The Award of Excellence recognizes top Greek chapters for outstanding achievement in the areas of scholarship, leadership development, risk management, community service/philanthropy, Greek relations, chapter management, and efficiency. All Greek chapters are required to complete and submit Greek Life assessment criteria annually.

Other notable Greek Life achievements this year include but are not limited to the following:

- All Greek GPA Average: 3.163 (All Sororities: 3.273; All Fraternities: 3.009)
- Donated over \$558,303 to charities
- Performed over 21,386 hours in Community Service
- 22% of UA students are Greek; OR 1 in every 6 UA students is Greek.

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International Students & Scholars

“Woo Pig Soovie” could be heard in the Presidential Office as a University of Arkansas delegation congratulated Ricardo Martinelli, 1973 graduate from the University of Arkansas, upon his election as President of the Republic of Panama. As a result of the new focus on Panama, the Alumni Association established the first international alumni group and a privately

supported scholarship was established for Panamanian students to attend the University of Arkansas. 10 students representing the Rwandan Presidential Scholars Program enrolled at the University of Arkansas for fall 2009. President Paul Kagame of Rwanda along with the Rwandan Ambassador to the United States and the Rwandan Minister of Education visited NW Arkansas and spent time with the students at an evening reception and luncheon on the following day. The University of Arkansas continued to see an increase in the number of enrolled international students, reaching an all time high of 1,156 for fall 2009. Students from India, China, and Japan represented the three largest sending countries. The visiting student program also gained momentum with increases in the number of students to 47 in the fall and 49 in the spring, while adding Kwangwoon University as a new institutional partner. Furthermore, 270 scholars joined the University of Arkansas during the year, 55 of whom had teaching duties.

The retirements of Barbara Taylor, Associate Vice Chancellor for Human Resources, and Collis Geren, Dean and Vice Provost for Research, created an opportunity for realigning the reporting structure for international education administrators at the University of Arkansas. The Provost supported the move of the permanent residency process which was once administered by Barbara Taylor to the Office of International Students and Scholars (ISS). With the increased workload, staff duties were realigned and a new position secured: Michael Freeman – Labor Certifications and Permanent Residence Petitions; Audra Johnston – Non-immigration scholar processing; Jeanette Hill – Immigration Document Specialist; new position - Administration Specialist. Collis Geren’s retirement also presented the Provost with an opportunity to bring the Offices of Study Abroad, International Students and Scholars, International Admissions and Recruitment, and Sponsored Student Programs under one administrative unit. Todd Shields was named interim Dean of Graduate and International Education.

Through the assistance of University Relations, the Office of International Students and Scholars upgraded the website to University standards. The new website included on-line processes for Optional Practical Training reporting, web forms and applications, and requests for Certificates of Enrollment. ISS enhanced cross-cultural training both on and off campus. The Arkansas Union was transformed into a setting in Vietnam as students and staff reenacted the Tet New Year holiday for this year’s Cultural Immersion program. 250 participants experienced the sounds, smells, games, and food typical of the Vietnamese holiday. The Walton Arts Center provided the backdrop for students to learn about the cultures of Iran and South Africa through workshops held before the performances of Kayhan Kalhor and the Brooklyn Riders in the fall and Ladysmith Black Mambazo in the spring. Innovative programs such as “Global Greeks”, “Dinner in an American Home”, “Global Perspectives”, “Coffee Hour with an Advisor” and “Holcomb Elementary Multicultural Festival” served to make the University of Arkansas and the NW Arkansas community a more welcoming place for international students and scholars.

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Off Campus Connections

Students who live off-campus face additional challenges including the balance of work, school, and family life. Off Campus Connections strives to support and connect the university's undergraduate commuter students-including transfers, student veterans, and adult learners to campus life. The enrollment on the eleventh class day this fall was 11, 415, an increase of 578

(5.3%) over last year. Eighteen percent are age 25+. It is anticipated that the commuter population will swell as Academic Challenge Scholarships become more available to non-traditional students and adult learners. The number of first-year commuters is holding fairly steady (250-300).

Contacts from individual students resulted in 786 inquiries this year, a decrease of 178 from the prior year, quite possibly the result of a better web presence. The Off-Campus Housing Website celebrated its fourth successful year with an approximated utilization rate of 308,191 hits to the site and a 33% increase in site visits during the busiest season of March-June. Off Campus Connections continues to partner with Chartwells on promoting and selling Commuter Meal Plans. Sales increased to 1330, surpassing last year by 291 (28%).

A departmental advisory board consisting of twenty faculty and staff volunteers provided advice and support and this year helped establish our first departmental Foundation account. A nine-member student board, active since 2008, provides invaluable input to help make the institution more commuter and adult student-friendly.

Off Campus Connections was privileged this year to help establish and support a new campus initiative, the Veterans Resource and Information Center (VRIC). New director Erika Gamboa shares space and administrative support with Off Campus Connections in the Arkansas Union. Most student veterans were already part of the Off Campus Connections population, so a perfect partnership and staff team has been formed with the two areas working closely together. With the complexities of the GI Bill and the number of veterans taking advantage of educational opportunities, the creation of this new area has been a necessary and welcome addition.

According to the Arkansas Department of Higher Education, one of three undergraduate students in our state is non-traditional. The University of Arkansas must begin to extend better support to ALL students to build a more inclusive community. An important step was made with transfer student changes for next year. We must increase class offerings for all students at non-traditional times and begin to offer more online classes and degrees for our ever-changing, multi-tasking, technology-proficient population. With increased retention-based support from higher education institutions, commuter students and adult-learners will increase Arkansas graduation rates and become educated contributors to our state.

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Pat Walker Health Center

Pat Walker Health Center experienced a year of accomplishment, beginning with the arrival of the H1N1 influenza virus which blossomed into a full-fledged outbreak in fall 2009. By the end of the semester 295 patients had been diagnosed with H1N1 in the Primary Care Clinic, 339 students were given telephone advice by a triage registered nurse for a total of 634 flu contacts.

Only 81 cases were diagnosed in the Spring Semester. A total of 1,221 doses of H1N1 vaccine and 2,000 doses of flu vaccine were administered. The Pat Walker Health Center provided important public health leadership during this outbreak and found the University of Arkansas community to be pro-active and collaborative in minimizing the impact of the H1N1 outbreak. Other hallmarks included the achievement of electronic healthcare records in both the Primary Medical Clinic and the Women's Clinic, the hiring of a mental health clinician to focus on the needs of students who are veterans and the development of a comprehensive plan to increase advocacy and care for students with mental health conditions.

Health Promotion developed the teaching of student resiliency and coping as well as the teaching of peer education regarding sexual assault prevention and promoting the tobacco-free campus. Over all, Pat Walker Health Center provide 32,472 visits: 11,482 physician visits, 6,957 nurse practitioner visits, 7,278 registered nurse visits, 150 dietician visits, 5,320 mental health care visits and 1,285 allergy clinic visits. Medical providers saw 10,124 students out of 11,482 individuals or 51% of the student body. Health educators had 24,580 student contacts through academic as well as out of the classroom experiences.

A significant achievement was another three years of accreditation through the Accreditation Association for Ambulatory Health Care, Inc. which verifies the high quality of care, self-study, professional expertise and high standards held by the Pat Walker Health Center. As the campus focused more and more on the needs of veterans, PWHC also addressed veteran needs through CAPS with a pilot class in Transitions for Veterans as well as leadership in the state on the Governor's Yellow Ribbon Task Force and a Campus Salute to Veterans. Pat Walker Health Center continued its leadership in the tobacco-free campus policy implementation with a co-chair of the FRESH Committee. Serving as a training facility for multiple disciplines, Pat Walker Health Center served as a clinical site for the first class of UAMS Northwest medical students. In addition, PWHC hosted interns and graduate students in health promotion, graduate clinicians in CAPS, graduate and undergraduate students from various nursing programs and a clinical site for nurse practitioner training. In addition, a graduate student served PWHC administration in marketing, assessment and advising the Student Health Advisory Committee (SHAC).

Members of SHAC as well as the University Health Center Advisory Committee assisted in the bid and selection of a new student health insurance program. With the support of the semester health fee, health insurance reimbursements, and other sources of income, PWHC stands to continue to provide access to primary medical care, women's health care, mental health care and health promotion and education to the growing University of Arkansas community.

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Pre-College Programs

Pre-College Outreach Programs strongly supports the divisional and institutional priorities of the University of Arkansas. Efforts to create innovative programs supporting students in their desire for higher education have again resulted in program expansion to low-income, first-generation, and diverse student populations historically underrepresented in higher education. All three

Talent Search programs achieved success in exceeding all standardized grant objectives which include the following: 1.) That each program will serve a required minimum number of students to include at least 2/3 that qualify as low-income AND first-generation; 2.) That 95% of non-senior secondary school participants served during each budget period will be promoted to the next grade level; 3.) That 90% of high school seniors will graduate from secondary school or receive a certificate of high school equivalency during each budget period; 4.) That 90% of “college ready” (senior) project participants will apply for financial aid during each budget period; 5.) That 85% of “college ready” project participants will apply for secondary school admission during each budget period; and, 6.) That 80% of “college ready” participants will enroll in a program of postsecondary education during each budget period. The successful achievements of program objectives for the TRIO Talent Search programs were documented in annual performance reports submitted to the U.S. Department of Education, November 2009.

At the institutional level, Pre-College Outreach continues to make progress in supporting Division goals. Efforts are ongoing to assess and improve program services to increase success and overall student impact as they enter college. As the freshman retention rate of 92.5% achieved by Talent Search participants exceeded the university’s retention rate this year, the six-year graduation rate fell below institutional levels at 47.5%. While the retention rate for the Talent Search programs is promising, the need to ensue support for graduation is evident. Efforts to bridge our program alumni to Student Support Services for ongoing TRIO support are underway for fall 2010. It is our desire to impact institutional goals with the success and momentum attained with retention by accomplishing the same with competitive six-year graduation rates. We also watch with promise the impact the new state lottery scholarship will have in supporting our low-income students, financially, to retain and graduate with college degrees.

Residential Pre-College Programs

Pre-College Programs began the year with a departmental restructure that yielded Residential Pre-College Programs, comprising three Upward Bound programs, Veterans Upward Bound, and several partnership programs that previously were housed within Gifted & Talented Scholars.

Gifted & Talented Scholars lost critical funding last fall and in January closed its offices. The program director moved to direct the classic Upward Bound program, and the program coordinator transitioned to an academic counselor position with REAL Upward Bound. The remaining partnership programs, unaffected by the loss of funding, continued to be led by the former program director (whose salary was offset 10 percent by the remaining GT Scholars budget to avoid conflicts with federal TRIO regulations). Ninety Kauffman Scholars, Inc. students visited campus for a three-day academic residential experience, and a group of sophomores from KIPP Delta Preparatory School in West Helena, Ark., attended a one-week program. New partnerships were formed with the Office of Diversity.

Veterans Upward Bound began a CLEP test preparation course designed to help veterans earn college credits efficiently and inexpensively and more quickly progress toward earning bachelor’s degrees. This year, 36 Veterans Upward Bound students entered college, with seven enrolling at the University of Arkansas. The Arkansas Boots to Books Network was created in

May 2010 by a core group of veteran-supporters on campus, including the Veterans Upward Bound staff, and is administered by JP Lopez, Veterans Upward Bound program advisor. The network's mission is to connect faculty and staff from Arkansas institutions of higher education with other individuals from organizations and agencies who work with or are interested in assisting student veterans in their transition from soldier to student. Veterans Upward Bound continues to work closely with the Veterans Resource Center, with each program referring students to the other. Veterans Upward Bound director, Carol Altom, continues to serve on the Governor's Yellow Ribbon Task Force committee as Chancellor Gearhart's representative.

The Upward Bound programs transitioned to a spring recruitment strategy that introduces new students to the program during their first summer term. The three Upward Bound programs served 186 students, including 28 Bridge students who took up to six credit hours during the University's second summer session. Of 45 students graduating from our Upward Bound programs this year, 15 will be attending the UA this fall.

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Student Activities

The Office of Student Activities oversees four large programming areas: University Programs (campus programming board), Friday Night Live (FNL), Headliners Concerts Committee and Distinguished Lectures Committee. The Office of Student Activities has had another great year this year.

FNL had an average an overall attendance of 11,411 this year with 16 programs offered throughout the year. The Program Coordinator for FNL was able to continue many campus collaborations this year with 16 different university departments, registered student organizations and corporate sponsors for FNL this year. A couple highlights are the that Hogs United FNL was held at the Walton Arts Center and there was a Native Pride FNL co-sponsored by the Native American Student Organization.

University Programs (UP) had another great year providing approximately 161 events this past year with an estimated overall attendance of 16,065 at these events. UP continued traditional events, such as, the Freshmen Pep Rally, Homecoming Talent Show and Redeye/Hulapalooza. A highlight for University Programs was sponsoring the first One Book One Community program (freshmen common read) by sponsoring Luis Urrea the author of The Devils Highway. UP also sponsored a fashion show highlighting fashion designer Korto Momolu through this program UP collaborated with the Fashion Merchandising Club, local modeling agencies and beauty salons. Overall, UP did a wonderful job collaborating with the community and across campus.

The Headliner Concerts Committee was able to have a fall concert with Third Eye Blind. The spring concert was Dierks Bentley which was the first country show sponsored with the concerts fee.

The Distinguished Lectures Committee (DLC) also had a very successful year by hosting former Prime Minister of Israel, Ehud Olmert as a fall speaker and Martin Luther King III as the keynote of the 2010 MLK Day celebration in the spring. This was the first year for the DLC to collaborate with a university committee (UA MLK Planning Committee) and a community committee (NWA MLK Planning Committee).

The Office of Student Activities planned the 6th Annual Razorbash, which is a large involvement fair that is a traditional Welcome Weeks event. Razorbash was a huge success with approximately 4,000 in attendance. This year, there were 15 university departments, 54 registered student organizations, 19 community organizations, and 73 local businesses that registered for Razorbash. Overall all events sponsored by the Office of Student Activities has an attendance of 37,851 which shows the effect that these programs have on the student experience at the University of Arkansas.

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Student Media

Through its member groups, Student Media continued to provide news, information and entertainment geared to the UA student body and to the larger, extended community of the University of Arkansas. The Office of Student Media stewards four member groups. These are The Arkansas Traveler, a color broadsheet newspaper published during the fall and spring

semesters, as well as an on-line edition with world-wide readership; the Razorback, a yearbook, published in the fall; UATV, a student-produced television station reaching about 85,000 homes in Arkansas; and KXUA, a 500-watt radio station with coverage extending throughout most of Northwest Arkansas and with an on-line feed reaching listeners around the world.

Each of the groups fosters a sense of community for the UA campus. Through their coverage, Student Media groups highlight the diversity of our student groups, individual students, faculty and staff. The Traveler expressly acknowledges this important principle in its Philosophical Statement on Diversity, which states: Our success depends on creating an environment that embraces mutual respect, acceptance of differences and the desire to help all reach their full potential. Our newspaper must also reflect the people and concerns of the community we serve.

Students who participate directly with a Student Media group gain valuable knowledge and expertise in the medium they choose to work. Student Media enhances student learning by providing a real-world experience in publishing or broadcasting, which compliments and puts into practice the skills and practices explored in the classroom. Because Student Media operates as closely as possible to its counterpart in the professional world, student participation promotes professional and personal development through the training and practice of producing the various publications and broadcasts offered by member groups.

Student Media promotes responsible journalism and advocacy by adhering to the ethical standards expressed in the Society of Professional Journalists and Associated Collegiate Press codes of ethics. Further, Student Media actively strives to be technologically advanced and to offer innovative programming and publications that reflect the dynamic acceleration of technological advancement within the publishing and broadcasting industries. A primary goal of Student Media is to prepare its student employees and volunteers to be successful in their chosen fields. By keeping abreast of industry trends, Student Media better prepares its students for success after college and provides a better, more efficient and accessible product for the UA community.

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University Housing

University Housing streamlined positions to better serve constituents and reduce costs; ended the year in good financial standing managing a budget with a total throughput of \$24.9 million; reduced physical inventory count shrinkage by 6.32% from fiscal year 2009 to 1.17% for fiscal year 2010; continued to integrate technological systems to improve efficiency and increase

services to students and staff; launched two new software products: the Resident Management Software Judicial module and Time America Genesis, an electronic approach to wage and leave reporting; and had a 3.5% increase in the diversity of staff over last year. Staff includes 136 Resident Assistants, two Respect Interns, six Graduate Assistants, two Interior Design Interns and approximately 139 full-time staff and 125 hourly workers.

The Counselor in Residence program for the coming year was restructured to include Case Managers from the Social Work and Counselor Education graduate programs; students had opportunities to participate in 34 faculty associate programs; first Residence Hall Experience Survey was conducted in the spring of 2010 and overall results indicate housing is succeeding most at (1) providing environments allowing for positive social interaction within the hall environment (2) fostering positive experiences with diversity, and (3) generating or contributing to overall satisfaction. Staff sent approximately 1,200 new freshmen the first year transition survey, MAP-Works, in the fall of 2009, with 51% responding. New alert status indicators were implemented, allowing for better targeting of students who were at risk of leaving or academic failure. Retention rates were assessed for students at each risk level and are summarized: High 71.3% (N=80), Medium 88.9% (N=287) and Low 97.4% (N=266).

Fall student census occupancy was 94.2% and spring was 91.8%; 15% more students checked in when they were expected for fall move in than in the two previous years and 6% fewer students showed up on a different day than expected. This year, 4,010 students used Shop-N-Swap, software allowing students to make their own housing assignments, which was 271 more than last year, and those students this year made 10,085 assignments. Of the students who requested specific roommates using Roommate Profiler, only 3.8% were not assigned with all requested roommates and only 3.3% of students were not assigned with any requested roommates.

The summer conference and housing orientation program host approximately 14,236 participants for 67,246 bed nights generating \$806,265 in housing revenue and \$343,013 in dining revenue. The Arkansas Union Guest Services administered 6,551 bookings for the union and 1,210 bookings for University Housing meeting rooms.

The largest capital project expended was Reid Hall at \$861,000; including renovation of restrooms and new fan coil units. Other capital project expenditures were: Gregson \$95,000, Pomfret \$257,000, Futrall \$277,000, Holcombe \$60,000, Humphreys \$41,000, Yocum \$63,000, Markham \$81,000, Northwest Quad \$40,000, Duncan Avenue Apartments \$21,000, and Maple East at \$169,000. For the first time an onsite sale was approved for furniture removed from Futrall Hall renovation reducing landfill waste.

In the coming year, University Housing will use various objectives to continue towards the goals of having an engaged, competent and knowledgeable staff; providing students with a safe, attractive, and trouble free environment supporting the educational pursuits of students, to have progressive programs in support of University Housing's vision and service to various constituents; to have an effective and efficient financial system to support the larger management planning efforts; and to have a hardware software, and support environment that enables the needs and vision of University Housing.

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University Ombuds

This year, the University Ombuds Office (UOO) assisted students and the university community with the resolution of 89 new cases through early, informal, and non-adversarial resolution practices, coordinating solutions with 277 primary constituents. There was a substantial increase

(69%) in the number of primary constituents served, due to more group facilitations and complex cases involving several parties.

Thirty-seven workshops and educational presentations were provided to hundreds of students and employees regarding conflict resolution theory and practice. Positive evaluations from workshops to student groups and the university community received the majority of rankings as “Very Good” to “Excellent”. An 8-week life skills course was held in both the spring and fall semesters, in collaboration with the Director for Anger Management in Counseling and Psychological Services. A series of educational presentations were given throughout the campus on understanding and addressing cases of bullying, in collaboration with the Director for Counseling and Psychological Services. These sessions included administrators, deans, department chairs, graduate students, and staff. This is a “bottom up” approach to creating a more collaborative and inclusive environment on campus, and addressing cases of incivility and bullying through early intervention. The UOO Director also presented on Bullying in Academia to her peers at the University and College Ombuds summer meeting at Northern Illinois University.

UOO continues to be involved in diversity initiatives, and programs to promote responsibility. This includes the Safe Zone Allies program, which supports our gay and lesbian students and employees and has grown to over 250 allies, and the Restorative Justice program, which brings victims and their offenders together to repair harm and create lasting solutions that lead to behavior change. In collaboration with International Students and Scholars, and the University Library’s Diversity Committee, UOO offers the Living Library. This collaborative program brings people from diverse backgrounds together to learn about each other through dialogue, and receives high evaluations each semester. This year the Living Library hosted 59 sessions in the fall and 45 in the spring.

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Veterans Resource & Information Center

This year marked the establishment of the new Veterans Resource and Information Center (VRIC) at the University of Arkansas. Its formation was deemed the highest priority of 19 recommendations from the 34-member Veterans Task Force appointed last year by Chancellor David Gearhart and chaired by Dr. Josette Cline.

Erika Gamboa, formerly of Veterans Upward Bound and a veteran, was selected as the center's first director. During the inaugural year, an office was identified and established on the sixth floor of the Arkansas Union, creating a location to meet with current and prospective student veterans. A shared lounge space was available nearby. The director developed a departmental website, email account, a computerized listserv for weekly e-mail announcements, and a database for tracking student inquiries. Furniture, computers and office supplies were donated or purchased. Funding was identified and a cost center and budget line items were determined. Promotional items were distributed at orientation, and numerous presentations took place to create awareness of the new center. Admissions added veteran status to the application for admission and the student information system, ISIS began to record student veteran status. A part-time student employee who was also a student veteran was hired, and a student intern helped promote awareness of the center and its services. The director, the only full-time staff member, received generous staff support from the Off Campus Connections (OCC) Department. OCC provided VRIC with administrative support and assisted student veterans when the director was unavailable.

Since its inception last July, the VRIC has served as the university's central point of contact for veterans, dependents of deceased and disabled veterans, and active duty military members who are eligible for monthly educational assistance from the Veterans Administration. Students receive assistance with the admissions process, applying for military educational benefits and scholarships, assessing student qualifications for the Veterans Upward Bound program, and referrals to services within the university and community. Each student veteran has unique needs, therefore a great deal of time is spent to ensure that they understand and take advantage of the benefits and services available to them.

VRIC has established strong working relationships with the following: Admissions, Registrar, Treasurer and Scholarships. This ensures that student veterans are properly enrolled and allows them to begin their education while waiting for awarded benefits. A book voucher program through the University Bookstore allows them to charge textbooks. To insure that they are prepared to begin college, VRIC and Veterans Upward Bound address academic transitional needs. To ensure health and wellness, VRIC collaborated with Counseling and Psychological Services (CAPS) on Boots to Books, a series of workshops to aid student veterans' transition and create awareness of various services.

Community involvement was a key factor in the first-year success of VRIC. The director worked closely with Veteran Administration (VA) specialists and offices such as The Vet Center, the VA Hospital, the VA suicide counselor and social workers, the VA Women's Clinic and the National Guard Educational Specialist. These networks, along with presentations and discussions with Tyson and Wal-Mart created awareness of the VRIC in the local community. Key individuals have been identified to serve on a VRIC Board to both support the center and address funding needs for a larger, broader-based center in the near future. George W. Westmoreland, Civilian Aid to the Secretary of the Army for Arkansas has agreed to serve as the VRIC Board's first chair.

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Boards

**Service on Boards, Committees, and Task Forces
External to the University
Appointed and/or Serving between
July 1, 2009 and June 30, 2010**

National

- Daniel J. Pugh, Sr., Ph.D., Vice Provost & Dean of Students as well as Associate Professor of Higher Education, was appointed to serve on the board for the James E. Scott Academy of the National Association of Student Personnel Administrators. His appointment runs through March 2013. He also was appointed to serve on the editorial board for Leadership Exchange, a quarterly publication of the National Association of Student Personnel Administrators.
- Ashley Tull, Ed.D., Associate Dean of Students for Campus Life and Adjunct Assistant Professor of Higher Education Leadership, served on the editorial boards for five national journals: Oracle: The Research Journal of the Association of Fraternity Advisors, NASPA Journal, College Student Affairs Journal, Journal of Happiness Studies, and Journal of College and Character.
- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center, continued to serve on the National Association of Student Personnel Administrators (NASPA) Undergraduate Fellows Program Board.
- Parice S. Bowser, Director of Greek Life, was appointed to serve on the Board of Directors for the Association for Fraternal Leadership and Values. She also served on the Annual Conference Education Committee for Association of Fraternity Advisors. In addition, she was appointed to the National Collegiate Council of the National Pan-Hellenic Council, Inc.
- Anne Jannarone, Ed.S., Director of the Center for Educational Access, continued to serve on the Research Committee for the Association on Higher Education and Disability (AHEAD).
- Shelia Higgs Burkhalter, Director of First Year Experience Programs, served on the Educational Programs Committee for the National Association of Student Personnel Administrators (NASPA) Placement Exchange.
- Quincy Spencer, Associate Director of First Year Experience Programs, was named to serve as Chair of the Scholarships and Awards Committee in 2009-2010 for the National Orientation Directors Association (NODA) Board of Directors. He also served on the Host Committee for NODA's Extended Orientation Institute.
- Judd Harbin, Ph.D., Associate Dean of Students and Adjunct Assistant Professor of Psychology, continued to serve on the Public Policy Committee for the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues, a division of the American Psychological Association (APA).
- Barbara Batson, Director of the Career Development Center, served on the Conference Planning Committee for Career Opportunities for Students with Disabilities (COSD). She also served on the Student Summit Planning Committee of that same association.

- Angela Williams, Ph.D., Associate Director of the Career Development Center, continued to serve on the national committee for Network of Executive Women (NEW), representing Northwest Arkansas.
 - Jonathan Perry, Ph.D., Director of Counseling & Psychological Services at the Pat Walker Health Center, served as a member of the Elements of Excellence Task Force for the Association of University & College Counseling Center Directors (AUCCCD).
 - Josette Cline, Ph.D., Associate Director of Counseling & Psychological Services at the Pat Walker Health Center, served on the board of directors for the Association for the Coordination of Counseling Center Clinical Services (ACCCCS).
- Regional
- Jerrid Freeman, Ed.D., Director of Student Affairs Auxiliary Facilities and Adjunct Assistant Professor of Higher Education Leadership, chaired the Research Knowledge Community for Region IV-West of National Association of Student Personnel Administrators (NASPA IV-West).
 - Jorg Vianden, Ed.D., Assistant Director of University Housing for Academic Initiatives and Adjunct Assistant Professor of Higher Education Leadership, served as the Men & Masculinity Knowledge Community representative on the board for Region IV-West of National Association of Student Personnel Administrators (NASPA IV-West).
 - Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center, served as the Regional Coordinator for the NASPA Undergraduate Fellows Program (NUFP). In that role, she served on the Board of Directors for Region IV-West of the National Association of Student Personnel Administrators (NASPA IV-West).
 - Parice S. Bowser, Director of Greek Life, served as the Fraternity Sorority Knowledge Community representative on the board for Region IV-West of National Association of Student Personnel Administrators (NASPA IV-West).

State

- Governor Mike Beebe appointed Angela Oxford, Associate Director of the Center for Leadership & Community Engagement, to serve on the State of Arkansas Division of Volunteerism Advisory Board.
- Daniel J. Pugh, Sr., Ph.D., Vice Provost & Dean of Students, continued to serve on the Arkansas Academic Challenge Scholarship Advisory Council. The appointment ends in 2011.
- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center, served as President of the League of Women Voters of Arkansas.
- Sylvia Scott, Director of Off Campus Connections, served on the Arkansas Department of Higher Education's Project Committee for WICHE (Western Interstate Commission on Higher Education).

- Quincy Spencer of First Year Experience Programs served on the Board of Directors for the Arkansas Visitation and Exchange Center.
- Carol Altom, Director of Veterans' Upward Bound, and Josette Cline, Ph.D., Associate Director of CAPS, continued to serve on the Governor's Yellow Ribbon Task Force on Veterans Affairs.
- Judd Harbin, Ph.D., continued to serve on the Arkansas Psychology Board, the state agency which regulates the practice of psychology. The appointment ends in December 2012. He also continued to serve as the Arkansas Psychological Association's Liaison to the American Psychological Association's Office for Lesbian, Gay, & Bisexual Concerns.
- Katy Evans and Heidi Scher of the Center for Educational Access served on the Conference Planning Committee for the Arkansas Association on Higher Education and Disability. Ms. Evans served as chair.
- Felisha Perrodin, Assistant Director of University Housing for Residence Education, served as the State Director for the Southwest Association of College and University Housing Officers.
- Gina Ervin, Director of Pre College Outreach Programs, served on the fund-raising committee of the Arkansas Association for Student Assistance Programs.
- Sarah Campbell of Pre College Outreach Programs served on the scholarship committee of the Arkansas Association for Student Assistance Programs.
- Patrice Bax of Pre College Outreach Programs served on the technology committee of the Arkansas Association for Student Assistance Programs.

Local

- Mary Alice Serafini, Assistant Vice Provost and Executive Director of the Pat Walker Health Center also serves as a Strategic Planning Advisor on the Northwest Arkansas Tobacco Free Coalition. In addition, she serves on the Board of Directors for the Northwest Arkansas Free Health Clinic, and she served on the Washington County Emergency Preparedness for Health & Safety Commission. She also served on the board of directors for the Washington County chapter of the League of Women Voters.
- Elizabeth Woods, M.D., served on the Washington County Hometown Health Improvement Project.
- Sylvia Scott, Director of Off Campus Connections, served on the Northwest Arkansas Housing Coalition as well as the Northwest Arkansas Apartments Association.
- Susan Stiers of Off Campus Connections also served on the Northwest Arkansas Apartments Association.

- Susan Rausch, Ph.D., of Health Promotion & Education at the Pat Walker Health Center served as President of the Northwest Arkansas chapter of Mental Health America. She also served as Treasurer of the Washington County chapter of the League of Women Voters.

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Recognitions Awarded by Student Affairs Departments

Name of Award or Recognition	Department Awarding Recognition	Purpose	AY2010 Recipient(s)	Type of Recipient (faculty, staff, student organization, program)
Jenny Runkles Watercarrier Award	Center for Leadership and Community Engagement	Awarded to the student who embodies the spirit of leadership as described by the philosopher and corporate leader, Max DePree	Spencer Lucke	Student
Graduating Student Leaders Breakfast	Center for Leadership and Community Engagement	Recognize graduating seniors who have made a significant contribution to the programs and services of the Division of Student Affairs	Way Abernathy, Laura Akin, Sarah Allen, Autumn Allison, Kabrina Arney, Ana Aquayo, Rafael Arcega, Suzanne Area, Chris Arnold, Lilianna Arspie, Lauren Baker, Jonathan Barne, Lori Barker, Mallory Barker, Seth Barlow, Lindsay Barnes, Jessica Beaulieu, Andrew Bennett, Haley Bestgen, Van Bivens, Shannon Blackwell, Mattie Bookhout, Divesh Brahmabhatt, Whitney Branham, Lisa Briney, David Brophy, Antonio Brown, Geri Burkett, Lindsey Camp, Tyler CarlLee, Jonathan Carlsmith, Becca Carlson, Wesley Carr, Jason Carter, McKinley Case, Pooja Chakraborty, Ketan Chawla, Brian Cherry, Zoe Chick, Tanvi Chowdhary, Ashley Collins, Joshua Cox, Stephen Crain, Nathan Culberson, Kordero St. Cyre, Jamie David, Vera DeBerg, Kelly Degn, Joey Detchemendy, Coby Durham, Torrey Eason, Cory Ellis, Uri Farkas, Justin Fengler, Travis Fink, Alex Fitzhugh, Carter Ford, Amy Forte, Shaina Foulks, Daniel Francis, Taylor Francis, Cheryl Frederick, Josh Freeman, Jordan Frevert, Clint Fullen, James Gasaway, Scott Geurin, Estee Goss, Courtney Gray, Marisa Grippo, Chase Grounds, Destiny Hackler, Bethany Haefer, Taraf Abu Hamdan, Adam Hammond, Lauren Harrison, Yuki Hatano, Sade Hayman, Suzanne Hill, Shanelle Hoehn, William Holden, Razel Hope, Laura Houser, Heather Hugen, Eric Hurley, Locke Isaacson, Amen Ismail, Jordan Jackson, Kristen Jackson, Marsha James, Tom Jensen, Julia Johannessen, Clarence Johnson, David Jones, John Jones, Kamilya K. Kadyrova, Chad Kaetzer, Masahiro Kaneko, Martin Kim, Bentley Kirkland, Alexandra Kosmitis, Grace Kueser, Georgia Lackey, Maggie Laigaig, Ben Lagrone, Ashley Lara, Josh Lawler, Rachel Lee, Mee Lee, Andrew LeNarz, Aterra Lowe, Spencer Lucke, Braylen Mack, Madaline Major, Will Mangrum, Leslie Marpe, Michael May, Gavin McCollum, Harry McCraney, Matt McKnight, Angela Medley, Jessa McElhoff, Amar Mekie, Marissa Merrit, Emily Messner, Katie Miller, Taylor Mills, Drew Milner, Alex Miron, Meg Motley, Ashley Mullen, Whitney Murph, Timothy Murphy, Courtney , Murphy, Laura Myler, Matt Naglak, Tomoko Nakano, Jerri Nalley, Jaime Nelson, Rachel Newberry, Julia Nguyen, Kimle Nguyen, Eric Norman, Autumn Olsen, Vitesh Patel, Whitney Perkins, Christopher Perry, Avia Peters, Rachel Pierce, Katherine Porfiris, Jonathan Powell, Rebecca Ralston, Brayton Rand, Emily Rappold, K. Erin Ridgeway, Clint Riley, Andrew Ritchie, Jake Roberts, David Robertson, Brian Russell, Catherine Saldivar, Shondolyn Sanders, Adam Sanders, Kimberly Santos, Tanvir Sattar, Jesse Schulte, Katie Sellers, Ryan Siebenmorgen, Alex Simpson, Karna Singh, Lisa Skinner, Cody Smith, Stacia Smith, Kimberly Smith, Jarred Sneed, Todd Spain, Whitney Spencer, Christopher Spencer, Charles Starbird, Jordan Steinhuis, Megan Stellflug, Mary Ann Stewart, Lora Strothers, Tyler Sudderth, Hiroko Takeuchi, Nathan Tapp, Shea Tedford, Danielle Terrio, Pachee Thao, Whitney Thibodeaux, Katie Thompson, Lizzie Thurman, Mathieu Ulmschneider, David Vang, Joel Vincent, Luke Vinze, Sabrina Wade, Chris Walton, Hanfei Wang, Terrica Weatherford, Abbie Weaver, Mollie Webb, Phillip White, Lashunta Williams, Amber Williams, Lauren Wilson, Ann Wizer, Charesse Woods, and Yang Xiong	Student
Student Leader of the Week	Center for Leadership and Community Engagement		Matthew McKnight, Tammy Lippert, Debbie Farkas, Lilianna Arspie, Lauren Wilson, BK Simmons, Billy Flemming, Will Watson, Johnathan Faught, Jiger Patel, Laura Ladd Pouncey, Tyler Carl Lee, Mattie Bookout, Chven Mitchell, Jamie Nelso, Megan Ness, Matt Soklos, Taylor Mills, Cameron Mussar, Jamie Nelson, Crystal Ahrens	Students
Who's Who Among Colleges and Universities	Center for Leadership and Community Engagement	To honor students who have demonstrated outstanding achievement during their college career. Their contributions in leadership, service, campus activities, and academic achievement set them apart from others as models for students at the University of Arkansas.	Eid Abo Hamza, Jhonny An Kwon, Maria Baltz, Adam Barito, Arpita Barua, Kenneth Biesterveld, Ryan Black, Rickey Booker, Kailee Boyce, Divesh Brahmabhatt, LaRae Brown, Jessica Call, Carrie Campbell, Michael Carlson, Janet Cater, Brian Cherry, Sherric Choong, Chelsea Coffman, Issac Cook, Sheldon Cordeiro, Kaleb Cox, Michael Crawford, Brady Cress, Leah Cyphers, Autumn Darden, Maci Dickson, Carly Edwards, James Kelly Edwards, Stephanie Elaison, Kimberly Ellwood, Fatma Ertem, Debora Farkas, Orit Farkas, Uri Farkas, Bethany Fink, Cecely Franco, Eric Friess, Adrienne Gaines, Emily Gammill, Parker Gates, Betty Gentle, Holly Giblin, Arianna Goodman, Mary Susan Grigsby, Margaret Grisham, Sarah Hall, Kayla Harlow, Alexandra Harper, Yuki Hatano, David Haynie, Suzanne Hill, Mary Hodges, Alexander Hoge, Megan Hudgens, Jamie Hunt, Kara Hunt, Sarah Hulton, Blake Jacks, Holly Jackson, Clarence Johnson Jr., Melissa Juneau, Szlvia Kadas, Joseph Kanopsis, Mirna Khairallah, Dasbya Kimmel, Anirudh Ladha, Ibelisse Lafuente, Rodney LaGrone, Jesse Lassiter, Ni La Le, Linsey Lee, Clint Linder, Xiangyu Liu, Randall Long, Julia Lyon, Courtney Massengale, Michael McAllister, Megan McClellan, Sarenthia McClelland, Megan McCorkindale, Brandom McFadden, Colby McKinney, Alexander McKnight, Sarah Mead, Alex Mejia, Missy Merritt, Mary Merry, John Miller, Aurelija Miseviciute, Debra Modisette, Julius Morehead, Ryan Moshtagh, James Moss, Jill Motschenbacher, Shannan Mumma, Michelle Murphy, Aki Nagashima, Naresh Pai, Julia Nguyen, Hua Pan, Emily Pearson, Natalie Peck, Anish Philp, Rachel Pierce, Iryna Polyakova, Shatara Porchia-White, Emily Rappold, Allison Rasche, Sally Richmond, Katherine Ridgeway, Samuel Roberts, April Robertson, Ashley Robinson, Stephanie Robinson, Michelle Roller, Brittney Ross, Karen Roush, Ashley Rowell, Shashank Satawakta, Johanna Sawatski, John Scott, Iris Shepard, Cachet Shorter, Gregory Smith, Randi Smith, Todd Spain, Colton Squires, Kordero St. Cyr, Elizabeth Studebaker, Kapri Stufferbeam, Kora Stufferbeam, Oluwafemi Taiwo, Lauren Taylor, Mercedes Tejera, Chantel Thomas, Juan Torres-Goitia, Raul Torres, William Towle, Binh Tran, Danny Tran, Megan VonStrobe, Michael Waits, Christopher Walton, Kimber Wenzelburger, Sharmin Whisonant, Helena Wick, Lauren Wilson, Brandi Wiltse, Jiang Wu, and Jordan Yust.	Students
Volunteer Spirit Award	Center for Leadership and Community Engagement	To honor students who have accomplished great things as volunteers in the community	Mirelle Pierini, Jaime Nelson	Students
Student Organization Advisor of the year	Center for Leadership and Community Engagement	To honor an RSO advisor for mentoring and working with student leaders	Angela Oxford	Staff
Outstanding FYE Mentor for New Student Orientation	First Year Experience	Award to recognize outstanding mentor for New Student Orientation	Libby Weiler	Student
Outstanding FYE Mentor for R.O.C.K. Camp	First Year Experience	Award to recognize outstanding mentor for R.O.C.K. Camp program	Josh Freeman	Student
Order of Omega Outstanding Faculty Member	Greek Life	Awarded to a faculty member who displays outstanding commitment to the University of Arkansas and all students	Dr. Phyllis Miller	Faculty

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Recognitions Awarded by Student Affairs Departments

Order of Omega Greek Hall of Fame	Greek Life	Awarded to an alumni of the Greek community who displays strong commitment to the University of Arkansas community, Fraternity & Sorority community, and NWA community.	Jane Gearhart	Alumnae Advisor
Outstanding Senior	Greek Life	Awarded to a Senior fraternity and sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Laura Akin	Student
Outstanding Senior	Greek Life	Awarded to a Senior fraternity and sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Spencer Lucker	Student
Outstanding Junior	Greek Life	Awarded to a Junior fraternity and sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Geoffrey Storm	Student
Outstanding Junior	Greek Life	Awarded to a Junior fraternity and sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Hannah Henson	Student
Outstanding Sophomore	Greek Life	Awarded to a Sophomore fraternity and sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Emily Gillam	Student
Outstanding Sophomore	Greek Life	Awarded to a Sophomore fraternity and sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Ryan Harris	Student
Model Initiate	Greek Life	Awarded to an IFC, NPC, & NPHC fraternity and sorority new member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Lauren Leatherby	Student
Model Initiate	Greek Life	Awarded to an IFC, NPC, & NPHC fraternity and sorority new member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Nehemiah Stephens	Student
Model Initiate	Greek Life	Awarded to an IFC, NPC, & NPHC fraternity and sorority new member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Samuel Roberts	Student
NPHC Outstanding Greek Man	Greek Life	Awarded to an NPHC fraternity member who displayed outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Antonio Brown	Student
NPHC Outstanding Greek Man (Honorable Mention)	Greek Life	Awarded to an NPHC fraternity member runner-up who displayed outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Vitesh Patel	Student
NPHC Outstanding Greek Woman	Greek Life	Awarded to an NPHC sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Whitney Jones	Student
NPHC Academic Excellence-Fall 09	Greek Life	Awarded to the NPHC chapter with the highest Grade Point Average.	Alpha Kappa Alpha	RSO
NPHC Outstanding Chapter President	Greek Life	Awarded to the NPHC chapter president who displayed outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Amber Williams	Student
NPHC Academic Excellence-Spring 09	Greek Life	Awarded to the NPHC chapter with the highest Grade Point Average.	Delta Sigma Theta	RSO
NPHC Outstanding Chapter Advisor	Greek Life	Awarded to the NPHC Chapter Advisor who displays outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	John L. Colbert	Graduate Advisor
NPHC Outstanding Education Program	Greek Life	Awarded to the NPHC chapter which sponsored the most successful, purposeful, and values-congruent educational program.	Delta Sigma Theta	RSO

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Recognitions Awarded by Student Affairs Departments

NPHC Outstanding Education Program	Greek Life	Awarded to the NPHC chapter which sponsored the most successful, purposeful, and values-congruent educational program.	Alpha Phi Alpha	RSO
NPHC Outstanding Community Service Program	Greek Life	Awarded to the NPHC chapter that completed the most successful community service program	Delta Sigma Theta	RSO
NPHC Outstanding Community Service Program	Greek Life	Awarded to the NPHC chapter that completed the most successful community service program	Alpha Phi Alpha	RSO
NPHC Outstanding Council President	Greek Life	Awarded to the NPHC Council President who displayed outstanding leadership and commitment to the NPHC community and Greek Life community	Antonio Brown	Student
IFC Outstanding Greek Man	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Drew Milner	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Nathan Sullivan	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Shea Tedford	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Brett Selly	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Alex Miron	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Ryan Siebenmorgan	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Spencer Lucker	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Will Mangrum	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Vu Ritchie	Student
IFC Big Man on Campus	Greek Life	Awarded to an IFC fraternity member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community.	Michael May	Student
IFC Academic Excellence-Fall 09	Greek Life	Awarded to the IFC chapter with the highest Grade Point Average	Lambda Chi Alpha	RSO
IFC Most Improved Chapter	Greek Life	Awarded to the IFC chapter that displayed the most improvement in all areas relevant to the Award of Excellence criteria	Sigma Phi Epsilon	RSO
IFC Outstanding Chapter President- Fall 09	Greek Life	Awarded to the IFC chapter president who displayed outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Spencer Lucker	Student
IFC Outstanding Chapter President- Fall 09	Greek Life	Awarded to the IFC chapter president who displayed outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Ryan Siebenmorgan	Student
IFC Outstanding Chapter President- Spring 10	Greek Life	Awarded to the IFC chapter president who displayed outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Jason Carter	Student
IFC Academic Excellence-Spring 09	Greek Life	Awarded to the IFC chapter with the highest Grade Point Average	FarmHouse	RSO

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Recognitions Awarded by Student Affairs Departments

NPC Outstanding Chapter President-Fall 09	Greek Life	Awarded to the NPC chapter president who displayed outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Terrica Weatherford	Student
NPC Outstanding Chapter President-Spring 10	Greek Life	Awarded to the NPC chapter president who displayed outstanding leadership and commitment to his/her chapter, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Julianne Graves	Student
NPC Outstanding Panhellenic Delegate- Fall 09	Greek Life	Awarded to the Panhellenic Delegate who displayed outstanding leadership and commitment to the Panhellenic Council, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Caroline Barton	Student
NPC Outstanding Panhellenic Delegate- Spring 10	Greek Life	Awarded to the Panhellenic Delegate who displayed outstanding leadership and commitment to the Panhellenic Council, the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Holly Hilburn	Student
NPC Greek Woman of the Year	Greek Life	Awarded to an NPC sorority member who display outstanding leadership and commitment to the University of Arkansas campus, Fraternity & Sorority community, and NWA community	Alexandra Kosmitis	Student
NPC Academic Excellence- Spring 09	Greek Life	Awarded to the NPC chapter with the highest Grade Point Average	Chi Omega	RSO
NPC Academic Excellence- Fall 09	Greek Life	Awarded to the NPC chapter with the highest Grade Point Average	Kappa Kappa Gamma	RSO
NPC Outstanding Community Service	Greek Life	Awarded to the NPC chapter that completed the most successful community service program	Pi Beta Phi	RSO
NPC Outstanding Community Service	Greek Life	Awarded to the NPC chapter that completed the most successful community service program	Kappa Kappa Gamma	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Alpha Delta Pi	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Alpha Phi Alpha	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Chi Omega	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Delta Sigma Theta	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Kappa Delta	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Kappa Kappa Gamma	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Kappa Sigma	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Lambda Chi Alpha	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Phi Gamma Delta	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Pi Beta Phi	RSO
Order of Omega Award of Excellence	Greek Life	Awarded to the chapters who met the maximum criteria for chapter relevance and excellence set forth by the Office of Greek Life	Sigma Nu	RSO
Winy Harjanto Outstanding New ICT Member	International Students and Scholars	Recognize the outstanding new member in ICT	HyunHee Kim	Student
Jose Ricardo Outstanding ICT Member	International Students and Scholars	Recognize the outstanding member in ICT	Ni La Le	Student
ICT Scholarship	International Students and Scholars	Recognize ICT members who have contributed above and beyond expectations.	Mirisa Hasafaria, Carole Lee, Xi Ai, Chen Wei Wu, Thao Le, Thang Ho, Thuy Dung Pham, Daniela Jankovska, Ching-Shuan Lau, Sujin Oh, Jianmin Yuan, Almany Soumah, Wawan Eko	Students
Outstanding Cross-Cultural Mentor	International Students and Scholars	The mentor who is recognized by fellow mentors as going above and beyond expectations.	Raymond Salmon	Student
Non-Traditional Student Leadership Award	Off Campus Connections	Exceptional Non-Traditional Student, this award focuses on eligible undergraduate students who have demonstrated excellence in achievements as a student while successfully engaged in life issues	Kimberly Janssen, William Fleming III, Courtney Horn	Students
Peer Assistance Leader Certificate	Off Campus Connections	Award of Excellence	Wil Gibson, Angie Chang, Lee Lawrence, Rocio Pena, Jessica Nichols	Students

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Recognitions Awarded by Student Affairs Departments

Council for Opportunity in Education's National Student Leadership Congress.	Pre-College Outreach Programs	Training in leadership, diversity, government and advocacy of access to higher education for disadvantaged students	Five students from area high schools: Prairie Grove HS, Huntsville HS, and Fort Smith Northside HS (AR); McDonald County HS (MO); and Colcord HS (OK).	Students
Outstanding Graduate Student of the Year	Student Activities	Recognition of exceptional graduate students at the University of Arkansas	Allison Black	Student
Outstanding New Professional	Student Activities	Recognition of staff members new to the field of student affairs	Jenny Butler	Staff
Hall Secretary of the Year	University Housing	Resident Assistant staff acknowledge outstanding secretary for the halls	Diane Allen	Staff
Resident Assistant Social Program of the Year	University Housing	Showcase outstanding program by Resident Assistant	Baggett, Ryan & England Alicia	Student
Outstanding new Resident Assistant of the Year	University Housing	To acknowledge outstanding performance by new Resident Assistant	Beekma, Diego	Student
Outstanding returning Resident Assistant of the Year	University Housing	To acknowledge outstanding performance by returning Resident Assistant	England, Alicia	Student
Faculty Member of the Year	University Housing		Dr. Barbara Lofton	Faculty
Rebecca Taylor Enthusiasm Award	University Housing		Medley, Angela	Student
Best Faculty Collaboration	University Housing		Philip, Dirk	Faculty
Coordinator for Residence Education of the Year	University Housing		Warren, Lizz	Staff
Educational Program of the Year	University Housing		Wallace, Amy	Student
Hall of the Year	University Housing		Yocum Hall Staff	Staff and student
Employee of the Month July	University Housing	Recognize staff who have gone beyond normal job responsibilities	Trey Graves	Staff
Employee of the Month September	University Housing		Shirley Claypool	Staff
Employee of the Month October	University Housing		Alisha Easter	Staff
Employee of the Month November	University Housing		Joyce Guess	Staff
Employee of the Month December	University Housing		Aaron England	Staff
Employee of the Month January	University Housing		Will Schimpf	Staff
Employee of the Month February	University Housing		Angeedel Clark	Staff
Employee of the Month April	University Housing		Tom Sluppick	Staff
Employee of the Month May	University Housing		Moon Minor	Staff

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Student Honors Received

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (National)

Recipient: Arkansas Traveler

In Recognition of: Finalist for Best All-Around Non-Daily Student Newspaper

Award: Mark of Excellence Award
Presented by: Society of Professional Journalists (Region 12)
Recipient: Arkansas Traveler
In Recognition of: First Place, Best All-Around Non-Daily Student Newspaper

Award: Best in Show
Presented by: Associated Collegiate Press Summer 2010 Workshop
Recipient: Arkansas Traveler
In Recognition of: Second Place

Award: Fulbright Fellowship
Presented by: United States Department of State; Bureau of Educational & Cultural Affairs
Recipient: Chase Stoudenmire
In Recognition of: Study in the Republic of Georgia

Award: Undergraduate Rising Star Awards
Presented by: NASPA IV-West Regional Conference
Recipient: Jonathan Carlsmith, Lauren Wilson
In Recognition of: Recognition for Involvement in campus activities and organizations and campus leadership and the intention to pursue a Student Affairs-related advanced degree

Award: Television Feature Photography
Presented by: Society of Professional Journalists (Region 12)
Recipient: Jonathan Weaver
In Recognition of: Second Place for "Rollin' with Tusk"

Award: Television Sports Photography
Presented by: Society of Professional Journalists (Region 12)
Recipient: Jonathan Weaver
In Recognition of: First Place for "Arkansas Basketball vs Alabama"

Award: Television Sports Photography
Presented by: Society of Professional Journalists (Region 12)
Recipient: Jonathan Weaver
In Recognition of: Second Place for "Arkansas Football vs LSU"

Award: Television Feature
Presented by: Society of Professional Journalists (Region 12)
Recipient: Jonathan Weaver
In Recognition of: Second Place for "Rollin' with Tusk"

Award: Television Sports Reporting
Presented by: Society of Professional Journalists (Region 12)
Recipient: Jonathan Weaver
In Recognition of: Second Place for "Tusk the Live Razorback Mascot"

Award: Graduate Rising Star Award

Presented by: NASPA IV-West Regional Conference

Recipient: Katie Austin

In Recognition of: Recognition for pursuing a masters degree in a field of Student Affairs, with intention of pursuing a career within Student Affairs as well as recognition of her involvement in campus activities and organizations as well as campus leadership within Student Affairs Division.

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: Kimber Wenzelburger (Arkansas Traveler)

In Recognition of: First Place, Editorial Writing

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: Kristina Elaine Korbe (Arkansas Traveler)

In Recognition of: Second Place, Editorial Writing

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: Kristina Elaine Korbe (Arkansas Traveler)

In Recognition of: Second Place, In-Depth Reporting

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: On the Hill (UATV)

In Recognition of: First Place, Best All-Around Television Newscast

Award: Silver Crown

Presented by: Columbia Scholastic Press Association

Recipient: Razorback Yearbook

Award: Pacemaker Award

Presented by: Associated Collegiate Press

Recipient: Razorback Yearbook, Online Edition

Award: Pacemaker Award

Presented by: Associated Collegiate Press

Recipient: Razorback Yearbook, Print Edition

Award: Host

Presented by: BACCHUS Area 6

Recipient: RESPECT Peer Education Mentors

In Recognition of: Selected to host the BACCHUS Area Conference in February 2010

Award: Spirit Award

Presented by: 2010 BACCHUS Regional Conference

Recipient: RESPECT Students

In Recognition of: Honors give to the 10 peer educators who make up RESPECT for their enthusiasm and determination.

Award: Yearbook General Excellence

Presented by: Arkansas College Media Association

Recipient: The Razorback

In Recognition of: First Place

Award: Best Web Edition

Presented by: Arkansas College Media Association

Recipient: Tina Korbe, Editor (Arkansas Traveler)

In Recognition of: First Place

Award: Publication Award: Video or Computer-Based Category

Presented by: NASPA Regionl IV-West

Recipient: UA Productions

In Recognition of: Excellence in video or computer-based publishing

Award: Silver CUPPIE Award

Presented by: College and University Public Relations Association of Pennsylvania (CUPRAP: Regional Award)

Recipient: UA Productions

In Recognition of: Excellence in public relations and communications. Video submitted was the Student Safety Safari.

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: University Housing

In Recognition of: Selected to host the annual meeting in January 2010.

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: UATV News

In Recognition of: Third Place, Best All-Around Television Newscast

Award: Mark of Excellence Award

Presented by: Society of Professional Journalists (Region 12)

Recipient: UATVOnline.net

In Recognition of: First Place, Best Affiliated Website

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Award: StrengthsQuest Internship

Presented by: Gallup Organization

Recipient: Adrain Smith

In Recognition of: Build staff development programs in support of becoming a strengths-based campus. Across the U.S., Gallup chose only five interns.

Award: Outstanding Team Award

Presented by: UA Staff Senate

Recipient: Connie Miller and Betsy Allen

In Recognition of: Creating the first and only national listserv for Mental Health Administrative Professionals

Award: “Be a Star” 1st Place Star 2 Balanced Choices

Presented by: Chartwell’s Regional

Recipient: Fayetteville Campus staff of Chartwell’s

In Recognition of: Frequency and placement of healthful choices on menu—including low fat, vegetarian, and nutritional value.

Award: “Be a Star” 1 Place Star 4 Diversity & Sustainability

Presented by: Chartwell’s Regional

Recipient: Fayetteville Campus staff of Chartwell’s

In Recognition of: Development of the Diversity Puzzle/Game as an effort to bring associates together; Also audit of adherence to corporate programs at sustainability.

Award: “Be a Star” 2nd Place Star 3 Business Excellence

Presented by: Chartwell’s Regional

Recipient: Fayetteville Campus staff of Chartwell’s

In Recognition of: “Taste of Africa” which showcases staff members’ native foods; “High Teas” and other efforts to contribute to the Children’s House.

Award: Account of the Year

Presented by: Chartwell’s Regional

Recipient: Fayetteville Campus staff of Chartwell’s

In Recognition of: Overall outstanding campus-based account

Award: Host

Presented by: National Orientation Directors’ Association

Recipient: First Year Experience

In Recognition of: Selected to host the Extended Orientation Institute in November 2010.

Award: Outstanding Advisor

Presented by: National Orientation Directors’ Association, Region IV

Recipient: Justin Smith

Award: Host

Presented by: BACCHUS Regional Conference

Recipient: Mary A. Wyandt-Hiebert

In Recognition of: Peer Education

Award: Outstanding Person of the Year
Presented by: Omega Psi Phi Fraternity
Recipient: Parice Bowser

Award: Accreditation
Presented by: American Association for Ambulatory Health Care, Inc.
Recipient: Pat Walker Health Center
In Recognition of: Verification of adherence to the highest of standards, self-study and patient care.

Award: Joan “Chad” Skinner Award for Outstanding Service
Presented by: Farmhouse Fraternity
Recipient: Rebecca Williams

Award: Employee of the Year
Presented by: UA Staff Senate
Recipient: Travis Calico

Award: Host
Presented by: Southeast Conference Housing Directors
Recipient: University Housing
In Recognition of: Selected to host the annual meeting in January 2010.

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Bibliography of Scholarly & Creative Works

Bibliographic listing in APA Style of scholarly or creative works by staff members or GAs during this year. UA author's names are in bold and listed alphabetically by the surname of the first UA author. (Grouped as specified by Academic Policy 1440.15):

Books: None

Chapters: None

Articles in refereed journals (peer-reviewed): None

Unrefereed publications and proceedings:

Stafford, A., **Freeman, J.P., & Vianden, J.** (2010). Helping college men transcend the 'boy problem': A call to union and activities professionals. *The Bulletin*. 78(3), 28-35

Invited lectures:

Ervin, G. (2009, October). *Staff development on a dime*. Invited lecture for the annual conference of the Arkansas Association for Student Assistance Programs, Little Rock, AR.

Harbin, J. J. (2009, November). *Current social and political issues affecting treatment with LGBT clients*. Invited lecture for monthly meeting of the Psychologists of Northwest Arkansas, Fayetteville, AR.

Ironside, E. (2010, February). *Crossing borders: Business etiquette for the global worker*. Invited lecture for Walton College of Business Global Marketing class, University of Arkansas, Fayetteville, AR.

Shreve, C. (2010, April). *International Student Friendship Families*. Invited address for the Fayetteville Exchange Club, Fayetteville, AR.

Smith, C. (2009, October). *Organizing an international celebration*. Invited address for Holcomb Elementary School, Fayetteville, AR.

Smith, C. (2010, May). *Who is ISS? And explore Japan, Peru, Trinidad, and Tobago.* Invited presentation for University of Arkansas Campus Day 2010, University of Arkansas, Fayetteville, AR.

King, A. & Tyler Bowser, P. (2010, February). *Membership Intake 101: It begins with recruitment.* An invited online lecture delivered via Webinar Leaderlink for the Association for Fraternal Leadership & Values, <http://www.aflv.org>.

Williams, A. (2009, October). *Finding your unique mission.* Invited address at The Higher Conference 2009: Consider a New Approach to College sponsored by Higher International and New Hope Fellowship, Fayetteville, AR

Williams, A. (2010, February). *How to become the ideal candidate.* Invited address for Attracting Intelligent Minds Conference sponsored by the Black Graduate Student Association, Fayetteville, AR.

Other lectures, papers, and oral presentations:

Alexander, R., Minor, F., Zhiri, N., & Robertson, D. (2010, June). *From lava lamps to iPhones: Updating '60s dorms into the 21st century living-learning centers.* Session presented at the annual meeting of the Association of College & University Housing Officers – International, Austin, TX.

Alexander, R., Angelini, B., & Phillips, H. (2010, June). *Not just bricks and mortar or dollars and cents: Comprehensive master planning that supports the academic mission of your institution.* Session presented at the annual meeting of the Association of College & University Housing Officers – International, Austin, TX.

Bethea, K., Warren E., & Wordlow T. (2010, March). *Black women navigating the white institutional experience.* Session presented at the annual conference of the National Association of Student Personnel Administrators, Chicago, IL.

Bethea, K., Chapman L., & Smith K. (2010, March). *Sharing our story: Creating multicultural competence through narrative writing*. Session presented at the annual conference of the American College Personnel Association, Boston, MA.

Black, A.S., & Stoudenmire, C.P. (2009, November) *Mentors: The professional maker*. Educational session presented at the National Association of Student Personnel Administrators (NASPA) Region IV-West Conference, Santa Fe, NM.

Black, A.S. (2010, April). *Halfway between somewhere or nothing: An exploration of the quarter-life crisis and life satisfaction among graduate students*. Unpublished master's thesis, University of Arkansas, Fayetteville, AR.

Breunig, T. (2009, December). *Greek Getaway & Emerging Greek Leaders Institute: New member leadership retreats*. A poster presented at the annual meeting of the American Fraternity Association, Jacksonville, FL.

Breunig, T. (2009, December). *Sorority recruitment counselor training*. A poster presented at the annual meeting of the American Fraternity Association, Jacksonville, FL.

Carlson, G., & Easter, A. (2010, February). *Using servant leadership and StrengthsQuest to create a supervision model for millennials*. Session presented at the annual meeting of the Southwest Association of College and University Housing Officers, Austin, TX.

Freeman, J. (2009, November). *Mentoring from the VP's office*. Session presented at the annual meeting of Region IV-West of the National Association of Student Personnel Administrators, Santa Fe, NM.

Freeman, M. (2009, November). *Models of international living learning communities*. Chair of symposium at the NAFSA: Association of International Educators Region III Conference, Dallas, TX.

Freeman, M. (2009, November). *Presidential scholars program: International educational initiatives from Rwanda's Vision 2020*. Chair of symposium at the NASFA: Association of International Educators Region III Conference, Dallas, TX.

Johnston, A. & Smith, C. (2009, November). *In their shoes*. Presentation made at NAFSA: Association of International Educators Region III Conference, Dallas, TX.

Johnson, F., Velarde, P., & Gonzales, M. (2009, July). *Lessons Learned: MAP-Works at a four-year college*. Session presented at the annual meeting of Mastering MAP-Works, Springfield, MO.

Perry, J. (2010, May). *Campus violence and the role of the campus chief mental health officer*. Presentation at the annual conference of the Association for the Coordination of Counseling Center Clinical Services, Snowbird, UT.

Perrodin, F. (2010, February). *W.E.I.R.D.: new thoughts on training millennials*. Session presented at the annual meeting of the Southwest Association of College and University Housing Officers, Austin, TX.

Schneller, H., Flaherty, A., & Caires, M. (2009, November). *Pursuing the doctorate*. Session presented at the annual meeting of the Region IV-West of the National Association of Student Personnel Administrators, Santa Fe, NM.

Scott, A., & Stoudenmire, C. (2010, June). *Assessing co-curricular learning outcomes in a culture of evidence: Your case study*. Session presented at the annual assessment conference of the National Association of Student Personnel Administrators, Baltimore, MY.

Seals, M. (2010, March). *Academic dishonesty: What we can do about student cheating*. Session presented at the annual meeting of the American College Personnel Association, Boston, MA.

Serafini, MA. (2010, May). *Case Study: University of Arkansas*. Presentation at the seventh annual Tobacco-Free Campus Workshop, Springfield, MO.

Smith, J, Secuban, G. (2009, November). *Make it work! Academic advising during orientation.* Presentation made at the annual conference of Region IV-West of the National Association of Student Personnel Administrators, Santa Fe, NM.

Spencer, Q., & Green, M. (2010 February). *Strengths that begin with A for 400.* Educational session presented at the annual conference of Region IV of the National Orientation Directors Association, Overland Park, KS.

Spencer, Q. Green, M., & Williamson, R. (2010, February). *Are you up to the Challenge?* Educational session presented at the annual conference of Region IV of the National Orientation Directors Association, Overland Park, KS.

Spencer, Q. Green, M., & Williamson, R. (2010, February). *Lending a hand...right from the beginning!* Educational session presented at the annual conference of Region IV of the National Orientation Directors Association, Overland Park, KS.

Spencer, Q., Howell, A., & Zimmerman, C. (2009, November). *Discussion of extended orientation.* Panel presented at the annual Conference on Extended Orientation Programs, Denton, TX.

Dunham, J., Ahmad, H., Plowucha, B., Zheng, K., & **Smith, C.** (2010, May). *Campus community programming for international education professionals.* Session presented at the annual meeting of NAFSA: Association of International Educators, Kansas City, MO.

Sokoloski, M., Roth, C., & Jones, M. (2009, November). *International orientation: Best practices.* Session presented at the annual conference of the National Orientation Directors Association, Anaheim, CA.

Tull, A., Pugh, D., Kenner, A., & Harbin, J. J. (2010, March). *Legacy of the Dean: A 40-Year Update on Roles and Assumptions*. Paper presented at the annual conference of the National Association of Student Personnel Administrators (NASPA), Chicago, IL.

Tyler Bowser, P. (2010, March). *Opening the door to NPHC membership: Hosting the most effective NPHC Greek symposium*. Session presented at the annual conference of the Association for Fraternal Leadership and Values, St. Louis, MO.

Vianden, J. *So you think you can write? A JSARP sponsored writing workshop*. Session presented at the annual meeting of the National Association of Student Personnel Administrators Association, Chicago, IL.

Vianden, J., & Phillip, D. (2009, October). *Assessing residential student expectations of faculty in residence using a multi institutional approach*. Session presented at the annual living/learning conference of the Association of College and University Housing Officers-International, Columbus, OH.

Vianden, J., & Smith, K. (2009, October). *It's about the students: Understanding faculty engagement in residential education at research institutions*. Session presented at the annual living/learning conference of the Association of College and University Housing Officers-International, Columbus, OH.

Waldie, M. (2010, March). *Basics of student immigration practice*. Session presented to the law firm of Moore & King, Springdale, AR.

Winter, G. & Matthews, A. (2010, February). *Freshmen Engineering Program: Career Development Center and Business & Industry collaboration effort*. Session presented at the annual meeting of the Cooperative Education and Internship Association (CEIA), Palm Springs, CA.

Other creative endeavors such as recitals, concerts, shows, performances, and comparable activities:

Ervin, G., Brink, K., & Yingling Nix, L. (2009, November). *Socio-economic diversity*. Staff

development workshop presented to diversity certificate program at the University of Arkansas, Fayetteville, AR.

Ervin, J., Boswell, H., & Henderson, J. (2010, January). *Kitchen Kred*. Culinary skills demonstration at the Culinarian Marketing Summit of Compass Group North America, Austin, TX.

Freeman, M. (2009, October). *BARNGA*. Faculty/Staff development session presented at Dale Bumpers College of Agriculture, Food and Life Sciences, University of Arkansas, Fayetteville, AR.

Ironside, E. (2009, November). *Crossing borders: Business etiquette for the global worker*. Staff development session presented to Career Development Center, University of Arkansas, Fayetteville, AR.

Ironside, E. & Waldie, M. (2009, October). *Immigration information session*. Staff development session presented to Division of Intercollegiate Athletics at the University of Arkansas, Fayetteville, AR.

Johnston, A. & Smith, C. (2009, November). *In their shoes*. Staff development workshop presented to diversity certificate program at the University of Arkansas, Fayetteville, AR.

Medina, M. (2010, February). *Around the world: Le cirque de culture*. Resident assistant training workshop presented at the University of Arkansas, Fayetteville, AR.

Smith, C. (2009, September). *International opportunities at the University of Arkansas*. General information session presented at the annual M & N Augustine Festival, Fayetteville, AR.

Smith, C. (2009, November). *International opportunities at the University of Arkansas*. General information session presented for Westwood Elementary School, Fayetteville, AR.

Smith, J. (2010, April). *Getting high off diversity*. Training session for resident assistants and first year mentors presented at the annual Diversity Leadership Institute, Fayetteville, AR.

Williamson, R. (2010, April). *Homeschooled and public and private, oh my!* Training session for resident assistants and first year mentors presented at the annual Diversity Leadership Institute, Fayetteville, AR.

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