



Student Affairs

I. Executive Summary

[Student Affairs Overview](#)

The mission of Student Affairs is to support The University of Arizona's mission and values by providing exemplary programs, services, resources and facilities which have a measurable and positive impact on the development and retention of students and contribute to the well being and advancement of our community.

Student Affairs has undergone a recent restructuring to accommodate the newly assigned areas from Enrollment Management. The division is now comprised of five distinct functional and thematic areas that will define our divisional priorities as we move forward. They are **Student Living, Health and Wellness; Outreach and Development; Student Engagement and Success; the Dean of Students; Organizational Advancement and University Partnerships. (Organizational chart attached).**

This new organizational structure reflects our goals to prioritize student success, capitalize on our talent and strengths, and position us to become a world class division.

[Challenges and Accomplishments:](#)

The strength of Student Affairs is its people, programs and facilities. The Division employs over 3,000 people, more than 1,000 of whom are students. We operate or occupy over 40 facilities across campus. Each year, our staff has millions of interactions

with students, parents and Tucson community members through hundreds of exemplary and often award winning programs and services. Our work contributes to student learning and ultimately, student retention. These factors make Student Affairs a division of extraordinary impact and one of the largest, most productive and most diverse in the University community.

This high level of interaction and the scope of the Student Affairs portfolio present significant challenges for us in terms of organizational management, responding to campus crisis and security needs, and financial sustainability. Below are three areas of challenge around which we have made significant accomplishments in the last year.

Challenge 1: Meeting the needs of today's students

Over 36,000 students attend the University each year, each one with individual strengths and challenges. Together they are a generation of students who are characterized by several over-arching traits: they represent a diverse demographic, they have high expectations for technology and individualized services, and their parents expect to be included in their decision making and in communications from the University. According to a Kansas State study, 28% of entering freshman had already undergone "significant mental health treatment prior to entering college." More than 30% of students entering the UA as freshman are at risk of being on academic probation at the end of their first year.

These characteristics have challenged us to increase services, and in some cases even re-frame the types and methods of service delivery, in areas such as health and counseling, management of code of conduct cases, and academic support services.

Related Accomplishments:

- We have reorganized the Student Affairs Division to include the units of Early Academic Outreach, Orientation and Student Retention to align with the university mission, prioritize student health, wellness, and retention, and create opportunities for efficiency and coherence in service provision.
- We have implemented retention programming like the Math Science Tutoring Resource Center and SuccessNet, the result of which has increased first time, full time retention from 79% to 80%. This increase is despite a decrease in those same students' academic preparedness is an indicator of success for all the University's retention efforts.
- We have established the Office of LGBTQ whose goal is to build, sustain, and strengthen a safe, inclusive and open environment for faculty, staff, students, parents, alumni and guests of all gender identities and sexual orientations.
- The Disability Resource Center has received a \$350,000 earmark from the Federal Government to develop a program to reintegrate disabled Iraq war veterans into college.
- We have developed a robust Parents & Family Association with new communication vehicles for students' families and an increase in revenues for grants to support worthy programs benefiting the entire campus community

Challenge 2: Addressing crisis and safety issues:

The recent year has reminded us to what extent a college campus reflects the violence of the larger world. The tragedies at Virginia Tech and Northern Illinois universities have brought to the national forefront the many challenges universities have to keep students safe and their families informed.

On our campus, the beginning of the academic year brought suicides and a murder that tested the entire campus community. Student Affairs units were particularly affected: sharp increases in professional counselor visits, psychiatry visits, and troubled student consultations with faculty all taxed members of our division.

The UA has been at the national forefront of crisis management and continues to develop models for student safety and crisis management, and the UA's Student Affairs division is in many ways the leader of these efforts. In particular, our Dean of Students office should be recognized for its compassionate and skilled response to our recent campus crises.

Related Accomplishments

- We successfully implemented UAlert, a text messaging campus emergency alert system
- The Safe Ride (the program which provides a free ride for students traveling alone on campus at night) continues to enjoy heavy usage and is supported by a grant of \$75,000.

Challenge 3: Rising program, staff and facilities costs:

More than brick and mortar or stores and restaurants where money is exchanged for product, our facilities are crucial to student success. Residence halls, student unions, and other facilities are also where we teach students important messages about how to adopt wellness into their social, intellectual, emotional, personal and physical aspects of their lives. Our challenge is to be continually creative and dynamic and to make sure that our facilities and programs are financially accessible to all students, despite the mounting costs of facilities building, maintenance, incorporating new technology into our operations, and meeting wage and salary pressures.

Related Accomplishments:

- Student Affairs is an increasingly entrepreneurial division. More than 90% of our income comes from revenues derived from our auxiliaries, grants, and gifts. The division's auxiliaries account of 37% of the auxiliaries on campus.
- Students themselves have recognized the importance of meeting these needs, and because of our careful surveys, we received the Arizona Board of Regents' support of a student fee, to be implemented beginning AY 2008-09.
- Another student-approved fee for the Recreation Center expansion will enable us to meet the growing need of that heavily used facility.

- We successfully helped lobby the Arizona legislature to provide us with some much needed support for retention programs.

Student Affairs Contribution to the University's Strategic Plan

Strategic Direction 1: Prepare Arizona's Youth and Ensure Access and Opportunity

Student Affairs units reach out significantly to Arizona's K-12 students and their teachers, parents and counselors through programming to engage and prepare them with the tools for college matriculation. This is achieved through targeted programs, like those through our Office of Early Academic Outreach, through maintaining accessible costs to our facilities, as well as through employment of dozens of high school students in partnership with programs like the Tucson Urban League In-Step program.

Office of Early Academic Outreach

- **Algebra Academy:** This four-week summer program is an opportunity for rising ninth grade students to hone their academic skills, gain confidence in math, and become familiar with their high school campus before they enroll in the fall.
- **College Academy for Parents (CAP):** This 12-week program is designed to help parents of elementary school students formulate a strategy to prepare their children for a university education.
- **College Knowledge for Counselors:** This day of professional development for school counselors provides participants with information and best practices on how to support a sustainable, college-going culture on their campuses which emphasizes academic preparation and the belief that every student is capable of achieving a post-secondary education. In its pilot year, the program trained 150 middle school and high school counselors in southern Arizona.
- **College Knowledge for Parents:** Strategically timed to occur just before eighth grade students register for their high school classes, this event arms parents with information to help them guide their student toward college enrollment throughout the crucial high school years. In 2007, 808 family members attended the program.
- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):** In partnership with Pima Community College, Tucson Unified School District, Sunnyside Unified School District and several business partners, the UA serves a cohort of 3,500 students and their families. Funding is provided by the U.S. Department of Education and allows EAO to increase college access by supporting academic rigor, family engagement, and professional development for teachers and other school personnel.
- **Mathematics, Engineering, Science Achievement (MESA):** This after school program serves approximately 900 students in 25 middle schools and 15 high schools in southern Arizona to increase the college preparation of its participants.
- **PSAT/SAT Workshops:** These low-cost workshops familiarize students with the PSAT/SAT exams using materials provided by the College Board. Approximately 300 Tucson area students participate each year.

Academic Retention Initiatives created The Bridge Group, an alliance between Southern Arizona high school guidance counselors and UA academic advisors for the purpose of improving the quality and quantity of information shared by the two groups for the further purpose of the better alignment of students' expectation with their university experience.

AFROTC provides \$195,000 in Air Force paid scholarships annually. Seventy percent of AFROTC and 85% of NROTC students are on full tuition scholarship or receive active duty pay to complete their degrees.

The **ASUA** community development program has coached and mentored over 700 youth and held the annual basketball and cheer league to promote and create an additional partnership with the community school district and Tucson families.

The **Campus Health Service** offers students who are taking coursework through the community college system, but who are also enrolled at The University of Arizona under a consortium agreement, access to the variety of services Campus Health has to offer, increasing the likelihood of their eventual success as UA students.

Through the **Career Services** Wildcat JobLink and its partnership with local employers and UA Financial Aid, students in need of financial assistance through employment have easy access to all work-study and non work-study positions on and off campus. Currently, 52,823 unique students and alumni are registered with this website.

Chicano/Hispano Student Affairs co-sponsors the annual youth conferences, Xinchtl Conference and the César Chavez Youth Conference.

Residence Life strives to make its residence halls more financially accessible through several strategies, including collaborating with student leaders in the Residence Hall Association (RHA) on an annual basis to set rates at reasonable levels and ensuring a steady percentage of Pell eligible students living in the halls.

The **ROTC** department provides direct financial assistance in the amount of \$405,000. Of the 88 contracted students, 81 are receiving educational benefits from the federal or state government. In addition our current enrollment far exceeds the University's diversity norm, with over 45% of the student population being minority or female.

SALT awarded its highest dollar amount in both merit- and need-based scholarships. Twenty-eight students received over \$42,000 in scholarships and over 50% were need-based awards. Of the total awards, 44% went to Arizona residents.

The **Student Union Galleries** hosted Wildcat Art, an annual exhibit featuring the work of K-12 students from Tucson public schools.

The **University Testing Office** increased its Distance Learning testing support to 15 new universities and colleges (total tests administered: 204), and increased the number of computer-based tests it provides from 18 to 21, with a total of 5,005 computer-based exams administered.

Strategic Direction 2: Engage and Graduate Students Who Can Contribute to the State, Nation, and World

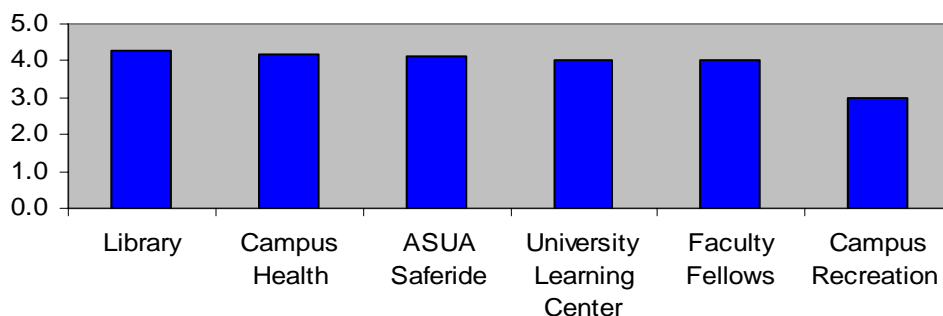
Student Engagement is a critical component to student retention and success. From the moment students walk onto the UA campus, Student Affairs programs impact student satisfaction and engagement through Orientation, welcome programs, residence halls, academic support and career services, all the way through the graduation ceremony.

Our nationally awarded Leadership and Social Justice programs are prime examples of how we engage students who can contribute to the state, nation and world. These programs prepare students to be socially conscious, culturally competent world citizens.

In addition, Student Affairs staff teach nearly 1,000 hours of credit bearing units per year, contributing to the teaching mission of the university.

According to last year's Campus Climate Study, five out of six Student Affairs areas ranked highest in satisfaction of all campus services.

The Most Highly Ranked Student Services



Campus Recreation sponsors the Wildcat Welcome program to welcome new students to campus and maintains high satisfaction rates (95%). Over 22,430 students utilized the Student Recreation Center last year.

Career Services assisted 6,107 students and alumni through individual counseling and workshop presentations in life-long career planning/management, enhancing their ability to become creative, productive and engaged members of society. Also, 25,337 students used Career Services assistance, which is 66% of all students enrolled, which includes 71% of minority student enrollment.

C.A.T.S. (Commitment to an Athlete's Total Success) drastically improved the academic success and persistence of student athletes, for instance:

- Seven teams had a team GPA of 3.0 or higher compared to two teams in 2006.
- 43% of student athletes had a semester GPA of 3.0 or higher as compared to 35.9% in 2006.

- 24% decrease in the number of student athletes with a semester and/or cumulative GPA below 2.0 (academic probation).
- As current graduation rates are calculated on student athletes who enrolled in fall 2000, the results of the shift of C.A.T.S. to Student Retention from ICA will not impact rates for several years.

The **Center for Student Involvement & Leadership (CSIL)** offers comprehensive and cutting-edge leadership programs and opportunities that build strong leaders, serving more than 600 UA students and hosting over 500 at the National Collegiate Leadership Conference which is hosted here at the UA, with participants from three countries and over 20 other institutions.

The **Dean of Students Office** provides opportunities for students to learn from misconduct by implementing educational sanctions. The goal is to help the student reflect on their behavior, be held accountable for it and identify strategies to make different choices in the future. This included 809 adjudicated Code of Conduct and 377 Code of Academic Integrity cases. Additionally, non-code cases that were behaviorally based totaled 300.

The **Disability Resource Center's Adaptive Athletics program** has realized publicity through articles about Adaptive Athletics in **Arizona Daily Star, Tucson Citizen, NY Times** and **ESPN.Com**.

Ethnic minority students participating in **MASS** programs had a higher first year retention rate (84.51%) than the average non-participant (78.8%).

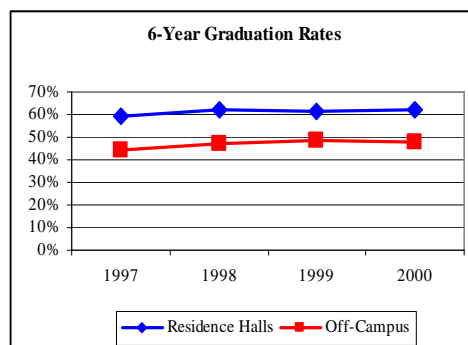
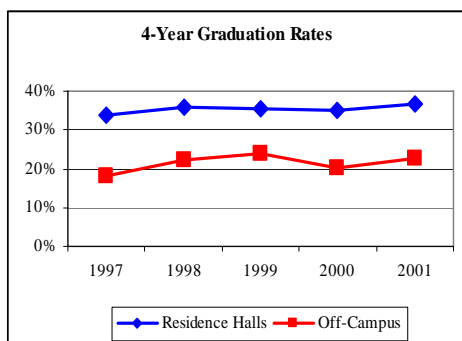
The **Math and Science Tutoring Resource Center (MASTR)** was launched in Fall 2006 to address the high failure rate of students in beginning level Math and Science courses. Using a combination of Academic Coaches (high school math and science teachers) and nationally certified student tutors, MASTR has provided dramatic results:

- 50% increase in students served;
- 84% retention rate for students using MASTR as compared to 80% retention for students who did not use this resource;
- For all students in College Algebra in 2006 and 2007, the two strongest factors contributing to a passing grade were high school GPA and the number of MASTR tutoring sessions attended.
- 93% of students surveyed said their Math grades improved after using MASTR.

Military Science train men and women to serve their country and fellow man around the world. NROTC graduated/commissioned 29 Ensigns/Second Lieutenants and AFROTC graduated/commissioned 24 Second Lieutenants in 2007 who serve around the world.

Fraternity and sorority members have lobbied members of the United States Congress to encourage proactive and safe legislation for students living in fraternity and sorority housing.

Statistics from the OIRPS consistently show that students who live in the **residence halls** during their freshmen year graduate at higher rates than those who do not live on campus during that crucial first year. The charts below provide a graphic representation of this consistent trend.



Although based on entering characteristics, one might expect lower retention rates, **SALT** continues to graduate students at rates comparable to the UA at the four, five, and six year level. The most recent data analyzed was from 173 students in the entering class of 2000, where we found that 61% (or 106) had graduated within six years.

Service First, an initiative to improve the UA customer service provided for students and the community, has provided training to over 500 staff members in 2007 in basic customer service, working with difficult people, telephone technique and etiquette, and internet searching to better serve all members of the community.

The **Student/Faculty Interaction** grants program has funded more than 180 faculty to engage in out-of-the-classroom activities with more than 7,200 students.

The University of Arizona BookStores worked collaboratively throughout the spring 2007 semester with representatives from ABOR, students, faculty, and the two other State universities in compiling action recommendations to help combat the issue of ever-increasing textbook costs. Two outcomes are the “Textbook Rental Program” and the Requisition Reward Program. The TRP allows students to borrow a textbook for a reduced price and return it at the end of the semester, saving them an estimated **\$28,919**.

The “*Requisition Reward Program*” is an incentive for campus Departments to earn UA BookStore credit if submitting 55% or more of their Textbook Adoptions by the newly extended due date, which coincided more closely with the student “buy-back” period.

\$7,915 PAID to campus Academic Departments

\$110,700 more PAID to students for their textbooks bought-back in May 2007, as compared to the same time in the previous year.

36% more retail books were purchased from students

\$260,000 saved by students in the Fall 2007 semester as a result of obtaining more used books nationally for availability on this campus.

83% of probationary students who worked with **University Learning Center** Learning Specialists were allowed to return by their college for the next semester as compared to 65% of the students who did not work with Learning Specialists.

Strategic Direction 3: Provide World-Class Research that Improves the Human Condition in Arizona and Beyond

Student Affairs maintains a robust and ambitious research agenda which drives our understanding of student behaviors, attitudes and needs. We use the findings to inform and improve our practice.

The **Disability Resource Center** initiated a Disability Studies Collaborative and partnered with the Department of Rehabilitation Counseling to develop a Center on Disability that would bring together teaching, research, service, and practice informed by Disability Studies.

The **Health Promotion and Preventive Services** unit of the Campus Health Service along with **Office of Fraternity and Sorority Programs** has been in the national forefront of research involving reduction of problem drinking among college students. They received grant support through the federal government for interventional research associated with risk and harm reduction among high risk populations. Their proposal was the recipient of the 2006 Department of Education Model Program award and will be one only five proposals to be featured in the Department of Education book highlighting successful strategies that address alcohol issues to be published this summer.

MASS continues to develop and publish data regarding the Millennial Project, an original, longitudinal research project that studies college students' behaviors, attitudes, and experiences regarding diversity and how the overall college experience impacts students' attitudes and behaviors towards diversity. The Project was featured in the May 21, 2007 edition of *Hispanic Outlook* magazine.

Residence Life published research in which the department was engaged in the National Study of Living Learning Programs (NSLLP), a study to determine the impact of living/learning communities on student outcomes.

Retention Initiatives has developed a "Pattern of Operation" that has resulted in ground-breaking retention research that has been presented through the Consortium for Research and Data Exchange's National conferences in 2006 and 2007 and in a National Webinar.

The **SALT Center** was recruited to partner in a National Science Foundation proposal submitted by the Harvard-Smithsonian Center for Astrophysics to study the science and math abilities of individuals diagnosed with dyslexia.

Strategic Direction 4: Partner With and Serve the People of Arizona

Whether it be issues of alcohol abuse prevention, minority student success or working with learning disabled students, Student Affairs programs have strong track record of success. In the last year, we have redoubled our commitment to applying our expertise and knowledge to address our community's most difficult issues. As part of our reorganization we have developed an Outreach and Development area headed by a director whose goal is to ensure that our best practices are being shared with our community. We also strive to build fruitful relationships that benefit the quality of life of the people of Arizona.

African American Student Affairs served as a partner with The City of Tucson's annual Reverend Dr. Martin Luther King, Junior March from the UA Mall to Reid Park.

ASUA's Spring Fling, a 4-day carnival experience, has been a staple in the Tucson community for over 30 years. Spring Fling creates create community partnerships with student organizations, local businesses, and Tucson as well as UA community members.

The Arizona Army ROTC program develops student leaders currently employed by the Army Reserve and National Guard for future commissioning. Through this program students are placed in positions of responsibility preparing them for future endeavors as commissioned officers throughout their complete tenure with the UA. In addition, the ROTC program directly supports the Junior ROTC programs in the state of Arizona in conduct of their objectives and training.

Campus Health has partnered with the many local and state agencies, including the Governor's Office of Highway Safety, the Pima County Health Department, Immunizations / Travel / Emergency Preparedness / HIV Prevention Planning, the Pima County Attorney's Office – Diversion Program, Victim Witness, Sex Crimes and Family Violence Division, the Community Coalitions including Bar Owners and Neighborhood Associations, the Brewster Center, Tucson Centers for Women and Children, Southern Arizona Center Against Sexual Assault, Wingspan Domestic Violence Program, Family Counseling Agency and the SAMHC Behavioral Health Services.

Campus Recreation has been involved the Rincon Heights Neighborhood Association to plan the Student Recreation Center Expansion. Recreation hosted meetings in the center to secure input from the neighbors regarding any concerns they might have about the scope and design of the proposed expansion of the current facility.

Career Services maintains partnerships with local, state, national and international employers in the public, private and non-profit sectors:

- Coordinated 298 employer campus interview visits and 5,396 interview appointments.
- Coordinated 378 law firm interviews between 307 students and 75 national and international law firms.
- Coordinated 6 Career Fairs attended by 601 state, national and international employers and 6,858 UA students.
- Provided information to 455 state, national and international employers via Career Services' on-line Employer Newsletter.

C.A.T.S. (Commitment to an Athlete's Total Success) has increased its outreach efforts to encourage student athletes who left the University without graduating to return and complete their degree. In the last four years, 38 former student athletes have returned to the University and graduated.

The Daily Wildcat is a member of the Arizona Newspapers Association. Via the *Wildcat Online*, its reach exceeds the campus boundaries. More viewers (4,203,392 views) came to the online edition of the *Wildcat* than print copies.

The **Disability Resource Center** worked with Federal Relations to develop and submit a three million dollar federal earmark request to serve disabled veterans; and hosted a thank you reception for Congressman Grijalva who submitted the request into the federal budget.

Early Academic Outreach enjoys strong partnerships with school districts, industry, and community based organizations throughout Arizona.

Multicultural Affairs and Student Success directors each serve on and contribute to the President's African American, Asian Pacific American, Hispanic and American Indian Advisory Councils to ensure that the community voice is heard as it relates to the recruitment and retention of diverse students, faculty, and staff.

Military Science units service organizations (e.g. Silver Wings, Arnold Air Society, Russell Spicer Squadron) perform community service projects throughout the Tucson and UA communities including but not limited to serving as parking lot attendants at UA football and basketball games, Color Guard at local events, and visiting veterans at the Veterans Hospital.

Orientation supported the UA's responsibility to meet the provisions of the new state Proposition 300 by acting as the main collection point for citizenship documents and reminder communications for all new students. Ninety percent of all new students were verified through the Orientation process.

Residence Life's new Coordinator of Sustainability Education identifies energy saving potential with the UA department of Facilities Management and is spearheading participation in the national Recycle Mania competition.

The **SALT** Center is currently working with Catalina Magnet High School (CMS), Pueblo High School, Miles Middle School, Sabino High School, and Salpointe High School. Next fall a SALT center will open in CMS as a model for how Learning Disabled students can be successfully supported in TUSD schools.

The **Student Unions** host and sponsor over 15,000 annual events that serve the Arizona community. From campus meetings, freshmen orientations and Family Weekend to community fundraising efforts such as CATwalk, the Unions are an integral partner to the success of these events. Furthermore, the Union's 35 campus dining locations, 12 lounges, Gallagher Theater and Games Room, as well as its retail partners such as Kaplan, Great Clips, STA Travel and Wells Fargo Bank are open to all students, faculty, staff, guests and campus visitors.

Working with community partners, the **UA BookStores** will be implementing a community and campus-wide Book Festival like that at UCLA with over 100 authors.

The **University Testing Center** partners with 18 Southern Arizona high schools to provide on-site math readiness tests for senior class students preparing for college.

III. Units' Unique Challenges and Strategies for Addressing the Challenge

The University's goal to increase the incoming class and grow the student body will create the most significant challenge for student affairs incoming years. This growth will create a demand in several areas:

- Residence life facilities, which average about \$150 million per project,
- Increasing demand for more food service options,
- Increased staffing, in terms of the attendant constraints from the administrative service charge, ERE increases and minimum wage increases,
- Increase staffing, in terms of the need to ensure career growth opportunities for current staff and plan for retirements and/or departures of senior staff.

Our strategies will to:

- Adhere to our mission and strategic goals
- Develop new sources of revenue
- Develop and use technology to meet our goals whenever possible
- Continue to streamline and build cooperative partnerships within and without the division
- Work with senior staff to create a succession plan and professional development plan for our staff.

IV. Appendices

Appendix A: 2007 Salary Equity Analysis

All of the Student Affairs Departments annually review salaries and provide the Vice President for Student Affairs with information about salary equity issues. These issues were dealt with when the Merit/Market/Equity increases were provided in 2007.

The 10 largest Student Affairs Departments completed salary equity analyses in 2007 comparing departmental salaries with

- surveys taken in their fields (such as the American College Health Association), and/or
- similar salaries in PAC-10 universities, and/or
- similar salaries at ASU and NAU, and/or
- similar salaries within the University of Arizona.

These departments have developed plans for salary guidelines and implementation of salary increases over the next 2-5 years. These departments include our larger auxiliaries such as the Arizona Student Unions, Residence Life and Campus Health.

The smaller departments within Student Affairs follow the Affirmative Action goals and guidelines provided by Human Resources at the University of Arizona. Most of these have a systematic annual review and have plans that enable them to assure salary equity.

Appendix B: Report on 2007 Faculty & Appointed Professional Recruitments

| Department * ** | Number of Searches | Number Successful | # Ethnic Hires | # Disabled Hires | # LGBTQ Hires | # Women Hires |
|----------------------------|--------------------------|----------------------|-------------------|---------------------|------------------|------------------|
| Arizona Student Media | 1 | 1 | 1 | 0 | 0 | 1 |
| ASUA | 1 | 1 | 1 | 0 | 0 | 0 |
| Bookstore | 13 | 13 | 2 | 0 | 1 | 5 |
| Campus Health | 11 | 12 | 4 | 0 | 0 | 5 |
| Campus Recreation | 0 | 0 | 0 | 0 | 0 | 0 |
| Career Services | 1 | 0 | 0 | 0 | 0 | 0 |
| Dean of Students | 2 | 1 | 0 | 0 | 1 | 1 |
| Disability Resources Ctr | 5 | 5 | 2 | 3 | 0 | 2 |
| Early Academic Outreach | 0 | 0 | 0 | 0 | 0 | 0 |
| MASS & Cultural Ctrs | 2 | 0 | 0 | 0 | 0 | 0 |
| Orientation | 3 | 3 | 0 | 0 | 0 | 2 |
| Residence Life | 2 | 1 | 1 | 0 | 0 | 1 |
| ROTC | 0 | 0 | 0 | 0 | 0 | 0 |
| SALT Center | 8 | 8 | 5 | 0 | 0 | 5 |
| Student Affairs | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Retention | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Unions | 2 | 2 | 0 | 0 | 0 | 2 |
| Total Number | 51 | 47 | 16 | 3 | 2 | 24 |
| Percentage of Total | | 92% | 34% | 6% | 4% | 51% |

Note: *Some new hires fall into more than one category and are counted twice.
 **Based on reported identities.

The percentages shown in the above table reflect the extent of the commitment among Student Affairs departments to create an environment where individuals cannot only experience diversity but achieve the knowledge and skills needed to work in a diverse work place and create an environment that encourages understanding the issues in building a more diverse future community.

Appendix C.

The College of Education and Disability Resources have recently submitted to President Shelton and Provost Sander a proposal to establish a Center on Disability for research, education, practice and service.