

***STANDARD VI***

## **Student Services**

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*Standard Six*

## **STUDENT SERVICES**

The University's *Mission Statement* clearly asserts "a dedication to collaborative learning inside and outside the classroom" and recognizes the need to prepare "students for full and active participation in a democratic society." The philosophy articulated in the *Mission Statement* frames both curricular and co-curricular programs at the University of New Hampshire and acknowledges the importance of a model for higher education that contributes to the development of the "whole person."

The education of the "whole person" is the responsibility of the full academic community. The administrative areas of Academic Affairs and Student Affairs have traditionally shared this responsibility by emphasizing different but complementary roles. The Office of Academic Affairs is concerned primarily with the intellectual growth of students and the Division of Student Affairs is concerned primarily with the social development of students. This division of primary responsibility provides authentic focus to both Academic and Student Affairs and a basis for collaboration and the integration of efforts.

The role of the Division of Student Affairs is to foster a campus environment that provides students with an absorbing and comprehensive educational experience, one that simultaneously challenges and supports them in ways that serve both learning and development. Three major objectives guide Student Affairs and student services: to provide support for programs and activities that promote academic learning; to initiate and sponsor programs and activities that promote social learning; and to serve the residential, dining, health, and safety needs of students.

Consistent with these objectives, the University offers a wide range of student services and programs. Academic Affairs administers and coordinates such programs as admissions, disabled student services, advising, international perspectives and services, first year programs, honors, student exchanges, academic skill development, and financial aid. Student Affairs is responsible for administering programs such as residential life, multicultural student affairs, student union and activities,

campus safety, intercollegiate athletics and recreation, health services, counseling, career services, and student judicial affairs

Since 1991, Student Affairs has been administered by a Vice President for Student Affairs who reports directly to the President. Professional staff who have responsibility for co-curricular activities hold relevant professional credentials or requisite work experience. Care is taken during the recruitment and selection process to hire individuals who possess both the necessary skills and personal qualities needed to work effectively with students. Emphasis is placed on advanced degree work in student personnel administration or related fields. Nine of the fourteen senior and director-level personnel in student affairs hold the highest degree in their respective fields.

In 1990 a University Task Force on the Quality of Campus Life was appointed by the President to evaluate priorities for the future. The Task Force's recommendations in 1992 identified four areas of focus: student orientation, faculty and staff collaboration, diversity and pluralism, and the need to increase campus social activities. Progress in these areas is described in the relevant sections below.

## DESCRIPTION

### *Meeting Student Needs*

The process by which student needs are identified in Student Affairs is a combination of formal and informal assessment strategies, use of professional judgment, and cognizance of the research literature in student development. Professional staff in all departments monitor the internal and external environment on both a formal and informal basis. For example, residential students are surveyed annually to determine needs and levels of satisfaction, students who use career services and health services are given regular opportunities to provide feedback, and in 1992-93 the division surveyed all residential students relative to programming preferences.

Despite ongoing efforts to evaluate individual Student Services' programs, there is no coordinated program of regular and systematic evaluation of Student Affairs as a whole. While preliminary work on such a program was begun several years ago, it was not completed. Improved

mechanisms for increased coordination, evaluation of students' needs, and resource use are currently being discussed.

Meeting the intellectual, personal, and developmental needs of students requires a comprehensive student services program and a dedicated staff. UNH is fortunate to have both, although recent financial reductions have placed increasing workload burdens on staff to continue and sustain the current level of services provided and the quality that students deserve. The following programs represent cocurricular functions that are designed to meet the learning needs of students and to serve their physical, emotional, social, safety, dining, and residential needs.

**First Year Programs and Allied Services.** In order to improve retention and ease the transition from high school to college, all orientation efforts are now consolidated and administered from The First Year Program Office. The office plans and implements orientation programs, held in January, June, and August that provide academic advising and course registration for new undergraduates and acclimate them to the University's academic, ethical, and social expectations. Programming focuses on bringing new students together in small groups with academic advisers, faculty, professional student support staff, and upper-class students. Over the last three years, First Year Programs and Allied Services has offered a pilot course for freshmen that addresses the transition from high school to college. This course is taught by pairs of faculty or staff and an upper-class student. The prospect of requiring such a course for all freshmen at the University is currently under consideration.

**Training in Academic Skills (TASk) Center.** TASk offers a comprehensive range of academic-related and advising services to undergraduate students. Participants work on an individual basis or in group seminars with trained staff to improve their academic performance and enhance their educational experience. TASk offers learning skills instruction, reading assessment, study groups, computing support, course information, clarification of academic goals, personal advising, and referral. Additional services such as subject area tutoring, individualized reading and writing assistance and support to students with learning disabilities are available to eligible students through the federally funded Student Support Services program at TASk.

**National Student Exchange Program.** This program coordinates exchanges with other colleges and universities in the US. and its territories. Specifically, students may broaden the scope of their major through courses not available at UNH, or live in an area of the country that has a more diverse population than New Hampshire. Incoming exchange students share their diverse backgrounds and ideas with the UNH community. Exchange programs also provide a recruitment and retention tool for the University by developing relationships with historically black institutions with significant minority populations. The National Student Exchange staff provides UNH students with general information, academic advising, cultural overviews, and assistance in making a choice of a host campus. Incoming exchange students are also provided academic advising and orientation, and the office serves as a coordinating point for all registration, housing, billing, and financial aid disbursements for incoming exchange students.

**Residential Life.** The Department of Housing administers all physical plant and occupancy management needs of the residence halls and is responsible for overseeing repair, renovation and new construction. Careful attention and prudent management of these facilities has enabled the University to expand its capacity without significant cost increases to students. The mission of the Residential Programs Office is to provide a living environment that enhances individual growth, development, and safety. Through programming, advising, and supervisory activities of the residential staff, developmental and educational opportunities are offered to student groups and individuals. The Department also assists students through structured workshops, facilitated group discussions and individual advising sessions.

Residence halls on campus offer a broad array of living environments. The professional staff consists of a Director, an Associate Director, 2 Assistant Directors, 20 Hall Directors and 4 Assistant Hall Directors. All but the Assistant Hall Directors are full-time. In addition, there are 126 Resident Assistants. Currently, all but two of the full-time staff have an earned Master's degree in Higher Education or a related field. Resident Assistants go through a five week RA program prior to assuming their responsibilities and training is offered on a regular basis throughout the academic year. The same is true for the professional staff. During an

average academic year, Hall staff work with the individual Hall Councils to sponsor social events as well as present close to 800 educational workshops. Each individual program is formally evaluated by participants and evaluations are used to improve the programs offered. Students formally evaluate all aspects of the University's residential services. These evaluations are used to improve services and form part of annual staff evaluations. Student evaluations have consistently indicated satisfaction with services.

**Memorial Union.** In 1958 the Memorial Union was completed and dedicated as a State Memorial honoring those people who gave their lives while in the United States armed services. The mission of the Memorial Union is to serve as a community center for students and all other members of the University community. It is part of the educational program of the University through employment, leadership opportunities, and social, cultural and recreation opportunities that enrich the out-of-class experience.

The Memorial Union is a full auxiliary enterprise staffed by four professional staff and five support staff. The Director works with the Memorial Union Board of Governors to establish policies for the operation of the union. The Board includes students, staff, faculty, and alumni, and the student body elects a student chair and vice chair, as well as commuter, resident hall, and Greek system representatives. The Board deliberates on programming, space allocation, budget, planning and policy development. The Memorial Union Office is responsible for managing the physical environment of the union, scheduling, and providing support services for student organizations, and university and general public programs held in the Union.

In 1991 the staff of the Union participated in an assessment process to measure effectiveness and evaluate its services and programs. The process resulted in reorganization and procedural changes that have improved efficiency and the provision of services. As described under Standard Eight of this report, the Memorial Union Building will be improved upon through a \$6.5 million renovation project next year. This project will involve adding more meeting, student organization, lounge, and retail space.

**The Office of Career Services.** The Office of Career Services offers programs and services that assist students and alumni in developing their

career plans. The office has developed a very effective model for career identification, career exploration, career decision making, and implementing the career decision. Career counseling, placement, credential services, educational and vocational testing, internships, placement, and part-time job posting are also part of its responsibilities. A computerized career search capability and Alumni Career Network add to its effectiveness.

In recent years, despite economic difficulties affecting the job market, Career Services has maintained a viable program for corporate and business recruitment on campus, and annual job and graduate school fairs. In the fall of 1993, the process of presenting student credentials to prospective employers and graduate schools will be improved through the use of directed computerized services. The Office of Career Services conducted its own self-study in 1986 using the CAS standards as a framework for review. It now regularly surveys students and has found a consistent level of satisfaction with its services.

**The Health Services Center.** The Health Services Center contributes to the mission of the Division of Student Affairs by offering services and programs in health care and health education and promotion. The provision of health care is oriented toward accessibility and health maintenance. Regular office hours and a 24-hour a day walk-in Urgent Care Clinic are staffed by practitioners experienced in internal medicine and gynecology. There is onsite access to an infirmary, laboratory, radiology, pharmacy, and specialty clinics. Health problems requiring specialist services not available within the facility are referred to consultants in the seacoast area. A community health nurse visits students on or off campus with chronic medical problems or physical disabilities who may need special help. The center also recognizes the increasing diversity of student populations, including the presence of a greater number of older students. Programs are continually being developed which address their needs.

Although health education is an integral part of all health care visits, education is primarily carried out by the Center's Department of Health Education and Promotion. The department conducts one-on-one counseling, workshops, group discussions, academic classes, peer education programs, and computer-assisted instruction and interaction. The utilization of peer educators is considered to be of major importance in delivering effective health promotion, and their training is therefore an essential part of



the department's activities. The Health Services Center and Department of Health Education and Promotion carefully define goals and objectives on a regular basis, assesses programs for learning and behavioral outcomes, and revise them to meet the needs of the community.

In addition to student health care, Health Services also offers limited occupational health services for faculty and staff by providing appointment and walk-in services for both work-related and other health problems; pre-placement and interim physical examinations; laboratory and x-ray services; specialist referrals; and outreach programs concerning occupational and environmental health hazards.

**Counseling Center.** The Counseling Center offers students professional assistance in meeting the variety of personal, educational, and vocational problems encountered during their University experience. Services include individual and group counseling, personal skill workshops, and vocational testing. The Center works in close collaboration with the Office of Residential Life, Health Services and other offices within the Division of Student Affairs, as well as with faculty and other University agencies. Staff members participate in a wide variety of student oriented activities designed to foster student development. The Counseling Center provides 24-hour/7-day a week emergency crisis intervention services to the University community. All information about students' visits to the Counseling Center is confidential and is not released without the permission of the student. The Counseling Center has recently been accredited by the American Psychological Association for its pre-doctoral internship program. In addition to being a training site for pre-doctoral interns, the Counseling Center offers clinical practice experiences to six to eight masters level candidates each year.

**Sexual Harassment and Rape Prevention Program (SHARPP).** The University of New Hampshire was one of the first institutions in higher education to establish a formal prevention and support services program in the area of sexual violence. In fact, the University is proud of the fact that it has taken an open, honest, and aggressive stance to a problem that is affecting campuses across the country. The SHARPP program was initiated in 1985 and was assigned a full-time Coordinator in 1987. SHARPP's mission is to provide crisis counseling, academic intervention, and advocacy services for victims, as well as to conduct preventive educational efforts.

SHARPP programs are designed to improve the campus climate and address the concerns of a diversity of campus constituencies. A SHARPP Advisory Committee, as well as a special Advisory Committee on Violence Against Women, support the ongoing collaboration of faculty, administrators, staff, and students on this important issue. The SHARPP office maintains a resource library for educational and research purposes and its staff are available to consult with faculty and staff. In the last five years, SHARPP has become a nationally recognized model program for dealing comprehensively with the issue of sexual violence on American college campuses.

**Office of Student Activities.** The Office of Student Activities is responsible for registering and recognizing 120 student organizations, providing leadership/management skills workshops, conferences, the Emerging Leaders Program, assisting with publicity, recruitment and advertising of major campus events, and working with student government through membership on the Student Activity Fee Council. It also advises student organizations within the parameters of the *Rights and Rules of the University of New Hampshire*.

Student organizations are formally recognized by the University if they comply with guidelines determined by the Student Organization Recognition Committee which is under the Division of Student Affairs. All recognized organizations are eligible to apply for funding by the Student Activity Fee. The office also has responsibility for Greek Affairs which includes comprehensive administration and record keeping for 9 fraternities and 5 sororities. Fraternities and sororities are recommended for recognition by the Greek Development Committee, registered with the Office of Student Activities, and eligible for the same rights and privileges as other organizations. The Greek Development Committee was created in 1990 by the Dean for Student Affairs. This committee consists of representatives from faculty, the University and Durham communities, the Parent's Association, Alumni, and the Greek system.

### ***Equal Opportunity and Diversity***

Since the last accreditation review in 1983, substantial progress has been made at the University in pursuit of both the spirit and intent of equal opportunity and towards achieving goals for diversity. However, because

UNH has come late to demonstrating a full fledged commitment to affirmative action and diversity, it still has significant room for improvement. The legacy of a Diversity Committee that was active in educational programming and advocacy during the mid 1980s, coupled with a growing institutional commitment to diversity, will provide a basis for continued progress.

Based on the recommendations of the University Diversity Committee and the Senate Committee on Minority Recruitment and Retention in 1987 and 1988, and with the establishment of the University's first full-time Office of Affirmative Action in 1989, more formalized structures were put in place to ensure equality of educational opportunity and foster diversity. A comprehensive Affirmative Action Advocacy Plan completed in 1989 called for systematic employment reviews of all departments and the development of recruitment and retention goals. The Division of Student Affairs has completed the first phase of its departmental employment reviews. One program in particular, Residential Programs, has been successful in recruiting more minority students as resident assistants and hall directors. The employment profile of staff within the Division of Student Affairs is balanced with respect to gender, but not in respect to persons of color.

In 1990 the Office of Multicultural Student Affairs was created to "assist all students, student groups, and University offices in providing services to students of color in order to increase their retention and graduation rates; and to support and assist students and student groups that contribute to making UNH a diverse, multicultural environment." In pursuit of this mission, the Office of Multicultural Student Affairs staff is involved in orientation activities and has played a key role in supporting and nurturing student organizations for under-represented groups such as African American, Hispanic, Asian American, and Native American students. It also serves as an umbrella organization for the Asociacion de Estudiantes Latinos Americanos, the African-American Student Organization, the Gay, Lesbian, Bisexual Student Alliance, Hillel, and the Native American Cultural Association, and it assists in a wide range of efforts to promote diversity in all facets of campus life. While continued refinement of its goals, services, and programs is ongoing, the Office already has made significant contributions to campus life.

Other offices that play a direct role in promoting diversity include the International Student Office and the Accessing Career Challenges in Education through Specialized Services (ACCESS) program. The International Student Office provides counseling assistance to foreign students, and develops and implements cross-cultural training opportunities for faculty, staff, and students. The International Student Office has recently been consolidated with the Center for International Perspectives, in part to cope with financial constraints, but also to better coordinate international efforts. The Center for International Perspectives, while primarily offering student curricular services, promotes intercultural awareness through its Study Abroad Program and educational activities.

ACCESS promotes all aspects of the educational development of students with documented disabilities, works to increase understanding and support of the campus community for the population and assures that the University acts in compliance with federal regulations, especially concerning Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act. The ACCESS coordinator reviews students' medical and/or psychological documentation, institutes reasonable accommodations, insures access to programs and facilities, and monitors compliance with federal regulations.

Special attention is given to other student populations through the Division of Continuing Education (DCE) and the Student Activities Office. DCE is responsible for the academic program needs of many part-time, and nontraditional students. Commuter students, most of whom are traditionally aged undergraduates, are served by the Student Activities Office. Only within the last several years has the Student Activities Office been responsible for providing services to nontraditional students and commuter students. A separate office for that purpose was discontinued in the mid 1980s when budget reductions were imposed due to shortfalls in state revenues. However, the Student Activities Office has expanded its responsibilities to provide services to both groups.

Finally, it should be noted that a broad-based effort throughout the University and within student affairs to promote diversity is ongoing. Diversity related programming has expanded and there has been increased attention to policies and procedures to deal with issues of harassment and civility on campus. For the past two years enrollment of minority students

has increased by 25% per year and retention is improving. Nonetheless, progress in recruiting and retaining minority students has been slow. Recent gains are dramatic, especially within a state where minority populations are among the lowest in the country, but their overall impact on total enrollment is still modest.

### ***Student Involvement***

By long tradition, the University of New Hampshire has provided students with numerous opportunities for leadership roles and has involved students in governance and policy making. The "Declaration of Student Rights and Rules" affirms that "students have the right to participate in institutional governance and policy formation as defined by the appropriate governing body."

The Student Senate of the University of New Hampshire is an effective means of peer governance and serves as a legislative body. It includes resident, commuter, and Greek system Senators who are elected to represent their respective constituencies and is divided into seven councils, each with its own area of jurisdiction and goals and objectives. The Student Senate functions in accordance with University policies but further definition of its operation is provided for within the framework of its constitution. The Student Senate and the Administration have dual control on all matters concerning student rights and rules. Furthermore, students are involved at all levels of the process that determines annual mandatory student activity fees and rates.

Students have some degree of input into virtually all matters facing the community. With regard to academic policy, there are nine undergraduate students and one graduate student who sit as voting members of the Academic Senate. At least one student serves on each of the Academic Senate standing committees on which they are afforded full voting rights and responsibilities. Students also serve as members of the President's Cabinet and have increased access to the Vice President for Student Affairs Office by being involved in four relatively new groups: the Student Services Budget and Planning Committee, the Student Leadership Forum, the Student Diversity Forum, and the Student Advisory Council. The position of Student Trustee on the Board of Trustees rotates among each of the three major campuses on an annual basis.

Student leadership is supported, encouraged and developed in a variety of formal and informal programs at the University. The Student Activities Office administers several important leadership programs and, by creating policies that make it relatively simple to start a student organization, encourages initiative and responsibility among students. Other opportunities for leadership include peer education, athletic and club sports, resident assistantships, and offices in student organizations.

### ***Athletics and Recreation***

The intercollegiate athletic and recreational sports programs are divisions of Student Services reporting to the Vice President for Student Affairs. They provide University students with opportunities to participate in and enjoy the benefits of athletic competition and personal fitness, and offer students, faculty, staff, alumni, and friends an opportunity to observe athletic and club sport competition and share in the life of the University community. In order for these programs to be a source of pride for the University and the state, they must be professionally managed, ethical, and financially sound. High standards of academic and athletic excellence are hallmarks of the UNH program. However, the University recognizes that it needs to make more substantial progress with respect to gender equity and has embarked on an ambitious plan to achieve equity consistent with Title IX.

**Departments of Women's and Men's Athletics.** The Athletics departments strive to develop teams which compete successfully at the conference, regional and national level while maintaining high standards of academic scholarship and athletic integrity. As reported to NCAA in March 1993, graduation rates for UNH athletes are 72%. The university sponsors 12 men's and 14 women's sports and over 800 men and women participate in athletics. Administrators, coaches, staff, and student athletes subscribe to and are governed by the principles of the NCAA Division I and their respective conference associations.

Institutional control of intercollegiate athletics is maintained through the President's Sports Council. The functions of the Council, which is composed primarily of faculty and UNH administrators, is to advise and make recommendations on all matters relating to athletics. The University has the ultimate goal to graduate each and every student athlete. When needed, academic support services for student athletes are coordinated

within the athletic departments by a coordinator of athletics student services who works with the TASK Center and academic advisers.

Facilities for athletics at the University are in need of improvement. Fields, gymnasium space, the weight room, offices, the track facility, and the tennis courts are sub-standard and in need of repair or renovation. Plans for improvement are discussed under Standard Eight of this report.

**Department of Recreational Sports.** The Department of Recreational Sports provides a variety of recreational opportunities for students, faculty, staff, as well as guests, alumni and public participants. A comprehensive Intramural Sports Program offers men's, women's, and corecreational leagues, with thirty-five to forty programs conducted annually. The informal recreation program offers the opportunity for self directed activities. Fitness programs and non-credit classes are filled to capacity throughout the school year. Individualized fitness programs are available. The Sport Club Program promotes the formation of special interest groups and club teams reflecting the varied recreational interests of members of the campus community.

Space and facilities for recreational sports, like those for athletics, have been limited at the University of New Hampshire. However, in 1992 the Student Senate approved funding for constructing a recreational sports complex that will significantly improve facilities. Design and construction phases will occur in the next two years, with an anticipated opening date of September 1995.

### ***Student Rights and Responsibilities***

The *Student Handbook* and the "Declaration of Student Rights and Rules" outline standards of behavior, a commitment to academic freedom, due process, academic policy, and grievance procedures at the University of New Hampshire. The *Handbook* includes sections on student life, health and safety, policies covering the disposition of student records, procedures for adjudication, potential consequences, and due process protection.

The Judicial Programs Office administers the University Rules of Conduct and conducts proactive campus-wide programming concerning ethical standards and conflict resolution. An Assistant Dean for Student Affairs/Judicial Programs oversees all aspects of the Student Conduct System, supervises student interns and 50 volunteer judicial board

members, and provides educational outreach within the campus community. In 1988, a Task Force composed of students, faculty, and staff thoroughly reviewed and evaluated the system and made recommendations for improvements. Many of these recommendations have been implemented.

## APPRAISAL

The University of New Hampshire has an array of student services consistent with its mission to educate the “whole person.” Programs have changed over time to reflect the changing needs of students and of the general society. Ten years ago, there was no First Year Program Office, Office of Multicultural Student Affairs, or Sexual Harassment and Rape Prevention Program. Today all exist and are providing valuable services to students. In this way, the University in general and the Division of Student Affairs in particular has been responsive, proactive, and truly focused on meeting student needs.

During the same period of time, financial resources have declined with attendant negative consequences. For example, the Student Affairs Research office has been discontinued, and the non-traditional student center eliminated. Despite these resource reductions, overall services have kept pace with current demand which is testimony to the commitment and resiliency of the professional staff. Organizational changes initiated within the last three years have resulted in a Division of Student Affairs more clearly focused on student life outside the classroom. Changing the chief student affairs officer position from Dean of Student Affairs located within Academic Affairs to a Vice President position reporting to the President underscores the importance of the role Student Affairs plays in institutional life.

In the area of facilities, plans are in place to significantly increase the University’s capacity to provide recreational opportunities, to provide better quality and expanded space for an upgraded student union facility, and to make needed renovations to the oldest campus dining commons. These new facilities follow successful capital improvement projects completed since the last accreditation review are described under Standard Eight.,



In summary, the division of Student Affairs has sustained a solid commitment to supporting and challenging students. Most recently this has meant a serious pursuit of diversity, civility, and community and the continuing implementation of the recommendations of the Quality of Campus Life Task Force. The attention paid to improving the quality of campus life for students is producing positive results.

## **PROJECTION**

The future appears paradoxical for student services. More students and better facilities are imminent, yet resources and staff are in short supply. Finding more and better ways to collaborate will be required in order to use resources more wisely and serve students more completely. Student Affairs and Academic Affairs will continue and step up the integration of student services. A more comprehensive system of program review and evaluation and the task of creating a process for regular program review will be assigned to the Associate Dean for Student Development. A process will be developed by July 1, 1994 and be ready for implementation in the fall of 1994.

Given current financial constraints at the University, Student Services will attempt to find alternative sources of funding to support priority areas. Contributing to fund raising for student affairs will become a high priority for the 1990s and beyond. Attention will also be given to permanently filling the Vice President for Student Affairs position as soon as financially feasible. Finally, it will be important to reach a fuller consensus on issues of diversity, climate, and student life outside the classroom and the Division of Student Affairs will continue its efforts to do so. The key for the next decade will be to find ways of working together toward the common purposes of education that fosters the development of the whole person.

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