

Office of the Vice Chancellor/Vice President for Student Affairs and Enrollment Services
FY2019 PROGRAM QUESTIONNAIRE RESPONSES

1. Executive Summary.

The Division of Student Affairs and Enrollment Services strives to provide a nationally acclaimed student experience that results in a valuable impact on persistence and graduation. Currently, the division annually employs over 425 full-time staff and nearly 1200 student workers within the 29 departments. The overall budget for the division is in excess of \$162 million which is comprised of student fees, self-generated revenue, designated tuition, and state funds.

The Division of Student Affairs and Enrollment Services continues to work to improve the student experience at UH through program and initiatives. A few of those new initiatives from the past year include the following:

- The Sexual Violence Prevention and Education Committee included campus-wide representation and launched a new website and campus resources. Collaborators include UH Wellness, WGRC, LGBTQ RC, CDI, EOS, Athletics, and General Counsel.
- The division-wide Customer Service Standard launched fulling in FY17 and the Customer Service Champions were created in each department.
- FY17 was the inaugural year for the “Golden Paw” award. DSAES recognized 5 outstanding staff who went above and beyond.
- FY17 saw new leaders added to the Senior Leadership team to include: Lori Mapps, Executive Director of Integrated Enrollment Services and Mardell Maxwell, Executive Director of Admissions.
- The student life departments within DSAES were awarded NASPA’s Innovation Grant to continue the work of using the Intercultural Development Inventory across the division.
- DSAES hosted the second UH System Leadership conference at UHCL with increased workshops and engagement from all the system schools.
- Began the design phase of the Quadrangle Replacement Project.
- Completed the restructuring of the Business Service units to create a centralized Business Service area.

2. Organization Chart.

Office of the Vice Chancellor/Vice President for Student Affairs and Enrollment Services
Organizational Chart (see attached).

3. FY17 Objectives.

The Division of Student Affairs and Enrollment Services worked with each of the 29 departments to determine which action steps from the Strategic Plan will be facilitated by the respective departments along with specific timelines for each using a mapping process. The progress towards successful completion of each action step is to be included in each department's assessment initiatives and documented in their annual reports. The executive summary of the annual report for the Division will again be published on the Division's website.

Included are the following action steps that were accomplished in FY17 as the final year of the strategic plan:

a. Create new opportunities for student success through learning, engagement and discovery.

Action steps taken:

1. Across the division 52 items were completed under strategic initiative number one: Learning, Engagement, & Discovery.
2. Some highlights from that area are:
 - a. The Women and Gender Resource Center (WGRC) hired a new sexual misconduct support services coordinator (SMSS) providing a confidential campus resource; developing a protocol for referral and service utilization. WGRC implemented the first Men & Masculinity Week that included 5 days of educational and awareness programs to support the understanding of men's issues and masculinity. WGRC hosted a workshop (Myth: Men Don't Get Raped) and a two-part program (Tag You're It Part One & Tag You're It Part Two) that brought awareness regarding and support for male survivors and further educated students on consent culture.
 - b. The Dean of Students Office (DOS) increased awareness and utilization of Student Advocacy services as demonstrated by an increase of 10 resolved advocacy cases over the prior academic year. DOS expanded the Commuter Student Services program by holding commuter workshops, hosting commuter pop-up events, and providing a Commuter Assistant training and orientation, transition, and retention retreat.
 - c. The Center for Students with disABILITIES (CSD) improved the student intake tracking system, allowing the department to better document contacts and other pertinent information in order to provide comprehensive, quality, individualized accommodations and services to UH students.
 - d. Cougars in Recovery (CIR) had nine community members graduate in the 2016-2017 academic year and took on 31 new students into the program. CIR created partnerships with off-campus mental health organizations to support CIR members that struggle with co-occurring mental health disorders.
 - e. The LGBTQ Resource Center (LGBTQ) implemented new discussion groups with the following topics this academic year: A Transgender group, an LGBTQ Art Group, a Bisexual Group, and a Coming Out group. LGBTQ implemented an

ambassador program named Sexuality and Gender Acceptance (SAGA) Squad in fall.

- f. The Center for Student Involvement (CSI) created and implemented an Ignite Mentor curriculum using the Leadership Challenge. Following participation in this curriculum and participation in the Ignite Mentee experience, 100% of the mentors agreed or strongly agreed that they have the skills needed to build the confidence of their mentees; 75% of mentors strongly agreed and 25% of mentors agreed that they are able to share opportunities for involvement with others based on their leadership aspirations.
- g. CSI partnered with the Center for Diversity and Inclusion (CDI) to launch a new program named RISE, a foundational diversity certificate program. This program includes a series of workshops focused on diversity, power and privilege, inclusive language, and intent vs. impact. During its first semester, over 400 students have completed at least one requirement of RISE.
- h. CDI partnered with WGRC to launch EMPOWER, a women's leadership conference, held in April 2017. The conference provided an opportunity for students to build their leadership presence, to understand gender-related leadership issues, and to build a foundation for continued leadership development and success.
- i. CSI created two years of a four-year curriculum for the Executive Leadership Retreat for fee-funded leaders. This curriculum was built on the following theories: Social Change Model and the Leadership Challenge.
- j. Student Housing and Residential Life (SHRL) partnered with UHin4 to create a living learning community (LLC) specifically tailored to the success of students within the program. The LLC is housed in Cougar Village II.
- k. SHRL and Campus Recreation (CRec) served as pilot groups for the Scarlet Seals of Excellence program.
- l. CDI created phase 2 of the Achievement Initiative for Minority Males program and, following securing funding for a graduate assistant, doubled its active membership. CDI refined the curriculum for the Achievement Initiative for Minority Males program to include a more intensive and hands-on experience that better supports members and connects them to each other and the campus.
- m. Veteran Services (VS) developed and implemented an orientation team that engaged with almost 600 new and transfer military connected students by providing one on one advising and introduction to the university.
- n. CSI expanded the participation of the large-scale Friday night program infraRED. The two infraRED nights programs hosted in the fall semester were themed Main Event and Spooktacular. These events brought in consecutive record numbers for attendance, with a combined total of 963 students participating. 91% of students reported that, "Attending InfraRED provided me with the opportunity to develop spirit and pride for the University of Houston. 97% of students agreed or strongly agreed that, "Attending InfraRED provided me with the opportunity to feel at home at the University of Houston."
- o. Counseling and Psychology Services (CAPS) increased unique Let's Talk consultations by 83% over the prior academic year.
- p. LGBTQ refined the Advanced Ally Program by creating and implementing four new workshops in spring 2017. LGBTQ replaced the Queer Comradery Program with the LGBTQ Awareness Workshop. In collaboration with CDI, four workshops were held throughout the academic year.

- q. Student Centers (SC) worked with the SC Event Committee and SC Partners Group to increase the amount of unique and innovative student focused events hosted throughout the year. These events are designed to create awareness of resources available in the Student Centers, enhance student life and foster campus traditions (Cougar Resource Fair, FallFest, Stress Free Finals Week, Art/Cultural Learning Exhibits, etc.). SC expanded WOW and increased the total number of events to 128 events, which is an 11.5% growth from the prior academic year. Of the WOW events, 53 occurred in the student center.
- r. Wellness (WELL) facilitated student development and the student learning process through education on alcohol and other drugs, mental health, and sexual violence and sexual health. Alcohol and drug presentations have increased by improved marketing strategies and implementation of BASICS. Mental health education includes weekly Mindfulness Meditation, stress management workshops and consultations, and Mental Health First Aid. Sexual violence prevention and education program have continued to grow with an increase in workshops and collaborations. WELL increased programming relating to 9 dimensions of wellness, and aligned all marketing, branding, and presentations to reference this multi-dimensional model of wellness.
- s. UEP created a student leader pipeline for student leadership, which will increase the number of student leaders and the number of professional development opportunities for those leaders. UEP also increased the number of social event opportunities, including one collaboration event with partners per month and one UEP Pillar Program per month. This has resulted in greater camaraderie within UEP and an increase in volunteer hours for participants in the local communities. UEP collaborated with CDI to host an open forum and information session lead by Dream.US scholarship recipients and DACA students.
- t. University Career Services (UCS) developed and implemented a career course that receives academic credit for CLASS students. UCS developed and continues to use a career action plan along with an interactive career workbook to help students from each college navigate the job search process.

b. Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.

Action steps taken:

1. Across the division 84 items were completed under strategic initiative number two: Resource Management, Leadership, & Facilities.
2. Some highlights from that area are:
 - a. Increased on-board processes and procedures in numerous departments. The DSAES Professional Development Committee also revamped the staff orientation process in FY17.
 - b. DOS engaged in a comprehensive review of Student Conduct policies and processes to ensure increased knowledge, consistency of practice, and student success.
 - c. The Center for Fraternity and Sorority Life (CFSL) reviewed and redrafted the mission statement for CFSL.
 - d. DSAES IT established an equipment check-out process, which has enhanced the tracking of department equipment use and will assist with addressing equipment needs across the division.
 - e. CRec began the process of incorporating the use of Connect2's Go Board app and the use of tablets for internal operations and communication. A contract is in

place, and currently the department is completing research and reviews in order to seamlessly implement the technology into the department's operations.

- f. SHRL began work on developing trainings, programming, and exercises, to ensure fulltime SHRL staff are prepared for ongoing emergencies and are fully aware of UH/SHRL policies, procedures, and staff expectations/roles.
- g. Campus Solutions Services (CSS) continued the migration efforts of UHD from Banner to PeopleSoft. The goal for total migration to be completed by May 2018.
- h. CSS upgraded the PeopleSoft Campus Solutions application for UH Main, UH Clear Lake, and UH Victoria to version 9.2.
- i. Integrated Enrollment Services (IES) developed and implemented intentional proactive financial literacy education programming via a Financial Literacy Counselor to support the retention of incoming students by minimizing the impact of student financial issues. IES developed an online training for all new staff who work with service indicators in PeopleSoft in order to increase efficiency and effectiveness of the training for both IES staff and other division staff.
- j. The Center for Student Media (CSM) developed and implemented a centralized check out process for equipment management in order to unify media technology resources across all organizations, gather accurate usage data and ensure adequate inventory is maintained.
- k. SC evaluated and adjusted as needed financial business plans and Memorandums of Understanding (MOU) with Campus Partners in order to ensure the long-term stability for the future of the Student Centers.
- l. UCS increased utilization of services at UHSL with over 1,000 students served (over 50% of the UHSL student population). USC engaged over 20,000 students at UH main and UHSL, nearly 25% over the prior academic year. UCS shared 15,962 job postings, a 30% increase from last year, in an effort to engage more employers.
- m. Enrollment Services Communication and Marketing (ESCM) began the migration to SharePoint for all internal department documents in order to allow for more timely and efficient e-communication within the department.
- n. CRec worked with Sports Clubs to raise a collective \$17,718.17 during the academic year to meet the needs of the various teams. CRec developed a sponsorship plan to support departmental initiatives that outlines 3 tiers of sponsorship.
- o. LGBTQ worked with the LGBTQ Alumni Association to host an event featuring Brian Simms (Pennsylvania State Representative) and raised \$10,000 for the LGBTQ Emergency Aid Program and Scholarships fund.
- p. Student Health Center (HC) worked the pharmacy to accept third-party billing in collaboration with LeaderNet and Caremark to provide an increased number of options for students in receiving medications.
- q. SFA created a new centralized Contact Center to handle student and parent phone traffic. The Contact Center has assisted in reducing telephone wait times during fall peak, in part by taking messages and making outgoing calls within 24 hours to respond to callers' questions, an approach which had not previously been employed. SFA began utilizing robo-calls to communicate with specialized student segments from whom actions were required in order to have more impactful and more immediate responses.

c. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

Action steps taken:

1. Across the division 9 items were completed under strategic initiative number three: Global, Learning, & Community.
2. CDI worked with the participants in the Achievement Initiative for Minority Males to plan several high school recruitment events for minority males in the Third-Ward community.
3. CDI oversaw the administration of the Intercultural Development Inventory (IDI) tool to members of the Division of Student Affairs and Enrollment Services (DSAES) Senior Leadership Team, selected members of the DSAES Student Life Team, and six departments within DSAES. Initial coaching to help increase cultural competence began, and further administration and coaching will continue in the future.
4. CSI developed a third Alternative Spring Break trip. These trips support 60 students as they travel to Killeen, Texas to work with youth with disabilities; Ardmore, Oklahoma to focus on environmental sustainability; and New Orleans, Louisiana to provide service around community development.
5. CSM staff worked with students from Yates High School in teaching them about student media on a college campus, highlighting inclusive practices in media content and leadership.
6. LGBTQ collaborated with the African American Studies program and brought the Mahogany Project to campus. This program addresses the intersection of race and LGBTQ identities.
7. LGBTQ collaborated with the Hispanic Studies program to bring the Purple Eye, a one-person performance about growing up gay in a Hispanic family.
8. UCS organized two international student events to help prepare students to navigate the job search.
9. CDI worked with Institutional Research and the Director of Assessment to administer the Skyfactor Campus Climate Survey in spring and to compare results from a prior administration of the survey in the 2014-2015 academic year.
10. CDI increased its number of visitors from the prior academic year by 40%.

d. Develop a culture of innovation and accountability in the redesign of division policies, processes and procedures.

Action steps taken:

1. Across the division 29 items were completed under strategic initiative number four: Innovation, Accountability, & Transparency.
2. Some highlights from that area are:
 - a. CAPS added forms and information related to medical withdrawals and emotional support animals to the CAPS website
 - b. CFSL has made the following changes to process documentation regarding member recruitment and reporting: 1) CFSL reviewed Membership Intake Paperwork processes and created a workflow resource that guides students through the Membership Intake Reporting process. 2) CFSL defined a new process for the registration and verification of potential members for Interfraternity Council recruitment through the ChapterBuilder.com system.
 - c. WGRC updated its center utilization database to allow users to swipe in, implemented the use of online, onsite evaluations for Take Back the Night, and utilized Get Involved to track attendance at Take Back the Night.

- d. HC fully utilized the Electronic Medical Records system (EMR) to allow for best and most efficient documentation of patient visits by providers. HC also optimized use of EMR by providing routine training and support.
- e. UCS implemented the Cougar Pathway Career Management system for employers to connect with students by posting jobs and registering to attend career fairs.
- f. SC worked with CSI to further integrate Get Involved into the scheduling / reservation process to further streamline communication regarding requirements.
- g. CLC submitted the CCAMPIS federal grant Annual Performance Report and the NAEYC accreditation Annual Report. In addition, CLC completed the Council for the Advancement of Standards (CAS) in Higher Education's self-assessment tool in preparation for the external review in the spring. This included the collection of relevant data used to document program effectiveness over time.
- h. ADM implemented reporting procedures to process and admit the required number of applications needed to meet stated enrollment goals. For the Fall 2017 class, completed FTIC applications increased 7.8% (n=1,566) and completed transfer application decreased 1.5% (n=127). In regards to the decline in completed transfer student applications, Texas Department of Education data suggests enrollment at two-year colleges are declining; meaning there are fewer transfer students to recruit and enroll. Overall, the application performance led to an 11.3% increase in enrollment for new FTIC students and 1.2% decrease in enrollment for transfer students.
- i. BUS established and implemented a series of reporting procedures for program directors in order to improve report comprehension and to ensure reported information contains the financial and operational data necessary to ensure student success.
- j. SHRL created an online form (via SharePoint) for programming reports that can be added to monthly, quarterly, or annual reports.

e. Cultivate a collective identity that demonstrates a united vision.

Action steps taken:

- 1. Across the division 34 items were completed under strategic initiative number five: Communication, Brand, & Initiative
- 2. Some highlights from that area are:
 - a. Social Media and Website utilization increased across several areas in the division.
 - b. SHRL raised awareness of ELG (Engaged Learning Groups) housing options by sending ELG specific emails explaining their purpose, the benefits, the options, and how to sign up for an ELG. A total of 9,522 FTICs and 26,576 current students received the email. Additionally, postcards and brochures were developed for each new community and sent electronically to students by SHRL and departments sponsoring communities.
 - c. WGRC developed and implemented various outreach plans (Programming Outreach Plan, Sexual Misconduct Support Services Outreach Plan, and Marketing Outreach Plan) to increase awareness of WGRC programs, services, and resources.
 - d. Marketing plans were established or re-established for over 15 departments.
 - e. IES expanded collaboration and networking at UHSL by promoting the departments of Enrollment Services and by continuing to share the functions of

- each department. This includes marketing on screen displays, holding training sessions for students, and attending UHSL Partners meetings.
- f. LGBTQ developed a comprehensive marketing plan that included a rebranding of the department's brochure, Cougar Ally placard, and Pride Partners placard. These redesigned materials have been and will continue to be distributed throughout campus.
 - g. SC created a new Marketing Committee specifically for Student Centers and developed a calendar plan for more efficient efforts focusing more on social media and better marketing materials for potential guests. Additionally, SC rolled out the #SCSustain campaign to increase social media presence to market sustainability efforts and developed new wayfinding projects to enhance guest experience.
 - h. ESCM developed a more relational approach to communicating with students via social media, mail, and print pieces. The tone and graphics have received higher levels of engagement, and completed action before last year's dates.
 - i. UEP increased the marketing of UEP services by utilizing greater face-to-face marketing strategies, by participating in more tabling events, and by maintaining a consistent brand image across the program.
 - j. CDI worked with the DSAES Student Life Diversity Committee to create diversity and inclusion related definitions for DSAES.

f. Create and engage in strategic partnerships.

Action steps taken:

1. Across the division 29 items were completed under strategic initiative number six: Partnerships, Strategy, & Positive Impact.
2. Some highlights from that area are:
 - a. WELL collaborated with Department of Psychology and the Dean of Students to implement BASICS (Brief Alcohol Screening in College Students) as a conduct sanction for high risk college students that uses alcohol screening and feedback to reduce problem drinking.
 - b. CAPS established a relationship with the College of Education Psychological, Health, and Learning Sciences (PHLS) department to explore research collaborations. From this relationship, a PHLS graduate student was able to complete a research study in conjunction with CAPS.
 - c. CDI worked with selected faculty members to infuse elements of diversity programs into their curriculum.
 - d. HC collaborated with the International Student and Scholar Services Office (ISSSO) and legal counsel to navigate international students' inquiries regarding insurance and waivers, to update campus' policy regarding international students and insurance, and to have clear guidelines that ensure a consistent message is delivered to students.
 - e. SFA worked with Strategic Enrollment Planning to establish an earlier deadline for all academic departments to submit scholarship memos to decrease delays in application of awards by the beginning of the academic year.
 - f. UCS partnered with the Bauer College of Business to develop a new program related to what students can do with their business minors. This program included information sessions for business and non-business majors regarding company tracks. UCS worked with the College of Engineering to host the Energy Career Fair and to coordinate trips to The TMC Innovation Institute. UCS collaborated

with the College of Social Work to host the Non-Profit and Government Career and Graduate School Fairs, and to facilitate Linked-In presentation for GCSW students. UCS partnered with the College of Law to share law-related job postings.

- g. UCS, working with the Campus Consortium of Career Centers, helped organized 46 professional development lunch and learn programs and 2 socials per year.
- h. UCS provided Simplicity technology for the Computer Science and Sales career fairs to help track student data and provide consistency among UH career fairs.
- i. ADBruce worked with the UH Service Level Agreements to increase the number of landscape services around the Religion Center.
- j. ADBruce developed a working partnership with the new custodial vendor and monitored the Custodial Cleaning Frequency Charts to ensure facility cleanliness and consistent staffing to support student organization activities and special event needs.
- k. SC established monthly meetings with Facilities Management to ensure proper communication between the department and custodial staff. Additionally, a new housekeeping contract has been established.
- l. SC met with Facilities Management project managers and supervisors to ensure that cost savings options were not overlooked and savings were used to offset cost of recycling containers within the buildings.
- m. DSAESIT worked to coordinate with UIT on the transition to a new Wi-Fi service provider and expanding the reach of those Wi-Fi networks to include outdoor DSAES spaces.

4. Evaluation.

The Division continues to provide department access to Campus Labs Baseline to encourage greater use of evaluations of program, services and initiatives. In FY17, almost 30,000 responses were collected in Baseline across 330 projects.

Annual reporting requires departments to provide overall results in evaluation of programs and services. Through the use of assessment and evaluation, departments are asked to make decisions on programs and services based on the results of students achieving the learning outcomes and the success in meeting program outcomes. Additionally in FY17, we completed the first year to have completed cards on persistence and a better calculation of graduation data given the fluctuations of student movement in and out of our programs and departments. Departments are now being called to report and share that data while using it to improve services that support student success.

5. Budget Changes.

The base augmentation requested for FY 2019 of \$29,000 is a transfer from the SFAC Business Services budget funding partial salary of the AVP for Business Services.

6. SSF Reserve in excess of \$5,000.

FY17 reserve returned was in total \$73,375. Of that total, \$71,796 was for Salary/Wage/Fringe and \$1,579 was in M&O/Travel. The line item break down for the Salary/Wage/Fringe is given below.

L3 - S&W/Longevity	(428)
L3 - FRING	38,138
L3-S&W EST/Monthly Salaries	31,554
L3-S&W NES/Bi-Monthly Salaries	789
L3-S&W STU/Student Wages	1,743
Total	71,796

7. FY19 Objectives.

The Division of Student Affairs and Enrollment Services is using the FY18 year to assess progress on the FY12-FY17 success and challenges in our first strategic plan while establishing the next strategic plan to guide the division and our departments. Our second strategic plan development is outlined below:

Proposed timeline:

- Close current plan at the end of FY17
 - Collect and assess the first five-year plan
- Planning summer 2017 – Fall 2017
 - Defined through retreats, SWOT, and processing of previous Strategic Plan
- Write and draft the new plan in Spring 2018
- Implement Summer 2018

8. FY18 5% reduction.

A 5% reduction in FY17 funding would be a budgetary cut of \$60,777. This would come as a reduction based on the below line items.

Student Employees	8,000
Advertising	6,000
Consulting Services	5,000
Professional Development	8,000
Programs/Events	12,000
Security Services	2,000
Uniforms	3,000
Travel	1,131
Repairs/Maintenance	1,000
Computer Supplies/Repairs	10,000
6% Admin Fee	3,646
Total	60,777

9. Other sources of funding.

As per our strategic plan, the Division of Student Affairs has implemented a division-wide advancement and fundraising program in partnership with the Division of Advancement. In addition, through further partnership with the Division of University Advancement and the Alumni Association, the Division intends to nurture alumni support of the Division's initiatives. FY19 funding sources are anticipated to continue on this trajectory. Additionally, two research assistant positions reporting to the Director of Assessment and Planning have been funded through central funds (designated tuition).

10. Overlap.

There is no identifiable overlap with other divisions on campus or fee funded divisions, departments or units.

UNIVERSITY of HOUSTON

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