

CHAPTER 10

STUDENTS

INTRODUCTION

In the Carnegie report entitled *College*, Ernest Boyer begins the section on campus life with the following paragraph:

The undergraduate college should be held together by something more than plumbing, a common grievance over parking, or football rallies in the fall. What students do in dining halls, on the playing fields, and in the rathskeller late at night all combine to influence the outcome of the college education, and the challenge, in the building of community, is to extend the resources for learning on the campus and to see academic and nonacademic life as interlocked.

The University of Kentucky is interested and involved in trying to build community and in trying to link the academic and nonacademic life. The Vice Chancellor for Student Affairs, for example, sees and promotes student affairs personnel as educators and supports innovative programs such as the Emerging Leader Institute. Other examples include the recent effort of the Dean of Undergraduate Studies and the Dean of Students to organize a series of loosely structured town meetings on topics ranging from the Middle East to alcohol on campus. In Fall 1991, the Office of International Affairs, the Housing Office, Residence Life, and the Dean of Undergraduate Studies, with support from the Innovation and Excellence Fund, cooperated to open Jewell Hall International Living/Learning Center, which houses both American and international students. A course fulfilling the cross-cultural requirement of the University Studies Program was offered in that hall in Fall Semester, 1991.

When the Self-Study Committee on Students began meeting in Fall 1990, discussion also centered on ideas of building community and linking academic and nonacademic life. Members dreamed about such ideas as a spring preview week for first year students, a weekly campus event/convocation/community day, and the installation of permanent sculptures on campus. Suggestions from the first group of students to offer suggestions (asked what would make UK a better place besides a parking space), included a club for students under 21, more campus eating places open on weekends, informal rap groups for commuters, opportunities to recycle, and many others.

Besides the Boyer goals for campus life, the committee recognized important contextual, societal factors which will impact universities in the 1990s and into the 21st century. Rapid information retrieval through technology may encourage a village model of small academic communities of students and professors who will meet in seminars and tutorials to develop their mutual academic interests. Some of that meeting may take place in residence halls, as in the Jewell Hall experiment. The composition of the student body will change as so-called non-traditional students become the norm and education becomes a lifetime experience. In fact, the proportion of students over 25 at the University of Kentucky grew from 22 percent in 1982 to 33 percent in 1990. Middle-aged students will continue to return to college to finish an

undergraduate degree or to change careers, joining both younger students who are often working and going through school more slowly and the senior Donovan Scholars, one of whom recently received a doctorate at 84. The cultural diversity of the student body will continue to increase; for example, international students have more than doubled in number in the last five years. International teaching assistants will remain common, but they will receive more training and American students will gain more understanding of them as they learn more about other cultures in their own society and across the world through coursework and co-curricular events. The recognition of and respect for individual differences, such as race, gender, nationality, religion, disability, and age, will be a pillar in building community. The goal should be to build an inclusive, just, sustainable community.

The committee was charged by the Steering Committee to review the goals and purposes of the student services programs and the activities which support them: student recruitment, facilities (classrooms, campus housing), financial aid, and contact with faculty. In addition, the committee was asked to review the criteria for assessing the effectiveness of student programs in contributing to the cultural, social, moral, intellectual and physical development of students and to the development of a stimulating intellectual environment. In the course of this review the committee was charged to consider issues concerning gender, minorities and international students.

To gather student input about campus life, the committee held meetings with many specific groups of students, including adult, minority, handicapped, international, graduate, and residence hall students, as well as a general open meeting. Surveys were filled out by medical center students, Greeks, and students in several residence halls and classes. Two basic questions were asked in the meetings and on the surveys:

1. What are two things you like about UK campus life? and
2. What are two things you think would improve UK campus life?

The committee also developed questions for the Self-Study telephone survey of students (hereafter referred to as the telephone survey), which was administered by the UK Survey Research Center. As subcommittees worked on specific accreditation areas, they interviewed relevant staff and perused relevant reports and self-evaluations done by the units, as well as outside evaluations, including the report of the 1986 Student Affairs Review Committee, or Brooks Report (Exhibit 10-A).

STUDENT DEVELOPMENT SERVICES

The Vice Chancellor for Student Affairs reports to the Chancellor of the Lexington Campus. As chief administrator of the Student Affairs Division, he is responsible for providing direction and coordination for a variety of services designed to foster the cognitive, affective, physical, and ethical development of students. To do so, the division maintains and coordinates the traditional programs of campus recreation, cultural activities, counseling services and student organizations of many types that are essential to student life on a large University campus. Organizationally, the Dean of Students is responsible for campus recreation, fraternities and sororities, freshman orientation, handicapped student services, health education, intercollegiate debate, religious affairs and student discipline. The Student Center Director is responsible for commuter student services, the Student Activities Board, Student Government Association, and the student organization offices; Student Services includes the career planning and placement center, student

billing services, and student media, while the Director of Financial Aid administers all student financial aid programs for the University, including the Community Colleges.

Over the past decade, the Division of Student Affairs has grown and reorganized, adding 24 new positions and restructuring the Dean of Students Office. These additional positions have allowed the Division to meet increased demand for such services as Student Financial Aid, the University Counseling Center, and the University Career Center, and to add a number of new services in the last five years, including the Office of Health Education (drug, alcohol and general health education), New Student Services (orientation, UK 101, Ambassador Program, Parents Association), the Aquatics Program in the Lancaster Center, Student Leadership Development Programs, educational programs in the residence Halls, the Partner Relocation Program, and the Technical Services Program in the Student Center. Most of these are described in *Cross-roads: A Guide to Student Life* which is published by the Dean of Students Office (Exhibit 10-B).

While the University has continued to improve Student Services, the committee had several areas of concern with regard to the overall purpose and functioning of the Student Affairs Division. The committee felt that the administrative location of Student Affairs sometimes interferes with its optimal functioning. Although the Division of Student Affairs has a University-wide responsibility for certain functions, the Vice-Chancellor reports to the Chancellor of the Lexington Campus. For example, financial aid for all three sectors is handled in this division. Most of the colleges in the Medical Sector and several colleges of the Lexington Campus have separate student affairs offices which report directly to their deans. Minority Student Affairs provides certain support services for minorities, but is not part of the Student Affairs Division, and reports to another Vice-Chancellor. Academic support services for on-campus adult students are provided through University Extension, which reports to the Chancellor of the Lexington Campus. Other problems with the current administrative structure were also pointed out in the 1986 report of the Student Affairs Review Committee. This organization results in fragmentation and duplication which are not only expensive but frustrating for individuals and groups trying to access or coordinate services and programs.

In addition to being administratively fragmented, student services are physically scattered across the University campus. In the past few years the University has begun to address this problem by locating Admissions, Financial Aid and the Registrar's Office in the Funkhouser Building. This change will make their services much more easily accessible to students, prospective students and their parents, and should also facilitate administrative communication between the related units. If Funkhouser is to become a permanent location, the problem of wheel chair access will have to be better addressed, but such consolidation should be continued.

The Office of Residential Life and the Office of Housing share responsibility for undergraduate student housing, but are in separate administrative divisions. The Office of Residential Life is part of Student Affairs, and is responsible for residence hall programming and certain policies. The Housing Office reports to the Vice Chancellor for Business Affairs and is responsible for the financial aspects of residence halls, such as room assignments, billing, maintenance, furniture repairs, and certain related policies. When their interests diverge, students and administrators experience what is perceived as unnecessary frustration. Examples include the tension between the programming priority of providing single rooms for Resident Assistants and the financial desirability of double occupancy, or the need to coordinate with two separate sets of people in planning a living-learning residence hall. Overall coordination would be helpful for safe, comfortable, and rewarding residential life. The previously cited Brooks report made a similar recommendation.

Student Affairs personnel are well-qualified for their positions, but data from the surveys and focus groups indicate that some feel more opportunity for individual professional development is needed to maintain currency in the field and to bring continued vitality through new theoretical perspectives to the Division and to the University as a whole. The Self-Study concluded that all Student Affairs units are regularly engaged in assessment, most frequently in the form of surveys, which are summarized in Exhibit 10-C. The resulting information is used to improve student services and programming, but could be more systematically integrated into the Division's strategic plans. In addition, all academic support service units are reviewed on a six-year cycle (Exhibit 10-D.)

Certain aspects of student life are touched by several offices. While it is often appropriate for the offices to be separate, informal coordination among these campus units as they deal with particular issues or particular groups of students would help create more campus community for both students and staff. For example, over the past two years an international student working group has enabled staff working in many offices to share information about and strategies for providing international students with appropriate services.

University Extension's Extended-Campus Programs is the administrative unit responsible for planning and implementing student development (support) services for extended-campus students. This is accomplished in close coordination with academic colleges and departments as well as with other administrative offices on campus including Undergraduate and Graduate Admissions; the Registrar's Office and Student Billing Services. The University's graduate centers have local site coordinators or directors who are jointly employed by and work with Extended-Campus Programs and the Graduate School to enhance student support services. In addition, each site which downlinks a credit course from the University has a local coordinator who is employed by and works directly with Extended-Campus Programs. Extended-campus students are asked to evaluate specific services provided by the Extended-Campus Programs Office as well as by the Extended Library Service Office and by Media Design and Production in order to assure continuation of quality support for these programs.

Recommendation 10-1: The Division of Student Affairs should be administratively located to reflect its responsibilities across academic sectors of the University.

Recommendation 10-2: The delivery of student services such as Undergraduate and Graduate Admissions, Registrar's Office, Student Financial Aid, Residential Life, Housing, Dean of Students Office, Counseling and Testing, Handicapped Student Services, Career Planning and Placement, and Minority Learning and Recruitment should be centralized within a single location.

Recommendation 10-3: The administrative and educational functions of the Housing and the Residential Life offices should be merged into a single office in the Student Affairs Division.

Recommendation 10-4: Student services personnel should be encouraged and supported in professional development which should be planned to support the goals and strategies of the unit as identified through more systematic assessment.

Recommendation 10-5: Round table discussions of campus life including staff, faculty, and students would be useful. A regular once or twice a semester assembly of persons from various units dealing with campus life—Student Affairs plus units such as Undergraduate Studies, Minority Affairs, International Affairs—would also be valuable.

ACADEMIC ADVISING, COUNSELING, AND CAREER DEVELOPMENT

Advising is performed in many ways and through many offices across the campus. This report deals only with professional advisers and advising for particular groups of students. The Chapters on Undergraduate Education and Graduate Education discuss advising by faculty.

Academic advising by professional staff is found within academic departments and student affairs areas of academic deans' offices. Most undergraduate colleges require their students to see an academic adviser as a condition for participation in advance registration. Although this fact alone makes the advising process significant, the consensus among both professional staff advisers and faculty is that advising is greatly undervalued. Despite research evidence that advising is crucial to retention of students, UK does not have a mission statement about the role of academic advising. Further, although the responsibility for advising has been delegated to a core of professional advisers for certain students, the University's current system does not ensure that important academic information about policy changes or interpretations from the University Faculty Senate always reach these professional advisers.

The University is aware that various groups of students have particular needs in relation to the environment, and addresses these through offices staffed by people deemed to be most able to facilitate students' success within the University environment. Offices providing advising for specific groups include the Minority Learning Center, Handicapped Student Services, Academic Support Services for Adults, International Student and Scholar Services, and others.

The Minority Learning Center provides academic planning and tutoring services for African-American undergraduate students, with a primary focus on freshmen. The Center offers a summer program for freshmen prior to the first year as well as on-going support services. Enrollment of new African-American students nearly doubled from 1989 to 1991 (124 to 214). The minority retention rate now exceeds the overall rate for UK students.

The Office of Handicapped Students Services provides University-wide services and support for students with physical and learning disabilities, helping them negotiate the residence halls, the physical campus, and the University curricula. Accessibility is often a problem. For example, until recently, students in wheelchairs were often unable to use computers because of the level at which the machines were installed; blind students have access to a spoken computer only in the library and in the office for handicapped students. Although the University has made considerable progress in making its facilities accessible to the physically handicapped, some campus buildings (especially older ones) are not accessible to students in wheelchairs.

Academic Support Services for Adults is housed administratively in University Extension. The office provides information, support and advocacy for about 1000 adult students. Services include academic advising, career counseling and resources, non-credit refresher courses, a newsletter, back-to-school workshops, evening child care on campus, a day care directory, and

scholarships. Although the services provided are very good, sometimes adult students receive mixed messages about the degree to which the University supports their academic efforts. For instance, adults seem particularly sensitive about talking with advisers privately, yet not all advisers have private office space. The change in budget for Evening and Weekend courses has reduced the number of courses offered and the possibility of completing degrees, for some students. Many adult students are hesitant about returning to the University simply because of the difficulty of learning the physical landscape and knowing where to park. Many adult students are also employed full-time and must take time from work to schedule advising and registration appointments. The lack of parking sometimes deters them altogether and can double the amount of time they take away from work.

International Student and Scholar Services is part of the Office of International Affairs and provides services for an increasing number of international students. In 1986, 482 international students were enrolled; in 1991 the number had almost tripled to 1345. Activities include orientation, immigration services, study skills seminars, support groups, and cross-cultural programming. The office is a source of support as students deal with the many complexities of a foreign environment.

The Counseling and Testing Center provides excellent personal and academic counseling and a variety of services through in-house and outreach programs, but continues to have an acute shortage of staff psychologists. Students may have to wait weeks for an appointment. Although staff has increased from three to 7.5 psychologists since 1982, the Center has never been able to serve the University as an internship site because it has only half the number of staff psychologists considered appropriate by the American Psychological Association (APA) for a campus of UK's size.

The Counseling and Testing Center's Learning Skills Program is an important outreach to students. The Master Student course, a 12-hour non-credit class which emphasizes good study skills, habits, and attitudes, has been particularly effective. During the spring of 1989, the 67 students who completed the course showed an average increase in GPA of 0.5. The Center's personnel have been willing to work with other units on campus, too; for example, in spring 1991, the Director worked with the Dean of Undergraduate Studies on a teaching handbook and other activities related to the improvement of teaching.

The University Career Center is responsible for career planning and placement and offers lifetime placement services for alumni. The Career Center also coordinates students' participation in cooperative education. While the Center's professional staff has grown from three to 6.5 since 1980, the Center still has half the number recommended for a campus of UK's size, and physical space is wholly inadequate.

Recommendation 10-6: The President should appoint a committee, in consultation with the Senate Council, to articulate a University mission statement identifying the elements of good advising, describing its importance, and suggesting an appropriate reward system to promote commitment to outstanding advising.

Recommendation 10-7: The University should establish and maintain an open access electronic network for the dissemination of information related to academic advising and the enforcement of academic policy.

Recommendation 10-8: The University should increase its commitment to addressing the needs of the increasing African-American enrollment.

Recommendation 10-9: All remaining impediments to building access should be eliminated so handicapped students have access to the full range of educational and recreational services on the North and South Campuses.

Recommendation 10-10: The number and locations of computers accessible to students in wheelchairs and the number of spoken computers for blind students should be increased.

Recommendation 10-11: Two half-time specialists should be hired to serve learning disabled and hearing disabled students.

Recommendation 10-12: Additional office space should be found for the advising staff of Academic Support Services for privacy when advising students.

Recommendation 10-13: Three parking spaces should be dedicated during daytime hours to prospective adult students who visit the Office of Academic Support Services for Adults.

Recommendation 10-14: The College of Arts and Sciences advisers should include an International Academic Counselor who would orient new internationals to the advising process and be a liaison with colleges and departments.

Recommendation 10-15: The number of staff psychologists in the Counseling and Testing Center should be increased to one per 1500 students as APA recommends.

Recommendation 10-16: A new location with more space for the Counseling and Testing Center will be needed to accommodate more staff in the private offices needed for client-counselor relationship.

Recommendation 10-17: The Counseling and Testing Center should continue its participation in programs sponsored with other units such as the Office of the Dean of Undergraduate Studies, the Division of Student Affairs, and the Division of Minority Affairs.

Recommendation 10-18: The Master Student Program should be continued and expanded.

Recommendation 10-19: The Counseling and Testing Center's staff should be increased to a level comparable to that of benchmark institutions and should be housed in adequate facilities, probably with other student services.

STUDENT GOVERNMENT, STUDENT ACTIVITIES, AND PUBLICATIONS

The University actively seeks to involve students in various levels of decision-making. Students constitute approximately one-fifth of the voting membership of the University Senate; are members of the Senate Council, all academic councils and Senate committees, and of most administrative standing committees. Students are also appointed to search committees, program revision committees, college advisory committees, and various *ad hoc* committees.

Recommendation 10-20: In each academic unit, Student Advisory Councils should be established and/or maintained, and actively involved, to assure adequate representation of students' perspectives in accordance with University regulations.

Student Government

The Student Government Association (SGA) serves as the official student body authority on campus. All full- and part-time students at the University and Lexington Community College are considered members of SGA and may participate in its work. SGA consists of three branches: executive, legislative, and judicial. The executive branch is led by a President and Vice President who are elected each spring. The President appoints committees, prepares the budget, nominates students to University committees, and can veto Student Senate legislation. The Student Senate includes at least one Senator from each college, 15 at-large Senators, four freshman Senators, and two Lexington Community College Senators. The Senate approves the budget, appropriates funds, and enacts legislation. The Judicial Board of five members has jurisdiction over SGA elections and constitutional disputes. The student member of the Board of Trustees is usually the SGA President.

Responses to the survey questions on SGA indicate a problem of credibility and suggest issues students believe SGA should address. Since the telephone survey was completed, SGA has begun to do so. Asked "Do you feel that Student Government at UK represents your views?" 43.6 percent said "yes," 44 percent said "no", and 12.5 percent answered "don't know." Almost 70 percent stated that student representation in student government is an issue SGA should address. Other concerns included "lack of money control" and "politics." Sixty-three percent said SGA should address the issue of understanding the variety of student cultures on campus; several students specifically mentioned racism when asked for other issues. Eighty-six percent said SGA should address campus safety; 80 percent parking and campus bus system; 72 percent student services; and 79 percent the learning environment.

Students are included in University governance through representation in the University Senate, the Senate Council, the Undergraduate Council, the Graduate Council and the Athletics Association. Students also serve on many other University committees, including the Campus Presidents' Board, the Housing and Dining System Advisory Committee, the Prejudice Reduction Committee, the Teaching Assistants Committee, the Student Financial Aid Committee, and the Parking and Traffic Appeals Committee.

Other organizations involved in governance include the Panhellenic Council for sororities, the Interfraternity Council, the Residence Hall Association, and the International Student Council.

Finally, most colleges provide opportunities for student involvement in college governance through Student Advisory Councils.

Recommendation 10-21: The Student Government Association should continue to study the telephone survey data, solicit similar information in the future, and consider appropriate actions to address student concerns.

Student Activities

The Student Activities Board (SAB) is important to campus life. The SAB sponsors a wide range of programs through its 13 programming committees and also makes recommendations to the Student Center on space allotment. SAB sponsors speakers, regular and special film programs, concerts, special forums, and also coordinates Homecoming, Parents' Weekend, and the Little Kentucky Derby. Campus activities are also sponsored through the residence halls and many other student organizations, but the committee felt that most programming is directed toward students who live on campus.

Recommendation 10-22: In setting up programs, the Student Activities Board should expand its scope and cooperate with a variety of other campus units, especially including input from commuting students and adult students.

Publications

The major student publication is the *Kentucky Kernel*, a daily newspaper which operates as an independent non-profit organization with a University adviser. The *Kernel* seeks to provide an educational experience for students in writing, producing, and advertising and to serve as a medium for encouraging general student involvement on campus and in the community. The *Kernel* is widely read by the University community.

More than 90 percent of students polled in the telephone survey indicated that they regularly read the *Kernel*. Students most frequently read about campus news and activities (83 percent), then world news (75 percent), followed by editorials (56 percent). Of those polled, 68 percent felt the *Kernel* always or often dealt with important campus issues.

An annual yearbook, *The Kentuckian*, presents a view of the year past in University life. *Greekspeak* is the fraternity and sorority newsletter, and the *Communicator* is a periodic minority student newsletter. Some colleges and programs have student publications. Examples are *Architext* in Architecture; and *JAR*, a magazine of creative writing published by Honors students.

Recommendation 10-23: Smaller publications that orient the student to the campus and expose them to more diverse perspectives should be available in central places such as the Library and the Student Center.

STUDENT BEHAVIOR

Academic

The University publishes a handbook, *Student Rights and Responsibilities*, which outlines the basic academic and social standards for both students and the institution (Exhibit L). It contains relevant sections of the *Governing Regulations* (promulgated by the Board of Trustees), the *Administrative Regulations* (promulgated by the President), and the *Rules of the University Senate*. The handbook is updated annually and distributed widely.

An Academic Ombud, a tenured faculty member appointed by the President, approved by the University Senate and the Student Government Association, and usually serving for one year, investigates and mediates academic complaints and controversies of all kinds, principally cheating and grade disputes. The Ombud is also an educator, regularly speaking to student groups and advising faculty on academic matters. The Ombud reports to the University Senate and recommends needed changes in the academic rules of the institution. The Ombud's office handles a large volume of inquiries and cases. In 1989-90, for example, the office had 354 cases and 1522 contacts.

According to the telephone survey, most students (84 percent) are aware of the *Students Rights and Responsibilities* handbook, though fewer (61 percent) have read it. Ninety-five percent of those polled were aware of penalties for plagiarism and cheating, and fifty-six percent thought that significant amounts of plagiarism and cheating occur on campus.

Cases not successfully resolved by the Ombud are sent to the University Appeals Board, which has jurisdiction over academic controversies. The Appeals Board is a student/faculty board chaired by a law professor. Rules of procedure are followed and the proceedings are recorded. Students have the right to representation by counsel or by an adviser of their choosing. The Appeals Board hears ten to fifteen cases a year, most of which involve allegations of cheating.

Recommendation 10-24: The Ombud should continue to educate faculty and students about cheating and plagiarism and the steps needed to prevent them.

Non-Academic

The Dean of Students' Office has jurisdiction over non-academic offenses occurring on Lexington Campus, at the Medical Center, and at LCC. Most of these offenses (theft, for example) are criminal in nature. The Dean also has responsibility for investigating and mediating student grievances involving another student (receipt of obscene phone calls, for example).

If an accused student pleads guilty, the Dean confers with the student and outlines proposed disciplinary action and/or counseling. If the student pleads not guilty, the matter is referred to the University Counsel's Office for possible prosecution before the University Judicial Board, a student body chaired by a law professor. This Board is not very active because the Dean of Students Office is usually able to resolve cases. The Dean handles 250 to 300 cases per year.

Violations of rules governing residence halls and the use of Food Service cards are handled by the Office of Residence Life. That Office counsels the student and takes remedial action if necessary. This action may take the form of probation, payment of damage, or termination of the

rental agreement. The Office coordinates with the Dean of Students' Office and the campus and local police as necessary. An administrative appeal is available for dissatisfied students. The Office of Residence Life handles approximately 65 disciplinary cases per year. All students living in University housing are given a copy of the rental agreement and the *Rules of Conduct of Residence Life* (Exhibit 10-E).

STUDENT RECORDS

The University Registrar is responsible for maintaining accurate academic records for the institution. Back-up copies of all records are maintained on microfiche. Current records are also backed up regularly on electronic media. Security systems are in place for all electronic and paper copies of student records.

Policies concerning the kind of information contained as part of the permanent record are well-defined. Permanent records are maintained indefinitely, while records of transactions are maintained for several years and destroyed after they have been microfilmed. The University's policy on the release of student information is in accordance with the Family Rights and Privacy Act and is published in the *Bulletin*.

The Student Information System (SIS), updated and converted to an on-line system in Fall 1988, is an integrated database for admissions and registrar records. SIS has greatly enhanced the University's ability to serve its students and to provide faculty and staff much needed information about students and academic programs. SIS has increased communication among campus units such as Admissions, Registrar, and the colleges. While the SIS has improved the efficiency of academic support, student service, and administrative units by providing timely and accurate information, there are continuing manpower needs to maintain an efficient SIS and fully use its capabilities.

Recommendation 10-25: The operations of Student Financial Aid and Student Billings should be integrated with the SIS to facilitate the smooth delivery of financial aid and to improve efficiency.

Recommendation 10-26: Consideration should be given to a more liberal tuition refund policy, perhaps 100 percent through the first week of classes, 80 percent through the next two weeks, and 50 percent through midterm.

Recommendation 10-27: A permanent registration location for centralized registration activities should be determined and staff should be adequately trained, or, preferably, adequate funding should be provided for a computerized telephone registration system that would allow students to directly access SIS for registration.

Recommendation 10-28: The Registrar's Office should provide students with electronic, view-only access to their academic transcripts. Also, students should be given adequate notice whenever a change is made to their records.

Recommendation 10-29: Funding should be increased for computer programming support of SIS and support of colleges' efforts to connect to the system and use it effectively. Also,

there should be adequate personnel who are totally familiar with the system who are available at all times.

Recommendation 10-30: SIS should stay up until 10:30 pm for at least several nights to allow registration of evening students and to facilitate registration without interruption of classes.

RESIDENCE HALLS

Student housing consists of six segments administered jointly by the Vice Chancellors for Administration and for Student Affairs. The segments are the Office of Residence Life, University Housing, Food Services, Graduate and Family Housing, Fraternity and Sorority Housing, and Off-Campus Housing.

The University of Kentucky provides housing for about 5300 students, approximately a fourth of the student body. About 4700 undergraduates are accommodated in 19 residence halls and one undergraduate apartment complex. Of the residence halls, 13 are single sex (eight female and five male) and six are coed. Approximately 500 upperclass students live in Greg Page Stadium View Apartments. Residence halls are seen as integral to education. Students are offered experiences in self-government, social planning, group living, educational programming, and recreational activities.

The Office of Residence Life has a director and three assistant directors, plus 19 hall directors, nine assistant hall directors, and 150 resident advisors (RAs), who receive a detailed *Residence Hall Manual* and a two-week training session before Fall semester (Exhibit 10-F). Biweekly in-service meetings are held during the academic year with hall and assistant hall directors. Staff are selected on the basis of leadership, interpersonal skills, and knowledge of campus resources. They are trained to help develop hall government; plan social, educational, recreational, cultural, and community service programs for residents; encourage student participation in campus activities; foster a sense of community within the residence halls; and refer students to appropriate campus units for academic, health, or social concerns. They are not currently required to be trained in first aid. Resident advisors are evaluated annually by students and by hall directors, and hall directors are evaluated by resident advisors. Evaluations have been quite positive.

The 1980 Self-Study recommended that Residence Life use graduate students with training in student personnel, counseling, and other social sciences as hall and assistant hall directors. In Spring 1991, 63 percent were graduate students, and two graduate students served as counselors in residence.

Recommendation 10-31: The use of graduate students as residence hall directors and assistant directors should be expanded.

Recommendation 10-32: Residence Life should develop a policy of first-aid readiness, by putting an adequately stocked first-aid kit in each hall and by offering Red Cross first-aid classes to residence advisors and hall directors.

Because the Housing Division is an auxiliary enterprise, it is administered as a self-supporting operation totally separate from Residence Life. Housing's goals are to provide residential facilities that are clean, safe, well maintained, reasonably priced, attractive, comfortable, properly designed, and which provide a living-learning environment conducive to education. The Division is responsible for maintenance, building operations, general custodial housekeeping, pest control, laundry facilities, and renovation. Housing is also responsible for summer conference housing and for graduate and family apartments. About 19 percent of the approximately 4000 graduate and professional students live on campus in 716 apartments in six complexes. Of these, about 65 percent are international students.

Recent changes and improvements include a computerized system for roommate assignment; an increased number of coed halls, specific floors for Honors and Engineering students, and the new International Living/Learning Center; an effort to provide resident advisors with private rooms after the semester begins; complimentary meals for hall directors; separate Student Advisory Boards for Residence Halls and for Graduate and Family Housing. Also the University has recently begun programming activities in graduate and family housing.

A number of complaints about the state of buildings and the slow process to get improvements came up at the open meeting with the Residence Hall Association. Graduate students are also concerned about the deteriorating condition of aging facilities and complain about high rental rates. The current occupancy rate of 89.5 percent is low compared to a budget base of 97 percent.

Recommendation 10-33: All resident advisors should be assigned a private room at the beginning of the academic year.

Recommendation 10-34: Funds must be found to do major maintenance, renovation, modernization, repair, and replacement for residence halls and other housing.

Recommendation 10-35: Housing policies should be reviewed to assess changing preferences (e.g., coed halls and professional student housing) and the changing composition of the student body (e.g., non-traditional students, and single parent families). Consideration should also be given to providing program floors or halls based on interests of students and on student tenure (e.g., housing for short-term students and visitors).

Recommendation 10-36: Graduate and family housing should continue programming efforts and consider providing rooms which could be used for meetings and for mother/toddler gatherings.

Food Services is also a self-supporting entity receiving no tax money from the state. Its sources of money are campus eateries and meal cards which are mandatory for Residence Hall occupants and part of their housing contracts.

Cost, quality, kind, and availability of food are fairly common student complaints. Students find it difficult to spread their \$550 meal card through the semester. This problem seems to contribute to students moving out of the residence halls. Of students responding to the telephone survey, 61 percent wanted extended food service hours and 48.5 percent wanted extended food service locations.

Recommendation 10-37: Food Services should seek as much input as possible from the students (their clients) as they consider decisions about cost and hours.

Recommendation 10-38: The University should consider having a coffee shop facility open until midnight, perhaps in the new library.

Approximately 1100 students, reside in 17 fraternity and 13 sorority houses, which are managed individually. The Dean of Students staff has fraternity and sorority advisors who provide programming assistance and work with alumni corporations, management groups, and house directors. The houses are required to comply with the University codes for safety maintenance and are inspected yearly by the State Fire Marshall and the University Safety Officer. The future challenge, especially for fraternities, will be to renovate their buildings to meet fire and safety codes.

The most common housing option, for 70 percent of the students, is off campus housing. For those students, there are few resources. Commuter Student Office provides an unsolicited bi-weekly listing of available rooms, apartments, and houses submitted by interested lessors. The only University requirement for listing is that the prospective landlord sign a statement of non-discrimination on the basis of race, religion, creed, or national origin as provided by law, but the University does not inspect or approve property or arbitrate differences between landlords and tenants. When problems develop, students are referred to the Building Inspector's Office, the Fayette County Health Department, or the SGA attorney for advice.

Evidence from the telephone survey indicates that just over half of students polled consider UK their "home away from home." Just under half consider UK a place to go to take classes. Only 32 percent spend every weekend on campus (that per cent is about the same as the per cent living in residence halls) and 31 percent never spend weekends on campus. More than half the students polled agreed that extended food service and Student Center hours, more all-campus parties, events, and activities, and more informal gathering areas would make UK a more appealing place to stay on weekends.

The telephone survey also collected data on the Student Center, which more than half the students use one to three times per week. Seventy-seven percent of those polled used the Student Center for eating. Many students also use the Student Center for studying, relaxing, and socializing. Inconvenient location and operating hours are among complaints. For example, the game room closes at 8:30 p.m.

Recommendation 10-39: Student Government Association, Student Activities Board, and the Student Center should work together to poll students to discover desired activities and should be encouraged to experiment with programs. Consideration should be given to both more activities and extended hours on weekends for the Student Center. A calendar of local and campus cultural events should be maintained in a public place to encourage students to attend.

Recommendation 10-40: A center on South Campus should provide activities similar to those provided by the Student Center.

FINANCIAL AID

The Office of Student Financial Aid (OSFA), headed by a director who reports to the Vice Chancellor for Student Affairs of the Lexington Campus, has responsibility for the administration of financial aid programs for all three sectors of the University: the Lexington Campus, the Medical Center, and the Community College System. The University's financial aid program is one of the largest in the country both in terms of volume and dollars disbursed.

Medical Center financial aid is administered by Medical Center staff who interact with OSFA for the processing of aid. Financial aid for community colleges is facilitated on each of the 14 campuses by a coordinator who interacts with the Coordinator of Community College System Financial Aid and financial aid processors in OSFA.

The Student Financial Aid Committee, made up of faculty, staff, administrators, and students appointed by the President of the University, serves as an advisory body for OSFA and reports to the Vice Chancellor for Student Affairs. The Student Financial Aid Committee also serves as an appeals board for federal financial aid and athletic grant-in-aid recipients.

The University of Kentucky is a member of the College Scholarship Service and adheres to their principles. OSFA administers need-based financial aid, including loans, grants, and the college work-study program. The office also coordinates the disbursement of merit scholarships awarded by the Office of Academic Affairs and the various departments and colleges of the University.

OSFA receives rigorous and objective evaluation of its performance annually as part of the University's audit by an external auditing firm. OSFA is also audited by the University's internal audit conducted by the Office of Management and Organization. Once every three years, OSFA is audited by the Kentucky Higher Education Assistance Authority and at least every ten years by the U.S. Department of Education. The results of all audits have been uniformly good and are a source of pride to the staff.

An annual student survey is conducted by OSFA. The most recent survey indicated a high level of satisfaction. Open-ended comments indicate that the most negative feelings about financial aid concern aspects not under control of the campus operation, but the result of federally mandated requirements, such as the unwieldiness of the form used to evaluate family income. The telephone survey found only 10 percent of the students polled who had applied for financial aid were dissatisfied with the courtesy or knowledge of the counselors or the quality of the printed information received from OSFA. However, about 20 percent were dissatisfied with the accessibility of counselors.

In the last ten years, OSFA has computerized most aspects of the processing and distribution of financial aid, including its interactions with other campus offices and the community college system. FAMS (Financial Aid Management System), adopted by the University in 1984, makes it possible to identify students systematically with the greatest need and insure that they receive the most advantageous aid packages. SIS, mentioned earlier, also enables monitoring of academic progress to insure financial aid is awarded to students demonstrating satisfactory academic performance. OSFA regularly updates its software and hardware. Staffing has increased from eight professional and seven clerical in 1980 to nine professional and 15 clerical, plus work-study students.

Although the amount of aid made available for students through federal and state programs is beyond the control of OSFA, some strategies to make the available aid stretch farther have been successfully pursued. College Work-Study opportunities have been increased through off-campus placements. The Jobs Locations and Development program, administered by the campus employment agency, is funded in part by federal funds contributed by OSFA. For an annual \$30,000 federal contribution, more than \$2 million in salaries is made available to students. OSFA also supports the newly developed Commonwealth Work-Study program and CAPS (College Access Program).

The University has significantly increased its financial resources for scholarships, with more than \$8 million being awarded annually in institutional scholarships to approximately 6500 recipients. This is in addition to need-based aid of \$20 million annually in grants to 19,000 recipients, \$13 million in loans, and more than \$1 million College Work-Study. OSFA published a directory of scholarships as a resource for students. The scholarship coordinator in OSFA works through the UK Development Office in locating and establishing new scholarship funds. OSFA has invested the scholarship principal in the University investment pool to incur maximum interest for scholarship use. The funneling of scholarship awards through OSFA helps monitor over-awards, making money available to more students.

OSFA has also conducted outreach through workshops on financial aid for high school counselors, students, and parents and through exhibits and booths in Lexington shopping malls.

Recommendation 10-41: The Office of Student Financial Aid should consider employing additional staff in the reception area during peak periods, and making arrangements to assure increased privacy and confidentiality for students during interviews.

Recommendation 10-42: An all-campus committee should discuss policies on the awarding of merit-based aid. For example, more extensive linking of merit to need in order to make resources go further would provide assistance to good students of limited means who do not currently qualify for federal or state assistance and also do not receive scholarship awards.

Recommendation 10-43: Continuing efforts should be made to disseminate information regarding need-based and merit-based scholarships to ensure that applicants, currently enrolled students, and University personnel are aware of the institution's many scholarship offerings.

HEALTH SERVICES

The University provides a comprehensive health care program for all Lexington campus and Medical Center students. Its outpatient clinic is staffed with professionals who are specialists in caring for the medical, minor surgical, social, emotional, and psychiatric problems of young adults.

All full-time students pay a health fee as part of their registration fees in the fall and spring semesters. Specific services covered by Student Health include:

- * unlimited visits with the medical staff for an illness or for first aid care

- * laboratory and x-ray services ordered by Health Service physicians
- * gynecology services for women
- * treatment of sexually transmitted diseases
- * dermatology services
- * allergy shots and immunizations stocked by the Health Service
- * medications prescribed by Health Service physicians for acute illness
- * well-patient physical examinations needed to complete required forms for outside agencies
- * unlimited visits to the Mental Health Service

Part-time students may elect to prepay the health fee or may use the Health Service on a fee-for-service basis at a minimum \$25 per visit charge. Payment of the health fee for summer school is voluntary. Health fee revenue provides 95 percent of Health Service support. Spouses of currently enrolled students may come to Health Services for care on a fee basis. The Health Service also provides care for the acute illnesses and injuries of participants in University-sponsored summer camps and programs. During 1989-90, the Student Health Service and its 14 physicians, two nurse practitioners, and four nurses covered 47,239 visits of 18,025 patients, 11,338 female and 6,687 male. Over 23,000 visits were made to the walk-in clinic during this time period.

There are discussions about absorbing Student Health Service into the University of Kentucky Health Maintenance Organization (UK-HMO). Although such an arrangement would provide additional income to the HMO program, it is unclear whether it would be beneficial for students since costs would rise to cover hospitalization and students might be given a lower priority in an organization which serves students, faculty, and staff.

In addition to the student health service fee, the 1990 Kentucky General Assembly passed a law requiring all full-time students to carry a minimum amount of health insurance. However, the 1992 General Assembly will probably consider a bill to change that requirement. The new law raised various issues. Critics suggest students may drop to part-time status to avoid the insurance. Additionally, student health insurance policies are quite expensive for non-traditional students, especially those over 35 and with families. Students would also have to be educated about the limited coverage of a low cost policy.

Recommendation 10-44: The continuation of all services presently offered by the Health Service at an affordable cost should be the highest priority.

Immunization and health screening policies which are of concern to students include the tuberculin skin test for international students, the increasing number of measles outbreaks on college campuses, and immunizations for health professional students. The Health Service currently follows the recommendation of the American College Health Association and the Centers for Disease Control in requiring the tuberculin skin test for all internationals entering the U.S. Since about half the internationals test positive because they have been given a vaccine as a child in their own country, many are required to also have a chest x-ray which they must pay for because they are not yet registered students. The Health Service asks students born in 1956 or later to become properly immunized against measles in order to protect themselves and the rest of the University community. A measles, mumps, and rubella vaccine is currently available for all full-time students who have paid the health fee. The University is currently studying the issue of immunizations for communicable diseases other than tuberculosis for health professional students.

The Health Service is required by Kentucky law to report communicable diseases, including AIDS and hepatitis, to the Health Department. Confidential evaluation for AIDS is available at the Student Health Service for those who have paid the fee. Confidential (not anonymous) HIV testing is offered but not covered by the health fee. Students are strongly encouraged to go to the Fayette County Health Department for anonymous and free testing, counseling, and evaluation. They may also go to a private physician. As with any serious illness, the Health Service will treat a condition resulting from infection with HIV as long as it is able to do so. When a student needs longer term or more in-depth treatment, including hospitalization, the Health Service will refer the student to an appropriate facility.

Recommendation 10-45: Some arrangement needs to be considered for incoming international students to allow payment after registration for the chest X-ray.

Both an informal, open-ended, verbal survey of about 45 students and the telephone survey offer evaluation of the Health Services. Concerns voiced in the informal survey included: lack of confidence in ability of interns as health care givers and lack of confidence in drugs such as Robitussin, Tylenol and Sudafed to cure illnesses; lack of courtesy by some persons who check in students at the front desk; lack of feeling toward student illnesses by some nurses; amount of time necessary for gynecological appointments; and lack of knowledge about when and how UK Hospital Emergency Room could be used. Other concerns were having to pay for parking while at the Health Service, having the burden of proof for excused absences placed on students rather than instructors calling the doctors, and not having sports medicine coverage included in the health fee. Responses to the telephone survey showed that 65.5 percent of students used the Health Service; 71 percent were very or somewhat satisfied with the wait before being seen, 82 percent were very or somewhat satisfied with the explanation they received of their problem; 85 percent were very or somewhat satisfied with their overall care; and 40 percent had obtained information through the health service.

Recommendation 10-46: A public relations campaign is needed to explain how to use Health Services.

A health education program, originally started as an alcohol education program in the Office of the Dean of Students, has been housed in the Student Health Services since May 1989 with a full-time director. The health education program has established, and continues to develop, a working network with other Lexington Campus and Medical Center departments and programs and community agencies, including the Dean of Students, the Office of International Affairs, the College of Pharmacy, the Human Resource Development Office, the Fayette County Health Department, Planned Parenthood, the Lexington Police Department, and the Lexington Rape Crisis Center.

Through the health education program, information is available to all UK and LCC students on such issues as nutrition and weight control, fitness, stress management, cancer prevention, sun exposure, smoking cessation, eating disorders, acquaintance rape, alcohol and drug prevention, drinking and driving, birth control, sexually transmitted diseases, AIDS, and women and men's sexual health. Students may ask their resident adviser or Greek programming chairperson for information or suggest a group presentation on a particular topic.

Meeting times and places of Alcoholics Anonymous, Narcotics Anonymous, and Adult Children of Alcoholics (ACOA) are available upon request. The Student Health Service

handbook, *A Guide to a Healthy Student Body*, is a major project of the health education program and is disseminated widely (Exhibit 10-G).

Recommendation 10-47: The health education program should increase its campus outreach in the form of educational programming and should develop a student health newsletter to be disseminated widely via residence halls, Greek organizations, the International Student Office, registered student organizations, and Lexington Community College.

Recommendation 10-48: The feasibility of having a "student health education/ask-the-nurse" outreach center outside the Health Service should be considered.

Recommendation 10-49: The in-house sexual health education program should continue to work with the health education office in the Health Service, and campus sexual health education and prevention outreach programming should be extended, adding areas such as self-esteem and assertiveness training, and communication and negotiation skills.

INTRAMURAL ATHLETICS

The Intramural Sports Program offers a wide range of sports for students, both team and individual, for both men and women. Over 12,000 persons participated in 1990-1991. Greeks are more heavily involved than non-Greeks, but since independents, residence halls, and Greeks now all compete at the end of the season for an overall winner, more non-Greeks may begin to participate. Approximately 95 percent of participants in intramurals are men. Attempts to get increased female involvement have been unsuccessful.

Perhaps women participate individually, however, since the telephone survey showed 64 percent of students polled had used UK athletic facilities, and 83 percent using facilities stated they used them for individual sports or fitness. Seventy-five percent of the respondents felt UK offered enough opportunities for students to participate in intramural athletics. The new facilities, Seaton Center and the Aquatic Center, received high marks and much use, while the older Memorial Coliseum and Pool and Alumni Gym received low marks and low use.

Recommendation 10-50: The University should upgrade North Campus recreation facilities and allot more funds for upgrading equipment and paying for officials.

Recommendation 10-51: Intramural Athletics should be highly visible at freshman orientation, and additional space should be allocated for casual sports in order to promote the idea of lifetime recreation and fitness.

OTHER ISSUES

Some areas of campus life are not covered by the criteria, yet seemed very important to the committee and relate to the goals for and the context of campus life described in the introduction. Although a University such as UK sometimes seems to be a collection of interest groups joined

only as passive spectators at intercollegiate athletic events, we believe the University is much more than that, and that it can find even more ways to build a vibrant, diverse community. Among these are attention to the values expressed through the physical environment. Recognition should be given to the possibilities of aesthetics in forming a sense of place and of community. Historical consciousness is also important to community—including knowledge about, and celebration of the past—as is acknowledgement and recognition of our present internal strengths as we move into the future.

Recommendation 10-52: The University should consider an annual Campus Conference, a day when the University community would use its own resources to consider an issue, problem, or topic of widespread concern. The day would consist of lectures, discussions, art shows, performances, films, and readings. The University should also encourage efforts such as the town meetings begun by the Deans of Students and Undergraduate Studies in Spring 1991.

Recommendation 10-53: Greater attention should be given to the landscape of the campus. A more park-like environment should be created to encourage leisure activities like frisbee, as well as strolling, and pausing to talk. Benches, statuary, fountains, and attractive kiosks should be provided. Long straight benches along walls should be replaced or supplemented with informal arrangements which facilitate small group conversations. Similarly, the interior spaces in buildings should allow for art work, conversations, and reflections of student involvement.

Recommendation 10-54: A University historian should be appointed to bring forth the University's past with commemorative events and displays, as well as an historical map and historical account of the University which could be made available to visitors, new students, and new faculty.

Building a community which recognizes cultural diversity is a final and critically important consideration in campus life. The University supports a variety of programs which help students appreciate other cultures. These range from individual speakers and single musical performances to annual celebrations of Black History month, the Women Writers' Conference, cultural diversity days, international student organizations, prejudice reduction workshops, and film series. In the past few years, campuses across the country have been plagued by hostile eruptions of racism and other cultural prejudice. This has not been the case at UK. However, responses to a series of questions in the telephone survey (see Survey Results) reveal that some UK students do experience expressions of prejudice that interfere with the trust required for community.

Highlights from the telephone survey of undergraduate follow and give rise both to concern and hope. The same questions were asked of graduate and professional students, with similar patterns of results.

- * Almost half the students polled had witnessed derogatory comments about gender or ethnic groups, although only five percent had been the target of derogatory comments.
- * Forty percent of the students had witnessed insensitivity to customs, culture, or religious beliefs. In both cases, the majority stated that the comment or insensitivity was related to race.

- * Unwanted physical and/or verbal advances or abuse were mostly related to gender, with about 20 percent of students polled reporting experiencing or witnessing such. Almost all those experiencing the unwanted advances or abuse were females.
- * About 25 percent of the students had experienced or witnessed overt aggressive acts, mostly related to race. Ten percent of the students had experienced or witnessed rejection for speaking out or taking action on discrimination, equally related to gender and race.
- * Sixteen percent had experienced or witnessed the treating of someone as a non-person, both for race and gender reasons. More non-white students than white students reported this experience in each category.
- * Other reasons students cited for discrimination included religion, Eastern Kentucky origin, hair, age, beliefs, politics, financial status, social class, and sexual preference.

These kinds of attitudes directly interfere with building the kind of community the University aspires to achieve.

More than half the undergraduates at the University are women, but it seems clear that many improvements are needed if the University seeks to create an environment that is safe for, and supportive of, female students. In addition to the University's affirmative action statement, the *Governing Regulations* provide several options for seeking redress in cases when a student is subjected to sexual harassment by another student or by any member of the University community. However, these options are not well-publicized; residence hall staff are not trained to deal with the situations, and faculty are not well informed about the procedures to be used. Sometimes women students feel their only option is to leave the environment (which may be a student organization, a class, a program, or even the institution) to avoid these situations. The recent Report on the Status of Women at UK recommended that the University undertake a study of the University climate for women students (Exhibit AA). We believe that active educational efforts aimed at prevention and understanding would contribute to a more vital academic community for all students.

Although half the students responding to the survey had not witnessed or experienced derogatory comments or aggressive acts related to race, the fact that another half had is cause for concern. A true community is characterized by respect for all its members. While the University has improved and continues to take positive steps to eliminate these attitudes, these efforts must be strengthened and integrated into every aspect of the institution. By providing more opportunities for all students to interact with staff people of diverse backgrounds, the University can amplify the effectiveness of other programs in the Student Affairs Division.

When asked how to increase sensitivity to these issues, students responded positively to a number of possibilities. About 61 percent were very or somewhat interested in prejudice reduction workshops and cross-cultural weekends. Sixty-five percent were very or somewhat interested in panel discussions with students representing all races. Sixty-seven percent were interested in the International Living/Learning Center idea, and almost eighty percent were interested in incorporating more diverse perspectives into course content. In each case the non-white students felt more strongly about these possibilities. For example, about three times as many minorities were very interested in prejudice reduction workshops and cross-cultural weekends. Females were almost always slightly more interested than male students.

The campus has begun to address these possibilities. A student cross-cultural leadership seminar was funded for 1991-92 by an Innovation and Excellence grant. Jewell Hall International Living/Learning Center has had a promising first semester in 1991. The Cultural Diversity Day expanded to two days and more activities in February 1992. The following week faculty were asked to consider how to infuse diverse perspectives in course content at a day-long conference on cultural diversity and the curriculum.

Recommendation 10-55: The University should interpret "diversity" broadly to include an ethos of active valuing of "other" cultures and perspectives, including those of women, racial minorities and other nationalities.

Recommendation 10-56: The University should systematically integrate the contributions and perspectives of women, minorities and other cultures into the curriculum, and into student activities.

Recommendation 10-57: The University should develop a center for women students including a female staff person prepared to serve as an advocate for women students.

Recommendation 10-58: Both curricular and co-curricular methods should be employed to increase sensitivity to, and appreciation of, cultural diversity including infusion in coursework; offering prejudice reduction workshops, cross-cultural weekends, and panel discussions; making the International Living/Learning Center a success; and continuing to enlarge the scope and time of the annual Cultural Diversity Day.

SUMMARY AND CONCLUSIONS

The student development services of the University of Kentucky provide support for students to succeed in an academic environment. In addition to providing support through administration of financial aid, personal and academic counseling, and residence hall programming, the University offers an array of opportunities for student development. These include cultural opportunities ranging from informal interaction with faculty, students and visitors from other countries to listening to concerts. Opportunities to develop leadership and citizenship skills abound in student organizations, honorary societies, campus recreation, athletics, student-publications, and University committees.

The Student Affairs Division has used a decentralized approach to addressing the needs of a diverse population, and is involved in strengthening these targeted areas while simultaneously working towards building a sense of community for all UK students. Centralization or better coordination of the services offered at various locations on campus will become necessary as the campus changes physically and as concentrations of student residences shift.