**Georgia Tech | Division of Student Life**

**End-of-Year Report**

**FY 2016**

**Compiled by the Office of Research and Assessment**

**October 2016**

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The rationale for the provision of services intended to promote student learning and enhance the development of students at Georgia Tech is in alignment with Goal 1 of the Institute's Strategic Plan to "Be among the most highly respected technology-focused learning institutions in the world." It further serves as the basis for strategic values in the Division of Student Life including integrated learning advanced and experienced both inside and outside the classroom. The Division is comprised of 23 departments that strive to foster the intellectual, social and emotional growth of our students including: 1) Administration; 2) Counseling Center; 3) Dean of Students Main Office; 4) Development, Parent Giving & Student Life; 5 )Disability Services; 6) Finance and Operations; 7) Greek Life; 8) Information Technology; 9) Leadership, Education and Development; 10)  Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LBGTQIA) Resource Center; 11) Marketing and Communications; 12) New Student and Sophomore Programs; 13) Office of the Arts; 14) OHR Business Partner; 15) Office of Student Integrity (OSI); 16) Parents Program; 16) Research and Assessment; 18) Student Diversity Programs; 19) Student Organization Finance Office; 20) Student Engagement; 21) Student Publications and Media; 22)Veterans Resource Center and 23) Women's Resource Center.

Highlights from the End-of-Year Report FY 2016 include:

- Administration, in collaboration with Facilities Construction, managed an 8-month, $250,000 renovation of the Division of Student Life, 2nd floor suite.  The project maximized real estate and created a more efficient use of building space.

- The Counseling Center co-sponsored the inaugural Mental Health Student Coalition Summit with the Mental Health Student Coalition. The Center co-sponsored the production of "PostSecrets" with the Ferst Center for the Arts and coordinated campus-wide programing for GT Dare2Care.

- The Dean of Students Main Office directly served over 2000 students and worked effectively managed increasingly complex matters, including 4 student suicide and 6 student deaths, sexual violence matters, and mental health related issues. The Main Office  navigated these matters with families, students, faculty, staff, and external communities to ensure clear communication and focused administrative handling.

- Development, Parent Giving & Student Life GT Campaign concluded with both Student Life and Parent Giving exceeding their respective fundraising goals.    The Division of Student Life raised $17,876,264, surpassing the $15 million goal.  Parent giving raised $14.7 million raised, surpassing the $12 million goal.

- The Shell Corporation renewed their award to the Disability Services office to provide career development education and opportunities for students. The office formed a partnership with the College Diabetes Network to raise awareness about type I and type II Diabetes and to connect students with Diabetes to students affected by Diabetes.

- Finance and Operations/Student Organization Finance Office (SOFO) assisted more than 400 chartered student organizations with financial administration and accounting. Student survey respondents report being assisted within 24 hours of their request and view SOFO staff as knowledgeable, responsive, and effectively able to answer questions and resolve problems.

- In Greek Life, The National Panhellenic Conference recognized the Collegiate Panhellenic Council at Georgia Tech with the National College Panhellenic Award of Excellence for the third consecutive year. For the fifth consecutive year, member fraternities partnered with American Haircuts and the St. Baldrick's Foundation to raise money and awareness for children's cancer research. The fraternities from Georgia Tech contributed over $79,375.56, with 11 teams participating.

- Information Technology migrated the Division from Zimbra to Office 365, implemented the new Georgia Tech web theme on all division web sites, adhering to all 508 standards, and migrated all Ferst Center servers from Windows Server 2003 to Windows Server 2008 R2, disabling all web protocols considered to be high-risk.

- Leadership, Education and Development admitted 110 students into the Grand Challenges Living Learning Community, impacted over 500 undergraduate students in through the exploration and development of their leadership skills, and piloted leadership modules into 5 sections of the GT1000 (First-Year Seminar Course) impacting 67 students and 8 instructors.

- The Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LBGTQIA) Resource Center, in collaboration with its Advisory Board, developed a 5-year-strategic plan for the Center and launched an endowment campaign with a goal of raising $25,000.

- Marketing and Communications managed the Division Visioning Project and management of the name change and branding refocus. Over 300 students, faculty, staff, parents & families, alumni and key stakeholders were interviewed (through one-one interviews, focus groups and an online survey). The result of this project was the decision to change the name of the division and refocus branding based on the feedback received.

- New Student and Sophomore Programs welcomed 3,807 incoming students Spring, 2015, Summer, 2015, and Fall, 2015 (including first year, transfer, and exchange students) and 3,523 new Georgia Tech parents and guests at FASET orientation, and created Sibling Orientation for family members of incoming students (aged 6-16).

- The Office of the Arts developed a new mission, vision, and goals following several sessions with campus arts stakeholders including faculty, staff, students, members of the community, the Georgia Tech Arts Advisory Board, and executive leadership. – A restructuring of the office included the evaluation of staff positions, titles, responsibilities, and reporting structure in order to fulfill the new mission and vision.

- The OHR Business Partner assisted with the recruitment and hiring of 38 permanent employees from July 1, 2014 – June 30, 2015 and partnered with Workplace Learning and Development to implement several Division-wide training sessions on Collaborate Performance Planning.

- Office of Student Integrity (OSI) coordinated with Institute Communications to make informational videos. These videos are now included in notice letters and have been proven to show an increase in student learning before engaging in the conduct process. The Office published the office's first comprehensive Student Integrity brochure with an insert on annual statistics.

- The Parents Program was renamed to Parent & Family Programs to be more inclusive of all parents and families that are helping support Georgia Tech students. Family Weekend increased attendance by 50% from 2,400 participants in 2014 to 3,600 participants in 2015. The Office collaborated with more campus partners and created a Georgia Tech branded app with Guidebook to allow families to view the Family Weekend schedule with a mobile device.

- Research and Assessment staff trained over 80 Division and CRC colleagues on the use of Campus Labs Baseline and Compliance Assist-Planning software modules. From July 1, 2015 - June 30, 2016, 113 Division Assessment projects yielded nearly 16,000 respondents.

- The Office of Student Diversity Programs collaborated with 8 GT departments, and 2 off-campus partners to sponsor Diversity and Inclusivity Month. Twenty-one diversity-related programs were offered to the GT Community during Diversity and Inclusivity Month 2016, and over 1,900 individuals attended Diversity and Inclusivity Month events.

- Student Engagement partnered with Parent and Family Programs and the Stamps President's Scholars Program to purchase and implement OrgSync which serves to support individual students seeking involvement and engagement opportunities. This online system provides an organized and efficient system for student organization data and files. Student organizations are better able to build community, manage events, and oversee leadership transition. As of June, 2016 398 of the 400+ organizations have been successfully migrated to OrgSync and over 2000 student organization leaders and members are utilizing the system.

- Student Publications and Media - The Technique student newspaper won 16 Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in Athens, Georgia including first place for layout& design and second place for general excellence. The North Avenue Review, the Institute's free speech publication successfully printed two magazines in one academic year.

- The Veterans Resource Center hosted opportunities for Student Veteran employment and networking with visits from ADP and Northrop Grumman employment recruiters, hosted

a VRC open house, and coordinated with Athletics for the recognition of Student Veterans during Georgia Tech Veterans Day football game. A group of 20 Student Veterans were recognized on field during halftime.

- The Women's Resource Center hosted the Women's Leadership Conference, participated in VOICE Transition to Health Promotion, collaborated with the GT Campaign for Everybody, and organized Take Back the Night and participated in the Teal Ribbon Day event.

## I.: Mission/Introduction
**Essential Function(s) of department**

**Administration**

The Division of Student Life is committed to enriching the academic, personal and professional growth of all Georgia Tech students.

The essential functions of the VPSA/SL office staff were in flux this reporting year due to the transition of new leadership. Staff maintained some of their daily responsibilities to support the division, while other duties were assigned to other division staff. With the implementation of a new organizational structure, VPSA staff have been re-assigned to the Business Operations department within the division.

**Progress:** Completed

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## II.: Staffing

**Current Staff**

**Section II – Staffing**

### Debbie Dorsey, Director of Administration for Student Life

Debbie has held this position since October, 2010 and her key responsibilities are:

- Provide leadership on Division initiatives as assigned
- Serve as Chair of Division committees as assigned
- Represent division and serve on committees and task forces as assigned
- Coordinate construction and space logistics and allocations for Division; provide oversight for new facility and renovation projects within the Division
- Assist Division staff in strategizing cost-effective solutions, i.e. surplus, furniture swap, relocation of staff during construction

- Introduce strategies for business operations related to Student Life initiatives and resource allocations; assist with the coordination and development of division and department business operations policies and procedures, provide as needed review and implementation assistance
- Coordinate from beginning to end division-wide employee related programs and projects to include (but not limited to) new employee on-boarding, recognition and rewards programs, division meetings and events.
- Trouble shooting and problem-solving for the Division staff
- Serve as back-up for some financial processes and purchases

**Leslie O'Neill, Assistant to the Vice President for Student Life**

Leslie supported the VPSL through March, 2016 as the Division leadership transitioned and then she returned to the National Nanotechnology Infrastructure Network (NNIN) where she worked prior to coming to the Division of Student Life. Her primary responsibilities during this time included:

- Serving as back-up to the VPSL Administrative office staff
- Planning, organizing, and implementing special events and visits on behalf of the VPSL
- Preparing materials and documents
- Maintaining and updating VPSL files, data bases, records and resource information
- Assist HR Business Partner with administrative tasks related to the Human Resources, and specifically the hiring process
- Develop special presentations as directed by the VPSL
- Input bi-weekly payroll
- Communicate and interpret administrative polices; develop internal office related procedures as appropriate
- Purchase materials, supplies, registrations as needed
- Process payments for invoices, check requests, reimbursements
- Maintain office supply inventory

**Mary Brunson, Administrative Professional/Building Manager**

Mary serves as the Administrative Professional for the Assistant Vice President for Student Life (AVP) and Building Manager for the Smithgall Student Services building. Her key responsibilities are:

- Maintain AVP, Business Operations calendar
- Schedule AVP meetings
- Building Manager for the Smithgall Student Services building
- Building Emergency Preparedness Coordinator

- Coordinate building needs – annual furniture cleaning, updating flags, plant contract
- Assist HR Business Partner with administrative processes
- Schedule conference room and auditorium
- Liaison to Custodial Supervisor/Staff
- Liaison to Facilities
- Submit operations/maintenance work orders
- Purchase and maintain office supplies
- Process payments for invoices, check requests and reimbursements
- Division Telephone Coordinator
- Division Inventory Coordinator
- Forward Division communication
- Maintains Continuum Webserver System (Buzzcard) for building access for students/faculty/staff and related contractors
- POC for VPSL surplus requests

**Progress:** Completed

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## III.: Policy/Procedure

**New or Changed Policy/Procedure**

**Section III - Policy/Procedure**

- Not Applicable

**What type of policy?**

**Justification**
**Progress:** Completed

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## IV.: Significant Accomplishments

**Significant Accomplishments**
Debbie Dorsey

- Conducted highly successful Division events – annual winter celebration in December, Administrative Professionals Day in April, and End of the Year Celebration in June

- Successfully conducted the 6th annual CRC International Spring Break SCUBA trip enhancing Georgia Tech's educational mission through this experiential education and experience. In partnership with Georgia Tech Professional Education and Campus Recreation the trip's mission is to educate and inspire environmental and multicultural awareness through the training and certification activities taking place while on the trip. Aligns with the Institute's Strategic Plan – Goal #4 - *Expand our global footprint and influence to ensure that we are graduating good global citizens.*

- Organized the submissions of the Division award nominees for the GT campus awards with continued positive results; Madison Cario received the Staff Innovation award.

- Successfully coordinated with Facilities Construction the Division's space needs for expansion and growth with a large renovation project of the main office suite. The project lasted 8 months from inception to utilization, carrying over into FY 2017.

- Coordinated and collaborated with Facilities Construction and CPSM to renovate the Smithgall Auditorium, first floor office space and division storage needs
- Installation of SGA president's photos within room 117

- Successfully lead the Student Commencement Speaker Selection process for Fall and Spring.

- Managed the annual Alvin M. Ferst Leadership & Entrepreneur Award selection process recognizing outstanding Juniors and/or Seniors, awarding each selected with a $2500. Stipend

Leslie O'Neill

- Established filing system for VPSA (after several years with no system) and prepared documents and files to be sent to campus archives

Mary Brunson

- Assisted with several building renovation and improvement projects to include Smithgall phase 1 roofing, first floor renovation (offices and storage), and room 117.

- Assisted in getting Brittain Hall entrance and steps pressure washed
- Assisted with space needs for the 20th anniversary video of Dr. Clough's Olympic reflection interview
- Participated in the VPSL Door Decorating contest
- Created a vacuum schedule from the survey questionnaire responses.
- Developed a system to inform building custodians of which offices did not request trash pick-up (to assist them in not entering these offices).

**Progress:** Completed

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# V.: Statistics

**Unit Statistics**

**Section V – Statistics**

Debbie Dorsey

- Received a record number of Student Commencement Speaker submissions in both undergraduate (26) and graduate (19)

- Mary Brunson – Building Manager

- Submitted 403 operations and maintenance work requests to Facilities
- Scheduled 409 room reservations
- Sent 324 announcements on behalf of the Division of Student Life staff
- Submitted 42 telephone work requests
- Processed 5 Non-inventory property surplus reports totaling 127 items
- Assisted Property Control Manager in adding 98 office bar code tags for inventory and 911 purposes
- Organized and updated the 121 international flags in the Smithgall building
- Added/Purged 150 students, staff and Georgia Tech vendors in the Continuum Webserver System (Buzzcard building access)
- Engaged in over 1000 customer service interactions
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**Baseline Data Sources**
**Progress:** Completed

## VI.: Service to the Institute

**Staff Service**

**Section VI – Service to the Institute**

 Debbie Dorsey

- Continue serving on Staff Council – elected as Chair this year
- Volunteer for campus-wide events and committees such as Family Weekend, Corporate Challenge, and the Campus Landscaping Committee
- Serve as Advisor to the Georgia Tech Swim Club
- Volunteer as a Dean on Call after hours and weekends for student emergencies

**Progress:** Completed

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## VII.: Professional Development

**Staff Professional Development**

**Section VII – Professional Development**

- Debbie Dorsey

- Completion of level 2 of the MC Certificate and serve on the MC Committee
- Attended the Georgia Tech Diversity Symposium
- Serve on Staff Council, leadership role
- GT P-card Training
- Serve on the Division Fun Committee

- Mary Brunson

- Completed and/or attended the following training:
    - New Buzzcard system," Red Cloud" training tutorial
    - Telecom Coordinator phone training
    - Lectern Training and Conference Room AV
    - Radio Frequency Identification raining (RFIT)
    - GT P-card training
        - Member of the "International Association of Administrative Professionals"

- Received certificate for successfully completing the 2016 Annual Building Manager Symposium

**Progress:** Completed

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# VIII.: Institutional Effectiveness
### Section VIII – Institute Effectiveness

Debbie Dorsey

- Participate in the Quarterly Business Partner meetings

- Initiated practice to always check with Surplus before purchasing furniture, office equipment
- Division On-Boarding program improved following participant survey, included as many different department supervisors/directors as possible to attend/present at the next division on-boarding

**Progress:** Completed

# Counseling Center

## I.: Mission/Introduction

### Essential Function(s) of department

The Georgia Tech Counseling Center is a unit of the Division of Student Life. The mission of the Georgia Tech Counseling Center is the dedication of its services to enhance the academic experience and success of all students by providing a variety of counseling and psychological services to students and the greater campus community. The Counseling Center accomplishes its mission by offering services to students that facilitate personal development, assist in the alleviation, remediation, and prevention of distress, and educate students in ways that develop self-awareness, self-reliance, and self-confidence.

The Center's services are accredited by the International Association of Counseling Services (IACS). The internship program is accredited by the American Psychological Association (APA).

The Center is a member of the Association of University and College Counseling Center Directors (AUCCCD), the Association for the Coordination of Counseling Center Clinical Services (ACCCCS), the Association of Counseling Center Training Agencies (ACCTA), and the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The Counseling Center also serves as a training site for graduate practicum students and pre-doctoral interns. The practicum training program offers supervised training experiences in providing direct psychological services to students and the campus community. The pre-doctoral internship training program is the capstone training experience for doctoral students in applied psychology. The internship training program offers training to those who are interested in gaining additional experience in working in a counseling center setting and attracts applicants from across the country who are matched with the Counseling Center through the National Matching Service.

Overview of Counseling Services

   Individual & Couples Counseling. The Center offers individual counseling for students who present with a wide variety of psychological, vocational, and academic concerns. The most frequently assessed concerns are depression, anxiety, and relationship issues. In addition, the Center provides couples counseling to currently enrolled students and their partners/spouses. To be eligible for couples counseling, one member of the couple must be a currently enrolled student. The Counseling Center uses a short-term model of counseling to assist them in addressing their concerns.

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Group Counseling.  The Center offers several groups each semester.  These include support group, therapy groups, and educational groups.

Outreach & Consultation.   The Counseling Center offers campus consultation to various campus groups and a number of educational programs and workshops as well.  These workshops are open to all Georgia Tech students, faculty, and staff.  Some of the workshops that are offered are on topics such as stress management, managing anxiety, relationships, and study skills.

Emergency & Crisis Services.  The counseling staff provides crisis and emergency services during regular office hours as well as after-hours and during the weekend.  Emergency walk-in times are available during the week for students experiencing a personal crisis.  In addition, after-hours consultation and crisis service is available through the counselor-on-duty.  The counseling staff is also available to provide emergency response to campus incidents and events.

Referral Services.  Psychiatric referrals for medication evaluation and treatment are available through the psychiatrist at the Student Health Center.  The Counseling Center works closely with the psychiatrist to facilitate referrals for psychiatric evaluations and follow-up as needed.  In addition, a comprehensive listing is maintained by the Counseling Center for students who are in need of extended services or whose presenting concerns are beyond the scope of service at the Center.

Testing & Assessment.  A variety of psychological, cognitive, and personality tests are available from licensed psychologists for clients. These include screenings for ADHD, personality assessment, and interest inventories.  Mandatory assessments (e.g., drug and alcohol, stress, anger, psychological) are also provided via referrals from the Office of Student Integrity.

**Progress:** Completed

## II.: Staffing

**Current Staff**
<u>Administration</u>

Ruperto M. Perez, Ph.D.

Position: Director, Licensed Psychologist

Key Responsibilities:

- Responsible for overall administration of the Center.
- Provide direct service and supervision.

Mack S. Bowers, Ph.D.

Position: Associate Director/Training Director, Licensed Psychologist

Key Responsibilities:

- Responsible for coordination and administration of the Center's internship training program and provide oversight of the practicum training program.
- Provide direct service and supervision.

Michelle K. Lyn, Ph.D.

Position: Associate Director/Clinical Services Director, Licensed Psychologist

Key Responsibilities:

- Responsible for the coordination of client clinical services for the Center.
- Provide direct service and supervision.

Irene Dalton, Ph.D.

Position: Assistant Director for Training/Practicum Coordinator

Key Responsibilities:

- Responsible for coordination of practicum training program (e.g., recruitment, training, evaluation and assessment).
- Responsible for direct supervision of Administrative Professional I staff
- Provide direct service and supervision.

Tiffiny Hughes-Troutman, Ph.D.

Position: Assistant Director for Outreach and Wellness

Key Responsibilities:

- Responsible for coordinating the Center's outreach programming, initiatives, and program requests.

- Responsible for direct supervision of senior staff.
- Provide direct service and supervision.

<u>Senior Staff</u>

Drew Adelman, Ph.D.

Ph.D., counseling psychology, University of Texas

Former postdoctoral resident, University of Pennsylvania Counseling and Psychological Services

Position: Coordinator for Diversity Programs, Staff Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's diversity and inclusion programming and services.
- Provide direct service and supervision.

Steven Allwood, Ph.D.

Ph.D. clinical psychology, Rutgers University

Former staff psychologist, Morehouse College Counseling Center

Position: Coordinator for Services to Students of Color, Staff Psychologist

Key Responsibilities:

- Responsible for coordinating Center's programming for students of color.
- Provide direct service and supervision.

Jason Braun, Psy.D.

Psy.D. clinical psychology, Wright State University

Former staff psychologist/training director, Slippery Rock University Student Counseling Center

Position: Coordinator Peer Coaching Program, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's peer coaching program.

- Provide direct service and supervision.

Lacy Currie, Ph.D.

Position: Suicide Prevention and Crisis Response Coordinator, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating prevention and intervention programming related to suicide education and coordinating the Center's crisis response plan.
- Provide direct service and supervision.

Erin English, Ph.D.

Ph.D. counseling psychology, Auburn University

Former pre-doctoral intern, Georgia Tech Counseling Center

Position: Coordinator for Recovery Program and AOD Services, Staff Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's Recovery Program and AOD services.
- Provide direct service and supervision.

Janice Harewood, Ph.D.

Ph.D. counseling psychology, University at Albany, State University of New York

Former staff psychologist, University of Georgia Counseling and Psychiatric Services

Position: Coordinator for International Student Services, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's services to international students.
- Provide direct service and supervision.

Lisa Korey, Psy.D.

Psy.D. clinical psychology, Argosy University-Atlanta

Former postdoctoral fellow, Georgia Pediatric Psychology

Position: Coordinator for Testing and Assessment, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's testing services and providing psychoeducational assessments.
- Provide direct service and supervision.

Andy Smith, Psy.D.

Psy.D. clinical psychology, Argosy University-Atlanta

Former staff psychologist, Georgia Gwinnett College Counseling Center

Position: Coordinator Groups Program, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating Center's group programs and life skills workshops.
- Provide direct service and supervision.

Administrative Professional Staff

Detanya Celestine

Position: Administrative III

Key Responsibilities:

- Maintain administrative support for maintaining Center's operational budget, process timesheets, process travel requests, process purchasing requests.

Eric Neville

Position: Administrative Professional I

Key Responsibilities:

- Provide administrative support for testing and assessment scheduling, provide administrative support for outreach programming, provide technology support for Center's webpage and technology initiatives.

Nadine Robinson

Position: Administrative Professional I (Secretary/Receptionist).

Key Responsibilities:

- Schedule client appointments, coordinate and process client initial information, provide backup for processing timesheets.
- Maintain database of new clients and client assessment data.

**New Staff**

Post-doctoral Resident

Pat Rowan, PsyD

Argosy University-Atlanta

- Provide psychoeducational assessments for students and student-athletes
- Provide direct services and outreach to clients and student-athletes

Pre-doctoral Interns

Kathleen Clark

Georgia State University

Counseling Psychology

Key Responsibilities:

- Provide direct services and supervision

Monica Manuel

Georgia State University

Counseling Psychology

Key Responsibilities:

- Provide direct services and supervision

Stacey McElroy

Georgia State University

Counseling Psychology

Key Responsibilities:

- Provide direct services and supervision

New Staff Additions

LaRonda Hollis, LPC, NCC

Position:  Clinical Case Manager, Licensed Professional Counselor

Key Responsibilities:

- Responsible for coordinating client referrals to community providers and student transition to campus.
- Responsible for establishing and maintaining relationships with new and existing community providers.
- Provide direct services and supervision.

Krystal Meares, Ph.D.

Position: Coordinator, Graduate Student Programs, Staff Therapist

Key Responsibilities:

- Responsible for coordinating the Center's services to graduate students.
- Liaison to Athletic Association.
- Provide direct services and supervision.

**Progress:** Completed

### III.: Policy/Procedure

**New or Changed Policy/Procedure**

- Added description and duties for postdoctoral resident.
- Revised coordinator roles to reflect current staff responsibilities.
- Revised Titanium usage to reflect current appointment categories.
- Revised After Hours On-Call procedures to reflect note entry in Titanium.
- Updated emergency evacuation procedures. Revised Inclement Weather policy and procedures.
- New policy and procedures on extension of session limits.
- New policy and procedure for Peer Coaching program.
- Updated policy and procedures for urgent appointments at psychiatry clinic.
- New description of postdoctoral resident and peer coaching in Training policy and procedure.
- New policy and procedure for Voluntary FTE Reduction Request.
- Revised New Policy and Procedure Updates to include senior staff planning meeting process.
- Developed and implemented use of Resource Cards to provide to clients with information on campus resources.
- Links provided to standards of accreditation (IACS, APA) in appendices. Texts deleted.
- Links provided to codes of ethics (APA, ACA, LMFT) in appendices. Texts deleted.
- Organizational chart updated to reflect assistant director positions. Minor language revised throughout for clarity/grammatical consistency (e.g., Student Life changed to Student Life).

- [Counseling Center Organizational Chart 2016](Counseling Center Organizational Chart 2016)

**What type of policy?** Departmental Policy/Procedure

**Justification**
Revisions and new policy and procedures added to provide p&p for administrative/organizational changes and current and emerging practices.

**Progress:** Completed

## IV.: Significant Accomplishments

**Significant Accomplishments**

Fall, 2015:

- The Center co-sponsored the inaugural Mental Health Student Coalition Summit with the Mental Health Student Coalition with funds made possible from the Student Alumni Association Award.
- Continued to increase the Center's referral database and build relationships with clinicians in the community, especially those close to campus.

Spring, 2016:

- The Center co-sponsored the production of "PostSecrets" with the Ferst Center for the Arts with funds made possible from the Student Alumni Association Award.
- Coordinated campus-wide programing for GT Dare2Care.
- Christina Owens, program assistant for the Center's Recovery Program, was the recipient of the "Matter of Degree" Award.

**Progress:** Completed

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## V.: Statistics

**Unit Statistics**

- Section V

**Baseline Data Sources**
**Progress:** Completed

## VI.: Service to the Institute

**Staff Service**

- 📄[Section VI](#)

**Progress:** Completed

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## VII.: Professional Development

**Staff Professional Development**

- 📄[Section VII](#)

**Progress:** Completed

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## VII.: Institutional Effectiveness

Section VIII: Institute Effectiveness

- Provided additional initial consultation hours to accommodate increased demand for initial counseling services.
- Increases in AOD evaluations resulted in the need to increase the number of available client hours to accommodate the request. Senior staff are asked to allocate available client hours to accommodate increased AOD evaluations.
- Internship training curriculum adjusted for next year to include:
  - Offer QPR training and Assessment seminars during orientation
  - Provide training regarding diagnosis earlier in the year
  - Designate additional seminars as a part of multicultural competence (e.g., men's issues, working with international students)
  - Addition of grief counseling seminar

**Progress:** Completed

# Dean of Students Main Office

## I: Mission/Introduction

### Essential Function(s) of department

The Office of the Dean of Students holds oversight for 11 departments, including the Main Office. The mission of the Office of the Dean of Students is as follows: The Office of the Dean of Students is committed to fostering an inclusive community of care by enhancing student learning and development, and promoting self-discovery through programs, services, and initiatives.

The purpose of the Main Office is to be the "face" of the Dean's office for students, faculty, staff, parents/family members, and the external community. Staff in the Main Office manage the administrative and financial functions of the reporting departments, in addition to managing crises and student appointments.

**Progress:** Completed

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## II: Staffing

### Current Staff

Julia C. Whitfield – Julia has been a Georgia Tech staff member for the past 19 years, the last seven with the Main Office, serving as Secretary to the Dean. Her main responsibilities include: supporting and maintaining the Dean's calendar along with composing and editing his daily tasks and reports, travel arrangements, and maintaining the office's student database. She serves as first contact for incoming student crisis and student referrals in scheduling meetings with a staff member.

Carol Kinsey – Carol has been part of the Office of the Dean of Students for four years with responsibilities to provide general and administrative support to the Deans, staff, and students.

Teresa Forts – Teresa has been part of the Office of the Dean of Students for almost two years as the financial coordinator for various departments. Her main responsibilities include managing and reconciling department budget expenditures, generating financial reports, coordinating Payroll and HR related functions, as well as tracking and managing purchasing activities.

Cara Appel-Silbaugh, Ph.D. – Dr. Appel-Silbaugh has been part of the Office of the Dean of Students for four years and serves in various capacities. Her main responsibilities include seeing students for appointments, managing the Dean on Call process and follow up, creating/overseeing the assessment efforts of individual departments, and serving on various Institute wide committees.

John Stein – John has been at Georgia Tech for 13 years and served as the Assistant/Associate Vice President/Dean of Students for the last nine years. Recently, John was appointed Vice President for Student Life & Dean of Students. In this capacity John manages the Division's 18 departments. In addition, he oversees the budget for the Division and serves as a liaison to faculty, parents/families, and other administrative staff. John serves as the Emergency Response representative for the Institute regarding students in crisis. He advocates for students and student life issues by serving on a number of Institute committees, including the President's Cabinet.

**Progress:** Completed

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## III: Policy/Procedure

**New or Changed Policy/Procedure**

Not applicable

**What type of policy?**

**Justification**
N/A

**Progress:** Completed

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## IV: Significant Accomplishments
**Significant Accomplishments**

As evidenced by the statistics, the Main Office staff was increasingly busy this year with over 2000 students making contact with the office. Working with increasingly complex matters, including 4 student suicide and 6 student deaths, sexual violence matters, and mental health related issues, the Main Office navigated these matters with families, students, faculty, staff, and external

communities to ensure clear communication and focused administrative handling.

This was also a year of change as the Division of Student Life fully embraced a process of reorganization with the Office of Strategic Consulting. The new organizational structure was announced in October, 2015 and fully actualized January, 2016. With the reorganization an Assistant Vice President position was created. This position was filled by an internal staff person, Daniel Taylor in May, 2016. The focus on this position was the business and operations functions of the division.

As a final element to the reorganization, the physical layout of the Student Life suite was reconfigured to create more office space and create a more logical flow among departments for collaboration. Further, the Office of Disability Services was moved to the lower level of the building allowing students with disabilities to have more efficient access to the office staff.

Family Weekend increased attendance by 50% from 2,400 participants in 2014 to 3,600 participants in 2015. A few changes to Family Weekend 2015 included increased collaboration with campus partners, more family friendly activities, the addition of a banner contest with Greek organizations and residence halls, and the creation of a Georgia Tech branded application with Guidebook to allow families to view the Family Weekend schedule with a mobile device.

Parent & Family Programs created the Georgia Tech Parent & Family Ambassador Program, a parent/family volunteer program serving current and prospective Georgia Tech families, in collaboration with Admissions. Currently, there are 49 Parent & Family Ambassadors from 15 states and 5 countries.  A new webpage was created to share the locations of these Ambassadors to allow families in those regional areas to connect with them and build Yellow Jacket support in areas throughout the world (http://parents.gatech.edu/content/parent-family-ambassadors).

Joan Roeber-Jones, Director of Parent Giving for Student Life, and Laci Weeden, Director of Parent & Family Programs traveled to Mumbai, India to connect with admitted students and their families and current families. Roeber-Jones and Weeden then joined President Peterson in Dubai, U.A.E to continue to meet with admitted students and their families, current families, and Georgia Tech Alumni. This was the first time Georgia Tech officially went to either of these countries and families and alumni were welcoming for the visit. In planning the events, Roeber-Jones and Weeden worked with the Parent Advisory Board members from the region based in the US. To supplement expenses for the trip, funds were donated.

Student Life had a successful year in development and fundraising. Student Life raised $17,876,264, exceeding the $15-million-dollar goal. Parents and family members along gave $14,706,946, exceeding the $12-million-dollar goal.

**Progress:** Completed

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# V: Statistics

**Unit Statistics**

**Section V: statistics**

*Main Office*

**Total Student Contacts**

**(General Appointments, Office Contact, Faculty Online Referrals)**

| Academic Year | Total Student Contacts | Total Increase/Decrease |
|---|---|---|
| 2007 – 2008 | 962 | |
| 2008 – 2009 | 998 | 4% á |
| 2009 – 2010 | 1092 | 9% á |
| 2010 – 2011 | 1062 | 3% â |
| 2011 – 2012 | 1210 | 14% á |
| 2012 – 2013 | 1371 | 13% á |
| 2013 – 2014 | 1570^ | 15% á |
| 2014 – 2015 | 1947 | 24% á |
| 2015 – 2016 | 2084 | 7% á |

**Grade Substitutions Processed**

| | |
|---|---|
| 2012 – 2013 | 60 |
| 2013 – 2014 | 523 |
| 2014 – 2015 | 445 |
| 2015 – 2016 | 318 |

**Online Referrals**

| Academic Year | Total Referrals | Total Increase/Decrease |
|---|---|---|
| 2010 – 2011 | 180 | |
| 2011 – 2012 | 141 | 21% â |
| 2012 – 2013 | 229 | 62% á |

| | | | |
|---|---|---|---|
| 2013 – 2014 | 185 | 19% â | |
| 2014 – 2015 | 291 | 57% á | |
| 2015 – 2016 | 327 | 12% á | |

*^Adjusted based on recalculation from the 2013 – 2014 report*

*Deans Appointments/Contacts\**

The chart below represents the total number of appointments or contacts with the Deans and staff members in the Office of the Dean of Students. The first number represents the total cases seen solely by a Dean, the second number in parenthesis notes student cases "co-managed" with another staff person. Percentages are based on both the cases solely managed and co-managed.

| Dean/Staff Member | Total Summer 2015 | Total Fall 2015 | Total Spring 2016 | Percentage of Total Summer/Fall/Spring |
|---|---|---|---|---|
| Cara Appel-Silbaugh | 87 (1) | 204 (7) | 151 (14) | 29/28/24 |
| Carol Kinsey | 81 | 181 | - | 27/24/- |
| Colleen Riggle | 10 | 19 | 30 | 3/2.5/4.3 |
| Cynthia Jennings | 0 | 13 | 18 | 0/2/2.5 |
| Denise Johnson-Marshall | 1 | 3 (1) | - | <1/<1/- |
| Dionne Chears | - | - | 222 | -/-/32 |
| John Stein | 54 | 96 | 99 | 18/13/14 |
| Julia Whitfield | 31 | 128 (1) | 99 (1) | 10/17/14 |
| Melanie DeMaeyer | 0 | 1 | 0 | 0/<1/0 |
| Peter Paquette | 2 | 4 | 0 | <1/<1/0 |
| Stephanie Ray | 31 | 104 (1) | 83 (2) | 10/14/12 |
| Tanner Marcantel | 4 | - | - | <1/-/- |
| **Total** | **302** | **753** | **702** | |
| **Total Unique Students Seen\*** | **269** | **657** | **621** | |

*\* Some students are seen more than once a year, but only once a semester.*

*Additional Demographic Statistics*

*Deans Appointments/Contacts*

A total of 1390 students had contact with the Office of the Dean of Students. The information below represents the demographic information of those students calculated at the conclusion of Spring, 2015.

| Average Grade Point Average of students seen | 2.85 |
|---|---|
| **Reason for Meeting/Contact** | **Total Students** |
| Academic I (Drop, Withdrawal, Incompletes) | 167 |
| Academic II (Study Skills, Struggling Academically) | 61 |
| Arrest/Jail | 3 |
| Class Absence | 419 |
| Domestic Matters | 14 |
| Emergency Transport | 112 |
| Faculty/Staff Referral | 173 |
| Family Emergency | 9 |
| Financial Distress | 14 |
| General Questions | 47 |
| Harassment/Discrimination | 4 |
| Hip Pocket Loan | 16 |
| Issue of Concern (Academic) | 142 |
| Issue of concern (Non-Academic) | 89 |
| Klemis Kitchen | 14 |
| Missing Student | 1 |
| Personal Matters | 63 |
| Re-Enrollment Advice | 9 |
| Student Organization Related | 3 |
| Wellness Check | 30 |
| **Sex** | **Total Students** |
| Female | 551 |
| Male | 839 |
| **Top Majors** | **Total Students** |
| CS | 214 |
| ME | 177 |
| BMED | 126 |
| IE | 115 |
| BA | 100 |
| CHBE | 82 |
| **Class** | **Total Students** |
| Doctoral | 57 |
| Masters | 127 |
| Senior | 488 |

| | |
|---|---|
| Junior | 323 |
| Sophomore | 264 |
| Freshman | 125 |
| Unknown | 6 |
| **Ethnicity** | **Total students** |
| Hispanic | 136 |
| White | 862 |
| Black | 210 |
| Asian | 434 |
| American Indian or Alaska Native | 1 |
| Two or more Races | 72 |
| Native Hawaiian or Other Pacific Islander | 1 |
| Unknown | 40 |
| **Academic Standing** | **Total Students** |
| Academic Dismissal/Drop | 65 |
| Dismissal to Probation | 1 |
| Good Standing | 1084 |
| Probation | 119 |
| Probation from Dismissal | 8 |
| Probation from Review | 6 |
| Review | 6 |
| Warning | 98 |
| **Degree Candidate** | **Total Students** |
| No | 1325 |
| Yes | 65 |
| **Athletes** | **43** |
| **Fraternity/Sorority Members** | **386** |

*Dean on Call*

During Summer, 2015 seven staff members (Associate Deans, Assistant Deans) served in the Dean on Call capacity. During Fall, 2015 eight staff (Associate Deans, Assistant Deans, and the Director, Student Media & Publications) served in the Dean on Call capacity. During Spring, 2016 13 staff served in the Dean on Call capacity. The pool of staff taking on call responsibilities increased with the reorganization of the Division of Student Life. total of 293 calls were received Summer, 2015, Fall, 2015, and Spring, 2016. Below is a detailing of calls received.

| Category/Classification of Call | Number of Calls |
|---|---|
| Summer, 2015 (May 11, 2015 – August 16, 2015) | |
| Information/Inquiry - NO ACTION REQUIRED – GTPD | 6 |
| Transport – Medical | 5 |
| Attempted Robbery | 3 |
| Information/Inquiry - ACTION REQUIRED – Staff | 3 |
| Transport - Jail/Arrest | 3 |
| Information/Inquiry - ACTION REQUIRED – GTPD | 2 |
| Robbery | 2 |
| Emergency Abroad - Study Abroad | 1 |
| Information/Inquiry - ACTION REQUIRED – Faculty | 1 |
| Information/Inquiry - ACTION REQUIRED - Parents/Family | 1 |
| Information/Inquiry - NO ACTION REQUIRED – Housing | 1 |
| Transport - Mental Health | 1 |
| **Total Summer, 2015** | **29** |


| Category/Classification of Call | Number of Calls |
|---|---|
| Fall 2015 (August 17, 2015 – January 3, 2016) | |
| | |
| Transport – Medical | 46 |
| Transport – Alcohol | 22 |
| Information/Inquiry - NO ACTION REQUIRED – GTPD | 12 |
| Information/Inquiry - ACTION REQUIRED – GTPD | 11 |
| Robbery | 11 |
| Transport - Jail/Arrest | 7 |
| Information/Inquiry - ACTION REQUIRED – Staff | 4 |
| Mental Health | 4 |
| Information/Inquiry - ACTION REQUIRED - Parents/Family | 3 |
| Information/Inquiry - NO ACTION REQUIRED - Counselor on Call | 3 |
| Information/Inquiry - NO ACTION REQUIRED – Housing | 3 |
| Transport - Illegal Substances/Drugs | 3 |
| Information/Inquiry - ACTION REQUIRED – Faculty | 2 |
| Transport - Mental Health | 2 |
| Attempted Robbery | 1 |
| Information/Inquiry - ACTION REQUIRED – Housing | 1 |
| Sexual Assault | 1 |

| | |
|---|---|
| **Total, Fall 2015** | **136** |

| Category/Classification of Call | |
|---|---|
| Spring, 2016 (January 4, 2016 – May 8, 2016) | |
| Information/Inquiry - NO ACTION REQUIRED – GTPD | 40 |
| Transport – Alcohol | 24 |
| Transport – Medical | 19 |
| Information/Inquiry - ACTION REQUIRED – GTPD | 11 |
| Transport - Jail/Arrest | 8 |
| Transport - Mental Health | 8 |
| Robbery | 5 |
| Sexual Assault | 3 |
| Information/Inquiry - NO ACTION REQUIRED - Counselor on Call | 2 |
| Information/Inquiry - NO ACTION REQUIRED – Housing | 2 |
| Information/Inquiry - NO ACTION REQUIRED – Staff | 2 |
| Mental Health | 2 |
| Information/Inquiry - ACTION REQUIRED - Counselor on Call | 1 |
| Information/Inquiry - ACTION REQUIRED - Parents/Family | 1 |
| **Total, Spring 2015** | **128** |

The following chart represents the distribution of calls among the staff that served in Dean on Call capacity:

| Staff Member | Total Summer 2015 | Total Fall 2015 | Total Spring 2016 | Total Per Person |
|---|---|---|---|---|
| Cara Appel-Silbaugh | 4 | 39 | 19 | 62 |
| Colleen Riggle | 2 | 19 | 13 | 34 |
| Mac Pitts | 0 | 16 | 16 | 32 |
| Tanner Marcantel | 8 | - | - | 8 |
| Denise Johnson-Marshall | 3 | 9 | - | 12 |
| Stephanie Ray | 9 | 20 | 16 | 45 |
| Cynthia Jennings | 1 | 16 | 12 | 28 |
| Peter Paquette | 2 | 17 | - | 19 |
| Kylie Corcoran | - | - | 10 | 10 |
| Kelly Cross | - | - | 7 | 7 |
| Larry Cloud | - | - | 2 | 2 |
| Bonnie Weston | - | - | 5 | 5 |

| | | | | |
|---|---|---|---|---|
| Tim King | - | - | 7 | 7 |
| Debbie Dorsey | - | - | 8 | 8 |
| Ivan Shustak | - | - | 9 | 9 |
| Laci Weeden | - | - | 4 | 4 |
| **Total Dean on Call Contacts:** | **29** | **136** | **128** | **Overall Total 293** |

**Baseline Data Sources**
**Progress:** Completed

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## VI: Service to the Institute

**Staff Service**

*John Stein, Vice President for Student Life & Dean of Students*

Co-Chair, Alcohol and Drug Education Coalition

Co-Chair, Black Student Experience Task Force

Member, Faculty Senate

Member, IPA Program Review Committee

Member, Enterprise Data Management Committee

Member, Greek Alumni Council Committee

Member, Learning Environment Task Force

Member, Athletic Academic Steering Committee

Member, Georgia Tech Athletic Association Board

Member, Georgia Tech Athletic Association Appeal Panel

Member, Student Center Expansion Committee

Member, Advisory Board for the Center for Ethics and Technology

Member, Institute Policy Task Force

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Member, Compliance and Risk Management Network

Member, Statues Committee

Member, Continuity Work Group

Member, Institute Undergraduate Curriculum Committee

Member, Study Abroad Program Review Committee

Member, Study/Work Abroad Travel Warning Committee

Member, Diversity Symposium Planning Committee

Member, Commencement Reflection Selection Committee

Member, Parent Advisory Board

Member, Alvin Ferst Leadership Selection Committee

Member, Various Search Committees

Member, Klemis Kitchen Planning Committee

Member, GT Advisory Board

Member, Strategic Technology Investment Committee

Member, Rules & Regulations Committee

Member, Selection Committee – Diversity Champion Award

Member, Academic Life Policy Library Committee

Member, Student of Concern Committee

Volunteer, Family Weekend

Participant, When the Whistle Blows

Participant, Commencement

Participant, Student Life Fundraising Events

Instructor, GT 1000

***Cara Appel-Silbaugh, Associate Dean of Students***

Chair, Student of Concern Meeting

Chair, Campus Update Meeting

Chair, Professional Development Committee

Chair, 135 Competency Workgroup

Lead Trainer, CARE Network

Interim Appellate Officer, Office of Student Integrity

Member, Student Veteran Workgroup

Member, Staff Council Committee on Health and Wellbeing

Member, Compliance Partners Group

Member, Divisional Assessment Workgroup

Member, Biennial Review Workgroup

Member, Institute Undergraduate Curriculum Committee

Member, Emergency Preparedness Working Group

Member, Women's Resource Center Advisory Board

Alumni Advisor, Omicron Delta Kappa

Faculty/Staff Advisor, Phi Mu

Volunteer, Family Weekend

Volunteer/Participant, Commencement

### *Teresa Forts, Financial Coordinator*

Volunteer, Graduate Student Picnic

Volunteer, Family Weekend

Participant, 2015 President's Campus Walk

Participant, Spiral wave research with the School of Physics.

Committee Member, ERG – Women of GT, Retention and Recruitment Committee

### *Julia Whitfield, Secretary to the Dean of Students*

Member, Employee Engagement Staff Council

Volunteer, Family Weekend

Volunteer, FASET Orientation

Volunteer, Sophomore Fair

Volunteer, Housing PL/ RA Fair

### *Carol Kinsey, Administrative Assistant*

Volunteer, Family Weekend

Volunteer, FASET Orientation (Market Place Table)

Visuals Facilitator, Division Bulletin Board Display

**Progress:** Completed

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## VII: Professional Development

**Staff Professional Development**

### *John Stein, Vice President for Student Life & Dean of Students*

Co-Presenter/Attendee, NASPA Mental Health Conference

Attendee, President's Leadership Retreat

Attendee, Title IX Training

Attendee, Strategic Planning Retreat

Presenter, 5th Annual Suicide Prevention Conference, CSU Northridge, Northridge, CA

Presenter, GT Admissions High School Counselor Luncheon

Presenter, New Faculty Orientation

Presenter, Brittan Fellows Orientation

Presenter, Lunch/Learn – Admissions Office

Presenter, GT Foundation Board

Presenter, Lynn Durham's GT 1000 class


### *Cara Appel-Silbaugh, Associate Dean of Students*

Presenter/Attendee, ACPA Annual Convention

Presenter/Attendee, NASPA Annual Convention

Appointee, Region III Regional Knowledge Community Coordinator (NASPA)

Directorate Body Member, Commission for Assessment & Evaluation (ACPA)

Conference Program Reviewer, ACPA; NASPA

Principal Investigator, Finding Her Place: A Study of Women STEM Majors (research study)

Principal Investigator, Understanding the Culture of Student Orientation Leaders (research study)

Grant Recipient, NASPA Region III Research Award

Grant Recipient, NODA Catalyst Grant

**<u>Teresa Forts, Financial Coordinator</u>**

Completed Certificate of Multicultural Competence (Level 1)

Attendee, ODOS and ERG – Women of GT meetings and workshops

Attendee, 6th Annual Diversity and Leadership Conference at Clayton State University

Attendee, "Ethical Leadership for the 21st Century"

Attendee, Diversity Symposium

Participant, "WELCOME TO ACIREMA" (Cross-cultural simulation game)

*<u>Julia Whitfield, Secretary to the Dean</u>*

Attendee, FERPA Training

Attendee, Skill Path Workshop (Improving Supervisory Skills)

Trained Gatekeeper, QPR Suicide Prevention

*<u>Carol Kinsey, Administrative Assistant</u>*

Attendee, Division of Student Life Administrative Staff workshop

Attendee, Multicultural Competence Workshop

Participant, Division of Student Life Visionary Project


**Progress:** Completed

## VIII: Institutional Effectiveness

For several years the Main Office has received referrals of concern from faculty, staff, and students. This past year the population of students referred to the office was analyzed for both demographics and reason for the referral. The office staff gained a solid and documented portrait of the students referred and will be sharing that information with campus colleagues.

**Progress:** Completed

# Development, Parent Giving & Student Life

## I.: Mission/Introduction

**Essential Function(s) of department**

1. **Mission/Introduction**

The Office of Development for Student Life helps ensure that Georgia Tech students continue to benefit from an active campus environment through cultivating financial support for student programs, organizations and activities.

**Progress:** Completed

---

## II.: Staffing

**Current Staff**

1. **Staffing**

Joan Roeber-Jones

Director of Development Parent Giving and Student Life

- Identify, cultivate, solicit and steward major gift donors for contributions of $25,000 or more to all areas within the Division of Student Life
- Identify, cultivate, solicit and steward current parent and past parent donors to the Institute for their contributions to all areas within the Institute.
- Assist Student Organization with their fundraising efforts to insure Institute policies and procedures are followed

Vacant (Position was vacant for seven months during the fiscal year as the previous occupant was away on maternity leave, and resigned one month after her return.)

Parent Fund Coordinator

- Solicit annual contributions from current and former parents to the Parents Fund for Student Life and Leadership through individual contacts, direct mail, phone campaigns and electronic communications.
- Manage stewardship process to insure Parent Fund gifts are properly acknowledged and donors are aware of how their contributions impact student life on campus.

**New Staff**
**Progress:** Completed

---

# III.: Policy/Procedure

**New or Changed Policy/Procedure**
**Policy/Procedure**
   o Worked with students and Development staff to launch an online giving site for student organizations utilizing iModules
   o Launched revisions to Parents Fund allocation procedure

 **What type of policy?** Departmental Policy/Procedure

**Justification**
No previous procedure existed.

**Progress:** Completed

---

# IV.: Significant Accomplishments

**Significant Accomplishments**

- GT Campaign concluded with both Student Life and Parent Giving exceeding their respective fundraising goals.   The Division of Student Life raised $17,876,264, surpassing the $15 million goal.  Parent giving finished strong with $14.7 million raised, surpassing the $12 million goal.
- Significantly increased geographic and ethnic diversity of Parents Board
- Co-organized international trip to Dubai and Mumbai to meet with major parent prospects

- Completed fundraising project for the bleachers on Roe Stamps Field, hosted ribbon-cutting event honoring family of Alex Kiehl, in conjunction with Lacrosse Parents Committee.
- Naming of the McAuley Aquatic Center complete, worked with Development to honor donor at private ceremony and at 2016 NCAA championship event.

**Parent Giving**
- Parent giving to the Institute was down in FY16, finishing the year with $1,351,826. The number of donors was also down, with 2,938 making contributions in FY16. Summer prospect identification activities centered on parents of the incoming freshman class. A demographic screening project jumpstarted research efforts and enabled the team to focus on 280 potential major gift prospects during the summer FASETs. Cultivation activities are taking place to qualify these individuals for solicitation.
- 56 Donations of $1,000 or more were received for the Parents Fund
- 14 gifts of $2,500 or more were received.
- Three new Parent Legacy Endowments were established.
- A past parent established a $50,000 GT Promise Challenge Scholarship.
- 1,298 donors contributed $185,985 to the *Parents Fund for Student Life and Leadership*.
- A low-cost solicitation letter from the Dean of Students to all US-based addresses in the fall, resulting in $63,112.
- $ 28,918 was received as a result of FASET solicitations.
- A Spring, all-parent mailing raised $16,775 as compared to the Spring FY15 phone campaign, which raised in excess of $70,000. The decision not to hold a spring phone campaign was made in consultation with the Parents Board, and Development Office due to the excessive cost. Utilizing an outside firm to conduct the previous phone campaign was not a good return on investment, nor did we have staff in place to manage the phone campaign. This resulted in a significant decrease in overall funds raised as compared to FY15.

**Student Life Giving**

- 1,735 donors contributed $963,534 to the Division of Student Life

**Progress:** Completed

# V.: Statistics

**Unit Statistics**

Parent gifts were designated to the following areas within the Institute.

### Parent Giving by Department, FY16

| | Donors | Amount |
|---|---|---|
| 1 - College Of Architecture | 6 | $38,500.00 |
| 2 - College Of Computing | 25 | $276,731.84 |
| 3 - Aerospace Engineering | 5 | $8,000.00 |
| 4 - Biomedical Engineering | 7 | $5,875.00 |
| 5 - Chemical and Biomolecular Engineering | 3 | $0.00 |
| 6 - Civil and Environmental Engineering | 3 | $0.00 |
| 7 - Electrical and Computer Engineering | 5 | $1,100.00 |
| 8 - Industrial and Systems Engineering | 3 | $10.00 |
| 9 - Materials Science and Engineering | 2 | $12,750.00 |
| 10 - Mechanical Engineering | 13 | $18,640.00 |
| 12 - College Of Engineering - General | 6 | $1,380.08 |
| 13 - Scheller College of Business | 6 | $1,150.00 |
| 14 - College Of Sciences | 28 | $1,385.00 |
| 15 - Ivan Allen College of Liberal Arts | 14 | $1,662.50 |
| 16 - Institute Wide Restricted | 1356 | $491,653.62 |
| 26 - Institute Wide Unrestricted | 909 | $16,304.00 |
| 27 - Athletics | 526 | $355,669.47 |
| Total | 2917 | $1,230,811.51 |

Student Life gifts were designated to the following departments.

### Funds raised by Department: FY16

| Department | Donors | Amount |
|---|---|---|
| Student Life - General | 219 | $340,225.02 |
| Leadership, Education & Development Program (L.E.A.D.) | 4 | $10,100.00 |
| Parent's Fund | 1296 | $260,985.29 |
| Office of the Arts | 49 | $195,081.37 |
| Robert Ferst Center for the Arts | 34 | $7,547.50 |
| ORGT | 1 | $6,500.00 |

| | | |
|---|---|---|
| Campus Recreation Center | 17 | $106,960.08 |
| Club Sports | 115 | $36,134.98 |
| **Total** | **1735** | **$963,534.24** |

**Progress:** Completed

---

# VI.: Service to the Institute

### Staff Service

Joan Roeber-Jones, Director of Development Parent Giving and Student Life

- Office of the Arts, Strategic Planning
- Accomplished a major change for the Institute by broadening the policy of the Institute to allow online giving for student organizations forward to working committee, funding secured to develop portal.

**Progress:** Completed

---

# VII.: Professional Development

### Staff Professional Development

Joan Roeber-Jones, Director of Development Parent Giving and Student Life

- Attended Parents Fundraising Conference in Boston, Summer 2015

**Progress:** Completed

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# Disability Services

## I.: Mission/Introduction

### Essential Function(s) of department

The purpose of the Office of Disability Services is to improve the educational experience of students with disabilities and to enhance the understanding and support within the Institute through equitable access, accommodations, and the provision of programs and services.

The core responsibility of the office is to ensure that the Institute maintains its compliance with several federal regulations that protect the rights of individuals with disabilities in the educational environment. The office determines and coordinates reasonable accommodations for students with disabilities throughout their educational career at Georgia Tech.

**Progress:** Completed

---

## II.: Staffing

### Current Staff

J. Denise Johnson Marshall – Denise served in the role as Assistant Dean/Director, Disability Services at Georgia Tech for 13 years before leaving in February, 2016 to be the ADA Coordinator the Institute in Legal Life & Risk Management.

Mallory Joynt – Mallory served as the Assistant Director for the office until January, 2016 before leaving the Institute for a position at Emory University.

Marilyn Glasper Butler – Marilyn has worked as a Coordinator in the Office of Disability Services for three academic years. In this capacity, she manages the provision of accommodations for students with disabilities.

Rashad Morgan – Rashad began as the Assistant Director, June 1, 2016. Rashad joined the office after working at the Florida Division of Blind Services and Florida State University.

Tina M. Allen – Tina has been with the Office of Disability Services for nine academic years. Tina is responsible for providing administrative services for office staff.

Alysha Brown – Alysha has been a part of the Office of the Dean of Students for seven academic years has served as the Testing Center Coordinator. She oversees all the day to day operations of the Testing Center as well as training, mentoring, scheduling, and directing the work of the other Testing Center staff, including hiring and supervision of work-study personnel.

Sarah Endicott – Sarah serves as a staff member with the Institute in another department and served in a 30-hour a week capacity during the Spring, 2016 semester with the Office of Disability Services. Sarah performed intake appointments with students and consulting with faculty members.

Katie Byrd & Christian Compton – Both Katie and Christian served as Tech Temps during the academic year working with the Testing Center. Katie was part of the staff October, 2015 – March, 2016 and Christian was hired May, 2016.

**New Staff**
**Progress:** Completed

---

## III.: Policy/Procedure

**New or Changed Policy/Procedure**

Testing Center Policies
Under advisement of the Office of Civil Rights the Testing Center enacted several policy changes effective May, 2015.
- The staff will no longer monitor restroom breaks, snacks in testing rooms, or any extra clothing worn during testing.
- Beginning Fall, 2015 faculty members will be required to submit testing parameters at the beginning of the semester rather than for each test.
- Students receiving extended time for testing will be guaranteed only one test per day during finals week due to the extended period of the testing day. However, students will be able to choose to take more than one exam per day (if they prefer).

**Progress:** Completed

# IV.: Significant Accomplishments

The Shell Corporation renewed their award to the office to provide career development education and opportunities for students.
The office formed a partnership with the College Diabetes Network to raise awareness about type I and type II Diabetes and to connect students with Diabetes to students affected by Diabetes.
The office formed a partnership with the United Business Leaders Network (UBLNS) Going for the Gold program, along with Boston Scientific and General Motors, two GT employment partners, to recruit students with disabilities for internships, co-ops, and new grad career opportunities.

**Progress:** Completed

# V.: Statistics

**Unit Statistics**

| Registered Students* | |
|---|---|
| Active Students | 610 |
| Pending Students | 45 |
| Provisional Students | 30 |

*As of 6/11/16*

| Disability Type | |
|---|---|
| ADHD | 262 |
| Autism/Aspergers | 35 |
| Blind/Visual Impairment | 13 |
| Chronic Illness/Medical | 136 |
| Deaf/Hard of Hearing | 25 |
| Expressive/Receptive Language Disorder | 3 |
| Learning Disability | 159 |
| Motor/Mobility | 25 |
| Psychological/Psychiatric | 168 |
| Sleep Disorder | 3 |
| Speech Impairment | 2 |
| TBI | 3 |

| Testing Center | | | |
|---|---|---|---|
| | **Summer, 2015** | **Fall, 2015** | **Spring, 2016** |
| Number of students utilizing the Testing Center | - | 237 | 246 |
| Tests administered (non-final exams) | 100 | 1437 | 1483 |
| Final exams administered | 48 | 554 | 516 |
| **Total Exams Proctored in the Testing Center** | **148** | **1991** | **1999** |
| | | | |
| Days proctored in the Testing Center | - | 64 | 63 |
| Days proctored in the Testing Center and one other location | - | 17 | 33 |
| Days proctored in the Testing Center and two other locations | - | 11 | 10 |

| Private Proctoring | | | |
|---|---|---|---|
| | **Summer, 2015** | **Fall, 2015** | **Spring, 2016** |
| Total students utilizing private proctoring | - | 14 | 6 |
| Tests proctored (non-final exams) | - | 40 | 37 |
| Final exams privately proctored | - | 30 | 14 |
| **Total exams privately proctored** | **-** | **70** | **78** |
| **Total funds paid to private proctors** | **-** | **$1187** | **$955** |

| Temporary Accommodations | |
|---|---|
| Stingerette Services | 36 |
| Testing Services | 31 |
| Note Taker Services | 13 |

| Note Taking Accommodations | | | |
|---|---|---|---|
| | **Summer, 2015** | **Fall, 2015** | **Spring, 2016** |
| Requests | 78 | 363 | 432 |
| Students using the service | 29 | 132 | 124 |
| Note Takers Hired | 52 | 231 | 214 |

**Progress:** Completed

# VI.: Service to the Institute

**Staff Service**

*<u>Marilyn Glasper Butler, Coordinator</u>*

Volunteer, Family Weekend

Member, 2016-2017 Leadership Fellows Program

Facilitator, Suits and Jackets: Individual Resume Reviews

Participant, Georgia High School High Tech, Academic and Career Fair

Participant, Rethink

*<u>Alysha Brown, Testing Center</u>*

Volunteer, Family Weekend
**Progress:** Completed

# VII.: Professional Development

**Staff Professional Development**

*<u>Marilyn Glasper Butler, Coordinator</u>*

Attendee, RACDS meeting

Attendee, RCLD Statewide Conference

Attendee, Diversity Symposium

Attendee, Georgia AHEAD

Attendee, Webinar: Successful Campus Strategies for Implementing Read&Write Gold

Attendee, Giving and Receiving Feedback

Attendee, Conflict Management: An Exercise in Enriching Relationships

Attendee, Seizing Your Career the Ga Tech Way

Attendee, DiSC: Flexing your style to achieve results

Attendee, Better Together Campaign

Attendee, The Skin I'm In: Healing, Redemption & Atonement Across the Skin Color Divide

**Progress:** Completed

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## VIII.: Institutional Effectiveness

The loss of two main staff leaders in the Office of Disability Services placed a significant strain on the remaining staff members, and temporary staff. The office staff focused on servicing students and consulting with faculty/staff across the campus. With the hiring of two new full time staff, the office will be reviewing efficiency standards and potential options to change processes.

**Progress:** Completed

# Finance and Operations

## I.: Mission/Introduction

### Essential Function(s) of department

The Student Organization Finance Office plays an integral role in helping more than 400 chartered student organizations and the Student Government Association with financial administration and accounting.

**Progress:** Completed

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## II.: Staffing

### Current Staff

### Betsey Kidwell – Director HR & Finance

- Ensuring Departments & Division maintaining compliance with Institute Policies & Procedures when making purchases
- PCard Coordinator for SOFO
- Financial Approver for SOFO
- Attend SGA meetings to track SGA Budget
- Process JEs and Cost Transfers for SOFO
- Oversee budget amendments for SOFO
- Supervise SOFO staff

### Latonya Culberson – Accountant III

- Process all purchasing transactions for Student Organizations Agency & Foundation projects.
- Process all deposits for Agency & Foundation projects.
- Attend SGA Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for Student Organization's Agency & Foundation projects

**Edo Diabaka – Accountant II**

- Process all purchasing transactions for Tier II & Sport Club Student Organizations projects.
- Attend SGA Meetings to track bills & budget for SGA
- Oversee SGA budget & budget amendments for Dept. 551
- Provide 1 on 1 financial training for Tier III & Sport club Student Organizations

**Ninh Tran – Financial Analyst I**

- Process all purchasing transactions for Tier III Student Organizations
- Attend SGA Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for Tier III Student Organizations

**New Staff**
**Progress:** Completed

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# III.: Policy/Procedure

### New or Changed Policy/Procedure
SOFO follows all policies and procedures set by Georgia Institute of Technology and JFC and SGA policies. In FY 2016 there was an organizational change within the Student Organization Finance Office which resulted with the Director of HR & Finance supervising all aspects of SOFO.

### What type of policy?

### Justification
**Progress:** Completed

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# IV.: Significant Accomplishments

### Significant Accomplishments
The Student Organization Finance Office plays an integral role in helping more than 400 chartered student organizations and the Student Government Association with financial administration and accounting.

The vast majority of students receiving services from SOFO reported being assisted within 24 hours with their inquiry or request.

Majority of students who completed the SOFO survey perceive the staff as 1) Knowledgeable; 2) Active listeners; 3) Responsiveness; and 4) Having the ability to effectively answer questions and resolve problems.

**Progress:** Completed

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## V.: Statistics

**Unit Statistics**

- 87% of student survey respondents reported that it took SOFO staff 24 hours or less to assist them with their inquiry and/or request.
- Buzzmart Requisitions – 162 transactions
- Check Requests – 1171 transactions
- Pcard Purchases – 1329 transactions
- Petty Cash – 529
- Deposits – 248
- Misc. - 78

**Baseline Data Sources**
**Progress:** Completed

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## VI.: Service to the Institute

**Staff Service**

Betsey Kidwell – Finance Council

Edo Diabaka – Assessment Team for Baseline; Orgsync; Multicultural

Latonya Culberson – Student Life Strategic Plan

**Progress:** Completed

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## VII.: Professional Development

**Staff Professional Development**

**Betsey Kidwell:**

GT RFID (Radio Frequency Identification

Pcard Training and Certification

Controlling Chaos

GT Annual Diversity Symposium

Challenging Conversations-Webinar

Breaking Bad Communication

Coaching and Mentoring Skills for Leadership Success

Excelling as a Manager

Managing and Eliminating Unacceptable Behavior and Other Employee
Performance Barriers

The Conference on Leadership Development and Teambuilding
Managing Multiple Projects, Objectives and Deadline

**Edo Diabaka:**

GT RFID (Radio Frequency Identification

GT Accounting Basics Questionnaire

Travel Policies and Procedures for Campus T&E Administrators

Grants Mgmt for Campus Admin

Successful Project Management

Budgeting for Financial Manager

Controlling Chaos

Conflict Management: An Exercise in Enriching Relationships

The Four Ethical Corners: How to Make and Defend Ethical Decisions in the Workplace

Financial Summit

Bursar Operations Overview for Financial Managers

Business Writing Skills

Challenging Conversations-Webinar

Breaking Bad Communication

Managing Multiple Projects

Advanced Microsoft Excel

How to Become a Better Communicator

Introduction to Human Resources Mgmt

Financial Management for Facilities, EH&S and Information

Payroll 101

How to Prepare for an Internal Audit

General Ledger Ad-hoc Reporting

Developing Emotional IQ

Pcard Training and Certification

**Latonya Culberson:**

Excelling as Team Leader (Day One)

GT RFID (Radio Frequency Identification

Controlling Chaos and Thriving Under Pressure

Successful Project Management

Challenging Conversations-Webinar

Breaking Bad Communication

Getting the Most of Microsoft Excel

Developing Emotional EQ

GRIOT-ERG

**Ninh Tran:**

Confrontation Conversations

Giving and Receiving Feedback

Presentation Skills

GA Women in Higher Education Annual Conference

Advanced Microsoft® Excel® Techniques

Excelling as a Highly Effective Team Leader

Business Writing Basics for Professionals

Communicating with Tact, Diplomacy and Professionalism

How to Become a Better Communicator

**Progress:** Completed

## VIII.: Institutional Effectiveness
SOFO will continue to provide high level of support, service and satisfaction to students.

 The department will continue to take 24 hours or less to students with their inquiry and/or request.

**Progress:** Completed

# Greek Life

## I.: Mission/Introduction

### Essential Function(s) of department

Greek Life provides support and advocacy for the members of the Greek community by advising the leadership of the individual chapters and the executive boards of the four governing councils regarding operations, risk management, recruitment, and membership development. Greek Life staff collaborate with several offices on campus to promote accountability and healthy lifestyles, build strong fraternal values, and develop students' leadership skills. The Office strives to provide students with a well-rounded undergraduate experience that prepares them to be contributing and successful members of the Georgia Tech community so they have a lifelong commitment to their organization and alma mater.

**Progress:** Completed

## II.: Staffing

### Current Staff

At its largest, the Office of Greek Life consisted of three full-time employees, one-part time graduate student, and a practicum student.

- Tanner Marcantel served as the Assistant Dean/Director for the department until August, 2015 when he departed after serving the Institute for five years. Tanner now serves as the Executive Director for Theta Xi fraternity.
- Kylie Corcoran served as the Coordinator for the department since July, 2013. Kylie also served as Interim Director August, 2015 – May, 2016. Kylie's primary duties included advising the Interfraternity Council and coordinating all housing and facility initiatives, with the additional responsibility of advising the Collegiate Panhellenic Council, National Pan-Hellenic Council, and maintaining partnership with constituents. Kyle departed staff in May, 2016 for a position at the University of North Carolina, Chapel Hill.
- Tawanna Wilson served as the Administrative Professional for the department. Tawanna has been employed in this role for over ten years.
- Eli Argueta, a graduate student at the University of West Georgia served as the Graduate Assistant for the department. Eli's primary duties

included advising the Multicultural Greek Council and supporting educational programming initiatives for all student groups.

- Tyler Placeres served as a practicum student for the department. Tyler's primary duties included assessing needs and creating programming regarding scholarship and academic achievement in Greek organizations. Tyler served in this role for during the Spring, 2016 semester.
- Starting in June, 2016, Dr. Jamison Keller will begin his tenure serving the Institute as the Assistant Dean/Director of Greek Life.
- Starting in July, 2016, Amanda Fishman will begin serving as the Coordinator, Greek Life.

**New Staff**
**Progress:** Completed

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# III.: Policy/Procedure

### New or Changed Policy/Procedure

Of the student organizations advised by staff, the Interfraternity Council changed one policy of note regarding suspension held in abeyance. When this sanction was removed from the Student Code of Conduct (and affiliated policies, the IFC also voted to remove it as a sanction from the bylaws.

### What type of policy?

### Justification

**Progress:** Completed

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# IV.: Significant Accomplishments

### Significant Accomplishments

The fraternities and sororities at Georgia Tech are led by four governing bodies: the Collegiate Panhellenic Council (CPC) to manage the life of the National Panhellenic Conference women's organizations and the associate member chapters; the Interfraternity Council (IFC) to manage the men's fraternal organizations, the Multicultural Greek Council (MGC) to manage the culturally-based fraternities and sororities; and the National Pan-Hellenic Council (NPHC) to lead the historically African American Greek organizations. Each council

demonstrated extraordinary leadership to address the issues facing Greek Life on campus.


*Collegiate Panhellenic Council*
The National Panhellenic Conference recognized the CPC at Georgia Tech with the National College Panhellenic Award of Excellence for the third consecutive year. This award is bestowed upon eleven councils in North America for excellence in overall operations and programming.
A total of 13 council leaders (CPC executive board members, chapter delegates, etc.) attended the Southeastern Panhellenic Conference, held annually in Atlanta, GA, April 1-2, 2016.
All seven of the chapters that participated in the formal recruitment process achieved quota, set at 62 women. Chapter total for the NPC groups was set at 189 in the Fall, and 180 in the Spring.
Throughout the 2015-2016 academic year, the CPC community underwent the NPC extension process to add a new sorority to campus. After forming an exploratory committee, voting to open for extension, creating an extension committee and hosting three national organizations on campus for meetings and presentations, Kappa Alpha Theta was selected to colonize in the Fall, 2017.


*Interfraternity Council*
Seven council leaders attended the Southeastern Interfraternity Conference, held annually in Atlanta, GA.
The IFC continued to host Man Up Week, a program to open dialogue about the roles men play in the campus community. Programming focused on masculinity and personal development, bystander intervention, sexual assault prevention, and men's role in campus safety. Gentry McCreary, a nationally recognized speaker, delivered the keynote address during the week's programming on the topic of brotherhood.
For the fifth consecutive year, member fraternities partnered with American Haircuts and the St. Baldrick's Foundation to raise money and awareness for children's cancer research. The fraternities from Georgia Tech contributed over $79,375.56, with 11 teams participating.
The Dean Dull Award is presented each year to the best overall fraternity on Tech's campus. The IFC gives this award at the annual Up With the White and Gold celebration. Phi Gamma Delta received the Dean Dull Award for their accomplishments this past year.
The IFC conducted their regular Fall rush process. During this week, the council sponsored house tours and each chapter held individual events that were open to interested students. This year the council used Campus Director, an online recruitment management system to register interested men, monitor invitations/bids extended, and engage freshmen men in the process. A total of 32 IFC fraternities participated in Fall Rush activities, with 449 new members

joining the fraternity community. In addition to Fall Rush, many chapters conducted a Spring semester recruitment process.  A total of 27 of the 32 fraternities took new members in the Spring semester, with 116 new members added to the community.  This totals 565 men that joined fraternities in the 2015-2016 academic year.

*Multicultural Greek Council*
In an effort to increase recruitment of new members the council created "MGC Rush Week" which consisted of recruitment events and informational sessions the first week of classes.
MGC implemented biweekly workshops on topics of Risk Management, Public Relations, Recruitment, and Alumni Engagement.
Delta Phi Lambda hosted the 9th annual Night of Diversity which showcased the diversity of Georgia Tech's many and varied culturally-based organizations.
In an effort to improve recruitment materials for the Fall, 2016 rush week, the council hosted a MGC community photo-shoot.
Omega Delta Phi Fraternity started to expand. The group created an interest group and are currently working towards recruiting new members.
A group of undergraduate students approached the council wishing to establish Delta Epsilon Psi Fraternity at Georgia Tech. The council denied their application of membership.

*National Pan-Hellenic Council*
NPHC welcomed new members to four of the member organizations during the Fall and Spring semesters.
Alpha Phi Alpha Fraternity Inc. received the Pinnacle Award for the most outstanding NPHC organization at Up with the White and Gold campus leadership awards.
On September 9, 2015, NPHC sponsored its third annual convocation informational session, "Meet the Greeks," for students interested in Greek life. In accordance with last year's initiative for more cross-council collaboration, this event was co-hosted with the MGC. Over 200 interested students attended the convocation.
NPHC sponsored the 8th Annual Homecoming Step Show on October 30, 2015 in the Ferst Center for the Arts.  Delta Sigma Theta was the Step Show winners for the sororities and Phi Beta Sigma emerged as the winners for the fraternities.
Sigma Gamma Rho is working to return to campus with newly enrolled students who transferred from other Universities.
Delta Sigma Theta graduated all of their active members this year, and are looking to add new members in the next year so as not to lose their charter with Georgia Tech.

*Educational Initiatives*
The Office of Greek Life provided programming to the community and individual chapters on a variety of topics, although the majority center on risk management education. Programs this year included:

*Alcohol and Drug Programs* delivered and designed by the Office of Greek Life and Peer Facilitators for Greeks (PFGs). In Fall, 2015, nine chapters received an educational program on alcohol and other drugs from the Office. In Spring, 2016, six programs were delivered. In all, five peer facilitators were active this year to deliver programs to chapters. An additional program was created around the topic of bystander intervention using gamification. This joins the pre-existing program that educates on risky decisions and basic social event policy.

*Greek Advance* was held on January 30, 2016, fraternity and sorority leaders (presidents, risk managers, social chairs, and philanthropy/community service chairs) attended a chapter and community development experience. The day long program focused on community building, crisis management, social chair training, and discussions around diversity and leadership.

*Greek Peer Education* occurred in August and January and engaged the new members of fraternities and sororities with valuable knowledge about their commitment to their organization and the responsibilities that come with their membership. These sessions focused on the proper presence of alcohol in their organization. In the Fall, Dr. Lori Hart gave the keynote address, and also provided training to the peer educators involved with the program. Three weeks later, a second session was held that mirrored the program held in the Spring. At this program, the governing councils partnered with GTPD and Health Promotion to deliver a workshop in social responsibility and accountability addressing the topics of safety, alcohol & drug awareness, and sexual assault prevention.

*Fraternity Men Against Violence* and *Safe Sister* were hosted as a partnership with the Women's Resource Center and Health Promotion. Significant changes are made to the curriculum each year to enhance the experience for students. The training provided an introduction to the issue of sexual violence, the influences of alcohol, a brief overview of advocacy and response at Georgia Tech, and a foundation of basic information needed to assist someone in need of support. Approximately 380 students attended one of the trainings hosted this year.

*The Greek Allies* program transformed this year through a close partnership with the LGBTQIA Resource Center. The program was redesigned to align with the updated Safe Space Training offered through the Center, and to utilize a team of

peer facilitators for program delivery. Multiple peer facilitators were trained, and delivered three programs reaching students in many different fraternities and sororities.


*Greek Neighborhood Association*

Continued enforcement and coordination of the Greek Neighborhood Association (GNA) took place during the 2015 – 2016 academic year. The GNA is a group of Greek Sector residents who govern the housing community and advocate their needs to the Institute. The group fosters greater community and campus relations, and organizes facilities-related programs within the Greek Sector.

The Association body is comprised of the house manager from each fraternity and sorority that owns or resides in a facility. The Co-Chairs of the GNA are appointed by the IFC and CPC, and serve an annual term. The GNA assumes a duty and responsibility to: develop and enforce policies and sanctions; sponsor and lead programs for recycling in the Greek community; develop positive incentives; and plan and coordinate GNA meetings twice a semester.

Daily house checks are performed by the staff for dumpster, lawn, and trash issues and notified house managers and presidents of any violations to ensure that yards and dumpsters be cleaned up by 7:00 am. In order to support the facilities in the Greek Sector, partnerships with Solid Waste Management and Recycling, Parking, Facilities, Real Estate, and Environmental Health and Safety were maintained.

Student house managers were expected to attend house manager training in January to set expectations for their term in office, build community, and understand the GNA policy. The GNA Newsletter was produced on a regular basis and efforts to support fire drills and inspections were continued.

Many organizations finalized plans to renovate or rebuild their facilities. The Alpha Phi sorority experienced issues executing their ground lease due to a sewer pipe, but construction is underway on the site as of May, 2016. In August, 2015, Alpha Sigma Phi purchased the property at 171 5th Street, becoming the twenty ninth fraternity to live in a chapter facility in the Greek sector. Other groups are in the process of starting capital campaigns, including Delta Sigma Phi, Theta Xi, Delta Chi, and Alpha Epsilon Pi.


*Alumni Outreach*

The Office of Greek Life connected with alumni of fraternities and sororities through three programs.

*Greek Advance* provided an opportunity for chapter advisors to come together to learn about advising strategies, common issues facing college students, and network with peers. The workshop was held on January 30, 2016 with over 30 advisors in attendance. Topics covered included general advising strategies and an update from the Office, a joint session with students with the Office of Student Integrity, and a conversation about Tech's Master Plan.

The third annual *Greek Hall of Fame* event was held in April to honor Georgia Tech's distinguished fraternity and sorority alumni. Guests enjoyed a reception, the historical display of Greek Life at Georgia Tech, and the awards presentation. The following alumni were selected as the year's inductees:

| | |
|---|---|
| Dr. Annie Anton, ICS '90, MS ICS '92, PhD CS '97 | Alpha Delta Pi |
| Dr. G. Wayne Clough, CE '64, MCE '65 | Phi Gamma Delta |
| Ben J. Dyer, IE '70 | Lambda Chi Alpha |
| Nicolette Gordon, ME '93 | Alpha Kappa Alpha |
| Deborah Anne Nash, IE '78 | Alpha Chi Omega |
| Benjamin Tarbutton III, MNGT '94 | Phi Delta Theta |

### *Order of Omega*
Order of Omega initiated over 20 new members during this academic year. The new initiates were selected based on scholastic, leadership, and involvement in the Georgia Tech and Greek Community. The Order saw renewed sense of purpose after focusing more on the experience of upperclassmen through partnerships with the Alumni Association and other campus partners.

### *Homecoming*
The governing councils continued their partnership with the Student Center Programs Council in the planning and programming for Homecoming. IFC, CPC, and NPHC became part of the Steering Committee and continued to plan the house decoration and banner competitions, Mock Rock competition, and Step Show. Chapters competed throughout the week in various events to earn points. The fraternity and sorority with the highest scores were named Homecoming Champions for their campus division. Delta Chi and Phi Mu received the 2015 titles.

*Greek Week*

The 2016 Georgia Tech Greek Week was held on March 10-March 17, 2016. An executive board of over 20 student leaders planned and facilitated all programs and activities throughout the week including TUG, Greek Sing, pool events, and field events.  Chapters competed in these events throughout the week to earn points and Theta Chi and Alpha Chi Omega received the 2016 titles.

**Progress:** Completed

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# V.: Statistics

## Unit Statistics

The Office of Greek Life maintains data in a variety of areas to monitor performance and measure program effectiveness.  As part of the functions of the Office, staff collects and utilizes data for chapter operations, housing and facilities, academics, and membership.

### *Chapter Operations*

Each year, the Office of Greek Life asks chapters to submit information on a variety of data points. The purpose of this report is to provide information that will assist in communicating the benefits of membership at Tech.  The information is self-reported by chapters*:

- Approximately 63% of Greek members are involved in another campus organization outside their fraternity/sorority.
- 34% of Greek members hold a leadership position in a student organization outside of their fraternity/sorority.
- Over 49,500 hours of community service were performed by Greek members. This is an average of 14 hours of service performed by each member of the Greek community.
- 15% of Greek members are involved in a service-based club or organization on campus.
- Over $363,700 were raised for charity by Greek members. This equates to an average of $103 per member donated to philanthropic causes.

Financial Breakdown:

*Average Semester Cost ($)*

| | IFC | CPC | MGC | NPHC |
|---|---|---|---|---|
| Resident Rent | $2230 | $2200 | n/a | n/a |
| Meal Plan | $870 | $800 | n/a | n/a |
| Active Member Dues | $1080 | $700 | $500 | $300 |

New Member Dues

$1140

$1300

$300

$1500

- The Greek Sector provided between 1,060 and 1,135 beds in a given semester to be used for student housing. Approximately 35% of Greek members live in their fraternity/sorority house.
- Educational Programs: Through partnerships across campus, the Office of Greek Life was able to offer a variety of programs for fraternity and sorority members to learn about important issues relevant to their experience.  Programs and initiatives address topics such as risk management education, leadership development, academic preparation, diversity and cultural awareness, personal enrichment, and career development.  Many of these programs were facilitated at the chapter level and include the following trends and topics:
    o Academics
    o Alcohol & Drug Awareness
    o Career Development
    o Culture & Diversity
    o Greek Allies Training
    o Mental Health
    o Leadership Development
    o Personal Finance
    o Sexual Assault Prevention

*The following chapters submitted information via the Annual Report deadline: Alpha Chi Omega, Alpha Delta Chi, Alpha Epsilon Pi, Alpha Gamma Delta, Alpha Omega Epsilon, Alpha Sigma Phi, Alpha Tau Omega, Alpha Xi Delta, Beta Theta Pi, Chi Phi, Chi Psi, Delta Chi, Delta Phi Lambda, Delta Sigma Phi, Delta Tau Delta, Kappa Alpha Order, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Theta, Phi Mu, Pi Kappa Alpha, Pi Kappa Phi, Psi Upsilon, Sigma Alpha Epsilon, Sigma Beta Rho, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Sigma Sigma Rho, Tau Kappa Epsilon, Theta Chi, Theta Xi, Xi Kappa, Zeta Beta Tau, and Zeta Tau Alpha.

*Greek Housing and Facilities*

The Greek Life Coordinator checked each fraternity and sorority facility for general cleanliness, proper dumpster use, and lawn maintenance. The maintenance and upkeep of trash removal, dumpsters, and lawn care was mandated through GNA policy, which is part of the IFC and CPC bylaws.

- 45% of Trash Violations came from the same three chapters. These were the only three chapters with more than two violations each for the year: Pi Kappa Phi, Delta Tau Delta and Tau Kappa Epsilon.
- 72% of Trash Violations occurred Fridays, an additional 18% occurred on Mondays.
- 58% of Dumpster Violations came from the same three dumpsters. These were the only dumpsters with more than two violations each for the year: Dumpster 9 (Alpha Phi, Lambda Chi Alpha, Delta Upsilon, Delta Chi), Dumpster 11 (Pi Kappa Phi, Alpha Tau Omega, Phi Kappa Theta, Sigma Alpha Epsilon), 16 (Phi Delta Theta, Chi Phi).
- 71% of Dumpster Violations occurred on Tuesdays or Wednesdays.

| By Day of Week | Mon. | Tues. | Wed. | Thurs. | Fri. | Total |
|---|---|---|---|---|---|---|
| Trash | 4 | 1 | 1 | 0 | 16 | 22 |
| Dumpster | 2 | 9 | 8 | 1 | 4 | 24 |
| Totals | 6 | 10 | 9 | 1 | 20 | 46 |

| By Month of Year | June | July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Trash | 2 | 3 | 2 | 3 | 3 | 6 | 0 | 0 | 1 | 1 | 0 | 1 | 22 |
| Dumpster | 1 | 3 | 4 | 0 | 3 | 3 | 0 | 8 | 1 | 0 | 1 | 0 | 24 |
| Totals | 3 | 6 | 6 | 3 | 6 | 9 | 0 | 8 | 2 | 1 | 1 | 1 | 46 |

*Academics*

Academic success is very important in the Greek community.  Individual chapters develop and maintain programs to recognize members for their accomplishments and provide support to those that need assistance.  The staff is very proud that the All-Greek GPA is consistently at or above the All-Undergraduate GPA.  This is a testament to the caliber of students joining the Greek community, as well as their commitment to maintaining high academic standards.

The Office of Greek Life supports the Interfraternity Council and National Pan-Hellenic Council standards for academic performance.  Each IFC fraternity must obtain an overall chapter grade point average of 2.60 each regular semester to remain in good standing.  Each NPHC organization must obtain an overall chapter

grade point average of 2.30 each regular semester to remain in good standing.  The Collegiate Panhellenic Council and Multicultural Greek Council do not currently implement academic performance standards for chapters. The complete Academic Report can be found on the Greek Life website at: http://greek.gatech.edu/content/4/reports.

*Sorority Academic Report*

|                                    | Fall 2015 | Spring 2016 |
| ---------------------------------- | --------- | ----------- |
| All-Undergraduate Average          | 3.20      | 3.20        |
| All-Undergraduate Women's Average  | 3.24      | 3.25        |
| All-Sorority Average               | 3.25      | 3.28        |
| All-Sorority New Members           | 3.27      | 3.06        |

*For Fall 2015:*

*7 out of 9 Panhellenic Sororities were above the All-Women's Average*

*0 out of 3 NPHC Sororities were above the All-Women's Average*

*0 out of 2 MGC Sororities were above the All-Women's Average*

*For Spring 2016:*

*8 out of 9 Panhellenic Sororities were above the All-Women's Average*

*1 out of 2 NPHC Sororities were above the All-Women's Average*

*1 out of 2 MGC Sororities were above the All-Women's Average*

**Fraternity Academic Report**

|  | Fall 2015 | Spring 2016 |
|---|---|---|
| All-Undergraduate Average | 3.20 | 3.20 |
| All-Undergraduate Men's Average | 3.18 | 3.17 |
| All-Fraternity Average | 3.17 | 3.21 |
| All-Fraternity New Members | 3.25 | 3.06 |

*For Fall 2015:*

*16 out of 32 IFC Fraternities were above the All-Men's Average*

*1 out of 4 NPHC Fraternities were above the All-Men's Average*

*1 out of 3 MGC Fraternities were above the All-Men's Average*

*For Spring 2016:*

*20 out of 32 IFC Fraternities were above the All-Men's Average*

*0 out of 4 NPHC Fraternities were above the All-Men's Average*

*1 out of 3 MGC Fraternities were above the All-Men's Average*

 In addition to the semester academic performance, the staff in Institutional Research and Planning monitors the retention and graduation rates of Greek students against their unaffiliated peers (a 12-year study).  For 12 years, fraternity and sorority members at Georgia Tech have exceeded their peers in these two areas.  The most recent data demonstrates that 98.1% of first-year Greek students continue for their second versus 96.1% of unaffiliated first-year students.  Also, 90.5% Greek students graduate within six years versus 82.4% of their unaffiliated peers.

*Membership*

Complete membership statistics can be found on the Greek Life website. The Interfraternity Council fraternities range in size from 18 to 102 men, with an average chapter size of 67. The Collegiate Panhellenic Council sororities range in size from 31 to 217 women, with an average chapter size of 166. National Pan-Hellenic Council groups range in size from 3 to 11 members, with an average chapter size of 6. The Multicultural Greek Council chapters range in size from 3 to 30 members, with an average chapter size of 14.

*Fall 2015*

Membership in fraternities and sororities comprised 24.68% of the undergraduate population for a total of 3,738 undergraduate students. A total of 22.47% of male undergraduate students are members of fraternities. A total of 28.73% of female undergraduate students are members of sororities.

*Spring 2016*

Membership in fraternities and sororities comprised 24.93% of the undergraduate population for a total of 3,531 undergraduate students. A total of 22.89% of male undergraduate students are members of fraternities. A total of 28.28% of female undergraduate students are members of sororities.

**Baseline Data Sources**
**Progress:** Completed

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# VI.: Service to the Institute

### Staff Service

Kylie Corcoran

- Instructor, GT1000

- Member, Institute Landscape Workgroup
- Member, Alcohol Education Team
- Member, Sexual Violence Prevention Alliance
- Member, Family Weekend Committee
- Member, Division Assessment Committee

Tawanna Wilson

- Floor Monitor, Flag Building Emergency staff
- Member, Division Professional Development Committee

**Progress:** Completed

## VII.: Professional Development

**Staff Professional Development**

Kylie Corcoran

- Member, Association of Fraternity/Sorority Advisors

- Volunteer, Circle of Sisterhood Assessment Committee
- Attendee, DiSC Workshop, OHR Training
- Attendee, Giving and Receiving Feedback, OHR Training
- Completed Multicultural Competence Certificate Level One

Eli Argueta

- Member, Association of Fraternity/Sorority Advisors
- Participant, Brown Eyes/Blue Eyes Diversity Workshops

Tawanna Wilson

- Attendee, Diversity program: Brown Eyes, Blue Eyes
- Member, Student Life Strategic Planning Committee
- Attendee, Excel courses part I & II

- Participant, Brown Eyes/Blue Eyes Diversity Workshops

**Progress:** Completed

## VIII.: Institutional Effectiveness

The Office of Greek Life surveyed men who proceed through the IFC Rush process. From the data, Greek Life learned that students had an overall positive experience participating in IFC rush, despite joining a fraternity or not. Staff

further learned that students are hearing about fraternities and joining fraternities based on their interactions with other people (i.e. engaging with students at FASET, hearing from friends that it is a good idea to join, expressing wanting to join to meet people or to network).  This is an insightful realization so staff can continue to train students how to sell their Greek experience while building strong communication skills. The data regarding specific activities that survey respondents liked and disliked reflected the same trend of using interpersonal connections and interactions with other people. Those participating in rush largely enjoyed conversations and interactive experiences over one-sided interviews and only hearing an organizations history and accomplishments.

**Progress:** Completed

# Information Technology

## I.: Mission/Introduction

### Essential Function(s) of department

The Office of Information Technology (OIT) provides information technology leadership and support to the Georgia Institute of Technology in the Division of Student Life. OIT Staff works in partnership with units to meet the unique needs of a leading research institution. OIT in Student Life serves as the primary source of information technology and telecommunications services in support of students, faculty, and staff in the Division of Student Life.

**Progress:** Completed

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## II.: Staffing

### Current Staff

Dale Myers: IT Support Professional Supervisor

Scott Riggle: Applications Developer II

### New Staff
**Progress:** Completed

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## III.: Policy/Procedure

### New or Changed Policy/Procedure

### Request System

Student Life Information Technology uses Remedy Footprints to track and prioritize all information technology requests for the division. The system is campus wide and is supported and also used by the Office of Information Technology. It can be accessed through the web at servicedesk.gatech.edu

### Channels for support

Student Life IT provides multiple channels of support to help staff within the division.

1. Website (Preferred) - it.studentlife.gatech.edu - dedicated to IT support for Student Life.

2. Email - email to ithelp@studentlife.gatech.edu will generate a request

3. VoiceMail - Customers can call 404-385-5400 to leave a voicemail for Student Life IT. The voicemail will generate a ticket.

### Hardware Purchasing

Student Life IT now processes all technology purchases for the Division of Student Life. This helps reduce overspending by consolidating purchases for bulk discounts. This also allows for better time management as IT is now intensely aware of incoming purchases and when the products will be received.

### Project Management

Working directly with OIT, the Student Life IT team works closely with Cyber Security, OIT, and other partners to carefully plan large IT projects. Student Life IT works directly with the members of the OIT Project Management team to track progress on these complex projects.

### Inventory Management

Student Life IT is now creating a detailed Inventory Management system through the staff.studentlife.gatech.edu website that will allow leadership and staff to know what technology is assigned to them.

**What type of policy?** Departmental Policy/Procedure

**Justification**

**Progress:** Completed

# IV.: Significant Accomplishments

**Significant Accomplishments**

**Accomplishments**

Assisted the Marketing and Communications Manager in assuring that all online content for the division meets accessibility guidelines.

Migrated both Campus Recreation and the rest of the division from Zimbra to Office365 in December 2014 and in May 2015.

Assisted the Director of Research & Assessment in the implementation of the web-based application CampusLabs.

Implemented the new Georgia Tech web theme on all division web sites, adhering to all 508 standards.

Integrated the FormTools software into the web content management system, which will grant site authors the ability to independently create the forms they need.

Completed work on Phase II of the CRC Fusion Project, allowing patrons to register for courses, classes and trips though the portal mycrc.gatech.edu.

Continue to develop the web application used to track staff progress towards the Multicultural Competency Certificate, adding new features such as pointsm badges, trophies and scripts to assign these various components.

Migrated all Ferst Center servers from Windows Server 2003 to Windows Server 2008 R2, disabling all web protocols considered to be high-risk.

 **Progress:** Completed

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# V.: Statistics
**Unit Statistics**

Student Life IT started tracking requests starting in August 2015. Here are the statistics as of August 31, 2016.

Total Requests processed - 1452
Total Deployments - 53 (we started tracking deployments in December 2015)

Total Projects completed - 77 (this includes Drupal migrations, office remodeling moves, and other multiple day activities)
Total Purchase Requests processed - 23

**Progress:** Completed

# VI.: Service to the Institute

### Staff Service

Scott Riggle

1. Drupal group
2. Family Weekend
3. Accessibility Guidelines

Dale Myers

1. Family Weekend

2. HDI Conference training

3. Accessibility Guidelines

**Progress:** Completed

# VII.: Professional Development

### Staff Professional Development

Our Application Developer subscribes to Drupalize.me, an online tutorial system that provides intensive training for better web app development.

 IT Support Professional Supervisor attended HDI Conference 2016 that focuses on developing IT Industry standards that promote better customer service and process management.

**Progress:** Completed

# VIII.: Institutional Effectiveness

New procedures have been implemented to streamline IT support and track requests very carefully. This has resulted in better change and process management that ultimately lead to better customer service.

Leadership is also provided with monthly Executive Dashboard summaries that keep them informed about progress within Student Life IT.

Student Life IT is becoming a trendsetter for Georgia Tech in the area of Information Technology.

**Progress:** Completed

# Leadership, Education and Development

## I.: Mission/Introduction

**Essential Function(s) of department**
**STRATEGIC PLAN ALIGNMENT (Goal 1 / Strategy 1):** *Enrich the student experience through student programs and leadership initiatives.*

 The Division of Student Life's Leadership Education and Development (LEAD) Office gives participating students the opportunity to learn and practice effective leadership skills, develop multicultural appreciation, and gain support in their investigation of grand challenges. The LEAD Office offers a thoughtful and intentional series of academic, experiential, and co-curricular activities to help students prepare for leadership in a rapidly evolving global society.

 LEAD programs, which include everything from one-on-one leadership coaching to living-learning communities, are designed to help students:

- Gain valuable insights into your leadership potential
- Learn and practice habits of highly effective teams
- Understand what it takes to create change and inspire others
- Chart a leadership development pathway to real results within Georgia Tech and beyond

**The Grand Challenges Living Learning Community**, a community for incoming freshman students, helps students develop leadership, team building, and analytical skills not taught in traditional classes. In this program, students live together in a residence hall and engage with faculty from a variety of disciplines on a frequent and casual basis. The students also take one academic class per semester together, and in groups of seven to nine are mentored by a faculty member, develop a proposal for a potential solution to a real-world problem. Students in the Grand Challenges Living Learning Community meet regularly with faculty mentors in both formal and informal settings.

 **Leading Edge** is a co-curricular leadership development experience for undergraduate students where participants work one-on-one with a trained leadership development coach (Georgia Tech PhD / Masters student / faculty / staff) to intentionally explore and enhance their leadership skills.  Over the course of a semester, students receive feedback from coaches, peers, staff and faculty, conduct experiments and engage in critical reflection in order to prepare them for real results now and in the future.

**The Minor in Leadership Studies**, offered in partnership with the School of Public Policy, the School of Civil and Environmental Engineering and the Scheller College of Business, gives undergraduate and graduate students an opportunity to deepen their focus on leadership through the Foundations of Leadership course, specific fields of interest, and a leadership internship. LEAD facilitates programs that focus on the relationship between technology, globalization, and leadership in the contemporary marketplace.

**GT1000 Pilot Leadership Sections** introduce undergraduate students to leadership development during their freshman year. Over the course of a semester, students better understand what leadership is, assess their strengths and weaknesses, intentionally explore and grow leadership skills, build highly effective teams and manage conflict.

**Progress:** Completed

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## II.: Staffing

**Current Staff**

**Wes Wynens, Ph.D.**

Director, Leadership Education and Development

Director, Grand Challenges Living Learning Community

**Kari White, MPA**

Assistant Director, Grand Challenges Living Learning Community

**Stacey Doremus, MA**

Assistant Director, LEAD Programs and Systems

**Alison Hemmelgarn**

Coordinator, Grand Challenges Living Learning Community

**Stephen Steppe**

Coordinator, Leadership Education and Development

**New Staff**
**Progress:** Completed

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## III.: Policy/Procedure

**New or Changed Policy/Procedure**
Not applicable

**What type of policy?**

**Justification**
**Progress:** Completed

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## IV.: Significant Accomplishments

**Significant Accomplishments**

**Grand Challenges Living Learning Community**

- Grand Challenges admitted 110 students from the nearly 710 applicants, fall 2015.

- Grand Challenges has enjoyed a 99.9% retention rate over the last four years. Over 400 students are currently participating in the community as students, mentors, advisors, recruiters, ambassadors, and student and teaching assistants.
- Grand Challenges students worked tirelessly on their team projects this semester. Some of the team projects include:
  - The development of a water quality detection device
  - The design and implementation of a wellness/stress monitoring app integrating physiology and counseling
  - The development of methods to increase the collection of electronic waste
  - The development and implementation of an educational outreach program for middle school students
- Grand Challenges students have received Co-Op and internship opportunities with companies such as Coca-Cola, Home Depot, Rolls Royce, General Electric, NASA, and Gulfstream Aerospace.

- Grand Challenges students are researching in labs throughout the Georgia Tech campus including the Aerospace Systems Design Laboratory and the Sustainable Thermal Energy Engineering Lab.
- Grand Challenges students received many scholarships this year including the Adobe Women in Technology scholarship and the SanDisk Scholars Program scholarship.
- To build community, the Grand Challenges house teams planned a variety of events including outings to Piedmont Park and Stone Mountain, shows at The Fox Theater, service projects on and off campus, and of course, GT football games.

**Leading Edge**

- Scaled our Leading Edge | One-on-One Leadership Coaching program participation by more than 45% thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help 535 undergraduate students, 78 graduate students and 38 faculty/staff to sharpen and enhance their leadership skills since its inception in AY13-14.
- Continued the Leading Edge | Team-based Coaching program, in partnership with the Office of Leadership and Civic Engagement, impacting 8 student organizations (55 students in total) by helping to identify common group behaviors, demonstrate gaps in perception and thinking, providing the opportunity to think more openly, and to work together in a manner that creates shared group understanding and increases overall team effectiveness. Our engagement with the GT community in-person and on social media has been impacted dramatically through their efforts.
- Administered team assessments to more than 1,900 helping them discover what behaviors and group dynamics characterize high-performing teams (HPTs). Continued with a series of leadership development sessions in the School of Chemistry and Biochemistry based on identified student leadership development needs in the lab environment and beyond. The session topics included – Who Am I as a Leader? Working in Teams, and Managing Conflict Administered team assessments to more than 1,900 helping them discover what behaviors and group dynamics characterize high-performing teams (HPTs).
- Continued with a series of leadership development sessions in the School of Chemistry and Biochemistry based on identified student leadership development needs in the lab environment and beyond. The session topics included – Who Am I as a Leader? Working in Teams, and Managing Conflict
- Created a LEAD Recruitment Team comprised of 4 undergraduate students, 2 graduate students and a faculty/staff member. The purpose of the LEAD Recruitment Team is to assist the Office of Leadership

Education and Development and the Colleges in increasing awareness of leadership development opportunities at Georgia Tech, recruiting new participants in the Minor in Leadership Studies, Grand Challenges, and Leading Edge (One-on-One and Team-based Coaching), as well as capturing leadership development stories on campus.

- Student impact statements from one-on-one leadership coaching:
  - "I love coaching because it not only gives me the opportunity to make a significant contribution in the lives of my coaches, but it has helped me understand more about himself." - Federico Pulvirenti, 3rd Year PhD Student in Chemistry, AY15-16 Leadership Fellow
  - "It is very comforting to hear positive feedback about yourself, but after [Leading Edge], I now take the initiative to hear negative feedback about myself so I can improve on what I'm doing." – Hannah Chen, 2nd Year Industrial Engineering Student, 2015 & 2016 Spring Semester Leading Edge participant, LEAD Recruitment Team
  - "Leading Edge has catalyzed my journey at Tech, by giving me the confidence, courage and conviction to handle any situation that could be thrown at me. My first situation began when I started researching this semester and was assigned to a team. It was difficult at first to adjust to a team that had formed prior to my joining. Also, the members were far more knowledgeable than I was, and had a better understanding of how to work with the other students. It was a novel and gratifying experience, and I used it to work closely with my coach. He helped me not only apply what I had learned from my classes, but also understand and document my results. Through this semester, I've learned how to foster collaboration, camaraderie, and most importantly, trust within the team. With time, I quickly rose to be a leader, a person that people came to with questions, a person that others relied on, a person that was respected by her peers and advisor. I would not have been able to have such a successful journey without Leading Edge and the guidance of my coach." - Manasi Deshpande, 2nd Year Biomedical Engineering Student, 2016 Spring Semester Leading Edge participant

**Minor in Leadership Studies**

- Worked closely with the School of Civil & Environmental Engineering to rollout the Global Engineering Leadership Minor to develop engineers who can contribute and lead effectively in domestic and global contexts in solving global grand challenges and other societal problems, working

effectively across cultures. Enrollment for the first year consisted of 15 students.

- Increased enrollment to 171 students across all tracks (an increase of 22%)
- Students continued to work in interdisciplinary teams in their capstone class to address identified challenges of non-profit, social enterprise or hybrid organizations.
- *Student Impact Statement: "The courses I took associated with the minor were some of the most valuable I had during my undergraduate career." - Elizabeth Gwinn, Bachelor's in Environmental Engineering, 2016*

**GT1000 Pilot Leadership Sections**

- Piloted leadership modules into 5 sections of the GT1000 (First-Year Seminar Course) impacting 67 students and 8 instructors.
- Based on pre-and-post surveys to measure the development of our student's leadership capacity over the course of the semester, we found that first year students did in fact report gains in leadership skill, leadership efficacy and motivation to lead. This lends support for the premise that completing the GT 1000 First Year Seminar leadership sections result in students who are more "ready, willing, and able" to engage in leadership behaviors.

**Progress:** Completed

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# V.: Statistics

**Unit Statistics**
See LEAD Dashboard

- 2014-2015 Statistics

  - [AY14-15 LEAD Dashboard](#)
- 2014-2015 Year End Report in PDF Format
  - [2014-2015 LEAD Year End Report](#)
- 2015-2016 Analysis
  - [GT 1000 First Year Seminar Leadership Pilot (2015 Fall Semester) Leadership Efficacy Data Analysis_041116_FINAL](#)
  - [ILA FINAL Presentation_101615_Session](#)
  - [leadingEdgeFocusGroups 2016](#)
- 2015-2016 Statistics
  - [AY15-16 LEAD Dashboard_FINAL_092816](#)

- 2015-2016 Year End Report in PDF Format
  - LEAD Year End Final Report_092816

**Program / Leadership Capacity Assessment Sources**
Pre-and-Post Leadership Scales - see Campus Labs project
Continued collecting data from 2015 Spring Semester – forward
Analysis conducted on 2015 Fall Semester of GT1000
Leadership Class Analysis (GC & PUBP 4140) - 2017 Summer
Leading Edge Surveys - see Campus Labs project
Focus Groups (GC/Leading Edge) - Brenda Woods

**Analysis/Findings (Compliance Assist)**
ILA Presentation
Leading Edge Focus Groups
GT 1000 First Year Seminar Leadership Pilot (2015 Fall Semester) Leadership
Efficacy

**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

**Stacey Doremus**

Division of Student Life Assessment Committee

Division of Student Life Multicultural Competence Committee / MCC Capstone
Project Lead

Member of Georgia Tech Advisors Network

Interviewer for FASET Leaders

**Alison Hemmelgarn**

Division of Student Life Creating Connections Committee

**Stephen Steppe**

NA - 1st 6 months of employment

**Kari White**

Georgia Tech PRIDE ERG Principal Empowerment Officer

Interviewer for President Scholarship Semi-Finalists

**Progress:** Completed

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## VII.: Professional Development

**Staff Professional Development**

**Stacey Doremus**

ILA Conference Presentor, Barcelona, Spain, October 2015

GRE Preparation (for PhD program) – ongoing

Multicultural Competence Level: 3 Action – Capstone Project – ongoing until 2017 Spring

**Alison Hemmelgarn**

ACPA Conference, Montreal, March 2016

**Stephen Steppe**
Online Adobe Creative Suite Courses

**Kari White**

ACPA Conference, Montreal, March 2016

**Progress:** Completed

## VIII.: Institutional Effectiveness

**Grand Challenges**

The Grand Challenges assessment team monitors the progress of Grand Challenges by evaluating program goals through focus groups, anecdotal data, and observation. Starting in 2015 Spring Semester we moved to pre-and-post leadership capacity surveys within Grand Challenges. With this assessment we intend to explore the degree to which participants in Grand Challenges report changes in leadership self-efficacy, motivation to lead and leadership skills. LEAD plans to conduct the analysis for 2015 Spring Semester, AY15-16 and AY16-17 in Summer of 2017.

Initial findings from both qualitative and quantitative data indicate GCLLC students have a more productive and enriched first-year experience than their non-GC peers at Georgia Tech. Qualitative data (e.g. focus groups, journals, etc.) suggest a greater sense of pride and shared community among the GCLLC students. This sense of community appears to be correlated to increased self-confidence and feelings of academic empowerment amongst the GCLLC students. These students further demonstrate evidence of positive student/faculty engagement through social interaction at GCLLC sponsored faculty events. Quantitative data indicates that GCLLC students earn higher freshman and sophomore year GPA than do their non-GC peers.

In a focus group with 2nd year students, participants expressed frustration and found it difficult to transition from the level of guidance provided in year 1 to a more hands-off approach during the second year. They felt there was little to no guidance from faculty, which hindered their group's growth and success. Since projects in the second year can take many forms, students felt the curriculum could be better molded to a student's needs based on the project type.

As a result of this focus group, Grand Challenges LLC has restructured the 2nd year curriculum to bring teams back together in a more formal setting. Second year teams are also assigned a Grand Challenges advisor, in addition to faculty support. Advisors are Ph.D. or Masters students who meet with individual teams (inside and outside of the classroom) based on project interests. Each team develops their own milestones based on their weekly progress to determine individual levels of success.

**Leading Edge**

The LEAD Office monitors the progress of Leading Edge by evaluating program goals through surveys, anecdotal data, and observation. The data collected is vital in providing insights into what changes should be made each year.

In AY14-15 LEAD implemented a formal assessment strategy within Leading Edge (One-on-one Leadership Coaching) to measure learning outcomes for students, faculty, staff and alumni. We revised our training retreat and monthly workshops around these outcomes and incorporated practical aspects of coaching throughout. To gauge the coaching experience in the field, we developed a (4-5) question real time student response assessment.  The quality of the coaching experience has continued to improve year-over-year giving us confirmation that the pedagogy improvements made for AY15-16 Leadership Fellows Coaching summer intensive and monthly trainings were successful and translated into a more impactful coaching experience. We also implemented the following changes as a result of our findings – evaluated and secured a new online coaching solution, incorporated practical elements into monthly meetings, provided additional assessment tools in Coach Toolbox, separated coaching from logistics / technical training, and created a student-led open space format to get coachees connected and learning together.

 In 2015 Spring Semester LEAD moved from satisfaction surveys to pre-and-post leadership capacity surveys within PUBP 4140 and Leading Edge (Coaches and Coachees). With this assessment we intend to explore the degree to which participants in Leading Edge (One-on-One Leadership Coaching) report changes in leadership self-efficacy, motivation to lead and leadership skills. LEAD plans to conduct the analysis for 2015 Spring Semester, AY15-16 and AY16-17 in Summer of 2017.

 In addition, LEAD evaluated 360-degree feedback to measure student's leadership development across self-identified leadership competencies and improvement in their ability for self-reflection, inter-personal communication, contextual awareness, self-monitoring, and ability to link leadership behavior to gender differences. Qualitative data shows that gender differences do exist within various competencies. In addition, students continue to struggle with common team challenges, view leadership differently and are developing the language around leadership, diversity within coaching cohort helps students understand others with backgrounds unlike their own which translates to awareness and ability to meet students where they are, and leverage differences within their context. Findings were presented at ILA in Barcelona, Spain in October 2015.

 In February of 2016, three focus groups were conducted to gauge the experience of the participants in the Leading Edge program. Overall, participants viewed the experience as challenging, encouraging and life-changing (to name a few). Students experienced an increase in self-awareness, confidence, asking powerful questions and felt incredibly important to their coach. Coaches coming back to continue to make a difference in the lives of students and coachees grew into a more effective leader as a result. The platform and lengthy 360 assessment caused some frustration. As a result of these focus groups, we implemented a

coach selection process, an open space workshop and a reflection closing at the end of the semester and extended the coaching program to grad students to be coached.

**Minor in Leadership Studies**
Currently, the LEAD Office monitors the enrollment figures of the Minor in Leadership Studies by monitoring program/track acceptances from semester to semester. In addition, sourcing data is collected to better understand what marketing channels are most effective. The data collected is vital in providing insights into what changes should be made each year.

Initial findings from the data indicate that while enrollment remains on a steady incline, the majority of students are still seeking out the minor on their own (e.g. LEAD website or asking a faculty/staff member). In other words, many students, faculty and staff are still unaware of the Minor in Leadership Studies. Efforts over the past year have focused on participating in various events where students share their leadership stories with other students. The LEAD Recruitment Team has been instrumental in this effort.  In AY16-17 our Marketing and Communications Plan includes a targeted marketing approach to colleges, faculty, staff and advisors along with a campaign to help students understand that leadership happens everywhere, not necessarily from a place of power and authority.

With the addition of the Global Engineering track to the Minor in 2015 Fall Semester we have reviewed current global internship interview data from CEE and conducted subsequent interviews in July 2015 to solidify overall marketing messages for the Minor in Leadership Studies. A complete revision of marketing materials is underway.

Identifying the need to assess a change in leadership capacity in the Foundations of Leadership Class, LEAD continued to collect 360-degree behavior feedback as well as pre-and-post leadership self-efficacy, motivation to lead and leadership skills data. This information will be disseminated among LEAD faculty, staff and other LEAD stakeholders with identified course improvements at the end of AY16-17.

**GT1000 Pilot Leadership Sections**

The Pre-and-Post Leadership Capacity Survey explores the degree to which participants in GT 1000 report changes in leadership self-efficacy, motivation to lead and leadership skills. Dr. Kari Keating, Dr. David Rosch and Lisa Burgoon from the University of Illinois have done some great work in this area and have written an article on the development of effective leadership capacity entitled "Developmental Readiness for Leadership: The Differential Effects of

Leadership Courses on Creating, 'Ready, Willing and Able' Leaders".* With their permission, we are conducting similar pre-and-post surveys to measure the development of our student's leadership capacity within all LEAD programs.

Findings from the quantitative data indicate clearly demonstrate that, in general, students report gains in leadership skill, leadership efficacy and motivation to lead over the course of the GT 1000 First Year Seminar Leadership Sections during the 2015 Fall Semester. This lends support for the premise that completing the GT 1000 First Year Seminar leadership sections result in students who are more "ready, willing, and able" to engage in leadership behaviors. As a result of these findings, we continued to improve upon the course by revising the core curriculum to better suit the needs of the freshman class. Kouzes and Posner's Five Exemplary Practices of Leadership model has been incorporated as the foundational framework and a simpler 360 self-assessment is being utilized. We also opened up more leadership cohorts and sections for 2016 Fall Semester and trained instructors to teach the courses in lieu of having a leadership fellow conduct all sessions.

Future research will make use of larger sample sizes (to include GT 1000 leadership sections in 2016 Fall Semester forward and other diverse leadership educational environments) and ideally include a control group that is large enough so that predictive relationship can be analyzed. In addition, follow-up data collection is also necessary. Ideally, data collected long after GT 1000 ended may yield different results, and we may very well reach important conclusions if we were to use a longitudinal program of study where responses could be tracked semester-to-semester.

**Program / Leadership Capacity Assessment Sources**

Pre-and-Post Leadership Scales - see Campus Labs project
Continued collecting data from 2015 Spring Semester – forward
Analysis conducted on 2015 Fall Semester of GT1000
Leadership Class Analysis (GC & PUBP 4140) - 2017 Summer

Leading Edge Surveys - see Campus Labs project
Focus Groups (GC/Leading Edge) – Dr. Brenda "B" Woods

**Analysis/Findings (Compliance Assist)**
ILA Presentation
Leading Edge Focus Groups
GT 1000 First Year Seminar Leadership Pilot (2015 Fall Semester) Leadership Efficacy

**Progress:** Completed

# Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center

## I.: Mission/Introduction

### Essential Function(s) of department

LGBTQIA Resource Center
The LGBTQIA Resource Center supports the Institute's commitment to inclusive excellence by engaging the campus community in education, advocacy, and outreach for people of all genders and sexual identities.
**Progress:** Completed

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## II.: Staffing

### Current Staff

LGBTQIA Resource Center
**Aby Parsons, Ph.D., Director** (April 2014 - present)

**Katherine Hueber, Student Assistant** (September 2014 - present)

Kat completed her second-year with the Center, working 10 hours per week in the fall and spring. Her responsibilities include:

- graphic design
- data entry
- general administrative tasks
- event support
- covering the Center when the Director is out

**Quinn Mabry, Graduate Assistant** (September 2015 – June 2016)
Quinn served as the Graduate Assistant throughout the fall and spring semesters while working towards an MA in Women's, Gender, and Sexuality Studies at Georgia State University. Their responsibilities included:

- managing registration and logistics for our allyship training programs and student discussion groups
- developing transgender educational curricula

- developing the monthly newsletter
- providing event planning and set-up support
- designing communications materials
-  co-leading the Center's strategic planning efforts
- managing T+, our transgender student group
- facilitating allyship training programs

**Bethany Morgado, Student Assistant** (May 2016 - present)
Bethany joined the Center in May 2016 to help complete some short-term projects through June. Her hours vary but she works a maximum of 10 hours per week.

- data entry
- basic research tasks
- general administrative tasks

**New Staff**
**Progress:** Completed

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# III.: Policy/Procedure

### New or Changed Policy/Procedure

### Chosen Name Policy
The Center continued working with the Registrar and OIT on the discovery and implementation of a campus wide chosen name policy for students. This policy and process will allow students to enter a name that is different from their legal name on all student records where a legal name is not required by law. While this option will be available to all students, the primary purpose of the policy is to enable transgender students to go by a name that more closely aligns with their gender identity. The Center conducted a benchmarking process with a dozen peer and AAU institutions. The proposed launch date for this policy and process is undetermined, but will hopefully occur in the next academic year.

### Gender-Inclusive Housing
The Center worked with the Department of Housing to develop a gender-inclusive housing policy. This policy would allow first year students of any gender to opt into a co-ed residence hall, thereby creating more options for transgender students to live safely and comfortably. This policy is currently being reviewed by legal.

**Progress:** Completed

# IV.: Significant Accomplishments

**Employee Needs Assessment**
Hosted two feedback sessions for LGBTQIA staff in summer 2015 and two feedback sessions for staff who identify as allies in spring 2016.

**Strategic Plan**
Worked with Center's Advisory Board to draft a 5-year strategic plan for the Center which will roll out in August.

**Fundraising**
Launched an endowment campaign in September 2015 to raise additional operating support for the Center; currently at $14,000 of our $25,000 goal.

**Trans Inclusion in Athletics**
Developed a training program and delivered 5 in-house trainings to coaches, communications personnel, student-athletes, and administrators.

**Trans 101**
Developed and launched a new transgender education curriculum and delivered two trainings in spring 2016.

**Safe Space: Peer Education**
Launched a student version of Safe Space and recruited and trained 9 student facilitators to lead the program.

**Transgender Student Initiatives**
Launched T+, a closed group for trans and gender-questioning students. Added a trans group to our Q Chats discussion group series. Partnered with the Student Center and the Office of Student Diversity Programs for a special Trans Day of Remembrance vigil and educational event called Trans @ Tech.

**Black Queer Lives Matter**
Following an incident of transphobic language and behavior at an event, students approached the Center to request education for the Black student community on LGBTQIA issues. We then entered into a partnership with the African American Student Union, and our first event was Black Queer Lives Matter: Practicing Allyship to Black LGBTQIA Peers with over 50 students in attendance.

**Queer Health and Wellness Series**
Launched new series with two collaborative events: Queer Women's Sex in the Dark, a sexual health workshop aimed at lesbian, bisexual, pansexual, queer, trans, and asexual women in partnership with Health Promotion and the

Women's Resource Center, and Queer Self-Care, a stress reduction workshop with the Counseling Center.

**LGBTQIA Interfaith Lunch and Learn Series**
Launched new series focused on the intersections of faith, gender, and sexuality in partnership
with the Wesley Foundation with two events.

**Consulting**
Aby was invited to consult with and present to a national sorority, a professional association of diversity experts, a professional athletics association, and two major corporations on the topic of LGBTQIA inclusion.

**Ace Space**
Established Ace Space, a program series for ace and aro students, and hosted a game night and discussion.

**Progress:** Completed

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## V.: Statistics

**Unit Statistics**

**Visitor Tracking**

The Center saw 122 visitors from the first day of class in fall 2015 until the last day of class in spring 2016, with 103 of these being drop-ins and 19 being pre-scheduled appointments. Time spent with visitors totaled 23 hours and 10 minutes.

|  | Consultation | Question | Referral | Support | Crisis | Library | Total |
|---|---|---|---|---|---|---|---|
| **Student** | 16 | 42 | 8 | 19 | 1 | 1 | **87** |
| **Employee** | 7 | 18 | 2 | 3 | 0 | 0 | **30** |
| **Alumni** | 2 | 1 | 0 | 0 | 0 | 0 | **3** |
| **Parent/Family** | 2 | 0 | 0 | 0 | 0 | 0 | **2** |
| **Total** | **27** | **61** | **10** | **22** | **1** | **1** | **122** |

Key:

Consultation: Longer drop-ins or appointments to plan upcoming events, discuss services, or offer guidance on policy or inclusion matters.
Question: Brief drop-ins or appointments to answer questions about services, on-campus or off-campus resources, language, and policies.

Referral: Visitors seeking referral to other services – mental health, primary care, academic and financial concerns, involvement opportunities.
Support: Visitors seeking support and guidance for questions or concerns related to their identity.
Crisis: Visitors presenting with mental health concerns and requiring immediate assistance.
Library: Visitors checking out resources from the Center's library.

**Baseline Data Sources**
**Progress:** Completed

# VI.: Service to the Institute

**Staff Service**

**Aby Parsons**

Principal Empowerment Officer, Pride ERG, March 2016 – present
Panelist, New Employee Experience: Georgia Tech Leaders Panel, OHR, March 2016
Advisor, Pride Alliance, Fall 2014 – present
Advisory, oSTEM, Fall 2014 - present

Member, Division of Student Life Awards Committee, Fall 2015 – present
Member, Division of Student Life Strategic Planning Committee, Spring 2016 - present
Member, SiS Governance Committee, January 2015 – present

**Progress:** Completed

# VII.: Professional Development

**Staff Professional Development**

**Off-Campus Consulting and Speaking Engagements**

Invited speaker/presenter: "Creating LGBTQIA-Inclusive Chapters," Delta Xi Phi Annual Convention, July 2015

Invited speaker: "Roll Out the Rainbow Carpet: Preparing Your Workplace for LGBTQ Graduates," ADMAG (Atlanta Diversity Managers Affinity Group) Workplace Lunch and Learn, December 2015

Consultant and Trainer: "Transgender Inclusion in Women's Basketball," Women's Basketball Coaches Association, January 2016

Invited speaker/presenter: "New LGBTQ Employee On-Boarding Approaches," AGL Resources, February 2016

**Other Training, Service, and Participation**

Co-Chair, GALA: Emory LGBT Alumni Affinity Group
Member, GALA: Emory LGBT Alumni Scholarship Selection Committee
Completed Ally and C.A.R.E. training with the Trevor Project
Attendee, Creating Change: National Conference on LGBTQ Equality

**Progress:** Completed

## VIII.: Institutional Effectiveness

As a result of conducting feedback sessions with LGBTQIA staff, the Center created a business plan for the Pride Employee Resource Group containing programs and events that addressed employee needs. This plan will be implemented in the summer of 2016.

**Progress:** Completed

# Marketing and Communications

## I.: Mission/Introduction

### Essential Function(s) of department
The mission of the communications and marketing department is to advertise, market and promote the programs, services and accomplishments of the Division of Student Life and its departments.

**Progress:** Completed

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## II.: Staffing

### Current Staff

Sara Warner is the manager of this department (Communications and Marketing Manager). She has been with the Institute for 9 years serving the Division in multiple capacities and departments.

The main purpose of this position is to develop, implement, evaluate and refine a comprehensive integrated marketing and communications strategy for the Division of Student Life and its departments. This position interacts on a regular basis with: faculty, staff, unit and Institute management, and external stakeholders. This position advises and counsels division staff on their communications plans and marketing strategies for their programs and services.

Job responsibilities are as follows:

- Formulate, articulate and execute a strategic marketing and communications vision that internally and externally promote specific services, facilities and expertise offered in designated campus units.
- Lead unit level multi-media marketing and communications efforts that target internal and external audiences, support business goals and enhance the reputation of the unit and the Institute.
- Serve as the liaison and provide direct marketing and communications support and counsel for units and programs.
- Coordinate, promote and support special events, conference and trade show activities.
- Collaborate with Institute Communications on media outreach and internal communication needs.

There are currently no other staff members within this department.

**New Staff**

**Progress:** Completed

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## III.: Policy/Procedure

**New or Changed Policy/Procedure**
N/A

**What type of policy?**

**Justification**

**Progress:** Completed

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## IV.: Significant Accomplishments

**Significant Accomplishments**

The most significant accomplishment of this department was the management of the Division Visioning Project and management of the name change and branding refocus.  In April of 2015 the Division partnered with the Office of Strategic Consulting and launched a Visioning Project.  Within this project, over 300 students, faculty, staff, parents & families, alumni and key stakeholders were interviewed (through one-one interviews, focus groups and an online survey).  The result of this project was the decision to change the name of the division and refocus branding based on the feedback received.  Communications and Marketing for the Division managed the name-change transition from the Division of Student Life to the Division of Student Life.  Within this name change came the creation of a new website that combined the Division and Dean of Students Websites into one and rebranded the Division as Student Life.  Also, as a part of this name change, this office managed the creation of a new Division brochure and edits within all division department brochures.

Other accomplishments include:

- Name change transition of ADAPTS to Disability Services

- Name change transition of Parents Program to Parent & Family Programs
- Name change transition of Leadership and Civic Engagement to Student Engagement
- Creation of the new Parent & Family Programs website (via drupal platform)
- Creation of new brochures for Veterans Resource Center, Diversity Programs (the Collective of Diversity Programs, LGBTQIA Resource Center and Veterans Resource Center)
- Creation of the Counseling Center's Peer Coaching Program website and marketing plan
- Assisting with the creation of the Counseling Center's Roundtable event, marketing plan and graphics for event promotion, event program and signage
- Assisting in the redesign of content for the Parents Fund for Student Life and Leadership and redesign of content pages reflecting the reconstruction of fund distribution
- Creation of a marketing plan for the Counseling Center's Collegiate Recovery Program and assisting with the design of marketing materials
- Creation of the new STAR webpages
- Conversion of 12 division websites to the new drupal content management platform
- Creation of staff.studentlife.gatech.edu - used for internal communication and promotion of division communications, materials, highlights and events

**Progress:** Completed

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# V.: Statistics

**Unit Statistics**
N/A

**Baseline Data Sources**
**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

Sara Warner, Communications and Marketing Manager

- Georgia Tech Staff Council Communications Committee
- Georgia Tech Event Coordinators Network
- Division Student Life Multicultural Competence Committee
- Division of Student Life Assessment Team/Committee
- Division of Student Life Accessibility Committee
- Division of Student Life Creating Connections Committee

**Progress:** Completed

# VII.: Professional Development

### Staff Professional Development

- Attended NASPA Conference

**Progress:** Completed

# VIII.: Institutional Effectiveness
Not Applicable

**Progress:** Completed

# New Student and Sophomore Programs

## I.: Mission/Introduction

### Essential Function(s) of department

The Office of New Student and Sophomore Programs fosters the successful transition and engagement of new and continuing students into the Georgia Tech community.

**Progress:** Completed

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## II.: Staffing

### Current Staff

Cynthia Jennings – Cynthia has served as the Assistant Dean of Students/Director of New Student and Sophomore Programs for three years. Her major responsibilities are guiding the mission of the office in the areas of orientation, transition, and sophomore programs.

Larry Cloud – Larry has served as Assistant Director of New Student Orientation for three years. His major functions include training FASET Cabinet Members and Leaders and managing the logistics of FASET.

Tim King – Tim has served in the newly created position of Assistant Director for Extended Orientation and Transfer Programs since September, 2015. His main focus is coordinating Wreck Camp and developing additional transition programs for sophomores, international, and transfer students.

Carol Kinsey – Carol joined NSSP in November, 2015 as the new Administrative Professional Senior. She has served Georgia Tech for five years. Her main focus is managing the administrative function of the office, along with managing event details for office programs.

Jazmine Robinson –Jazmine joined NSSP in August, 2015 as a Graduate Assistant from the University of West Georgia. She has assisted with office programs with an emphasis on FASET.

Chris Battle – Chris served as a practicum/graduate student during Spring, 2016 while attending the University of Georgia. He focused on creating the two-day pilot FASET for transfer students.

Andres Gonzalez, Dustin Roberts, & Rachel Barcelos – All served as NODA Graduate Interns for Summer, 2015.

Destiny Deaton & JaQuille Collins – As of June, 2016 both are serving as graduate interns for Wreck Camp and FASET, respectively during Summer, 2016.

**New Staff**
**Progress:** Completed

## III.: Policy/Procedure

**New or Changed Policy/Procedure**
N/A

**What type of policy?**

**Justification**
**Progress:** Completed

## IV.: Significant Accomplishments

**Significant Accomplishments**

*FASET Orientation*
- FASET orientation welcomed 3,807 incoming students Spring, 2015, Summer, 2015, and Fall, 2015 (including first year, transfer, and exchange students) and 3,523 new Georgia Tech parents and guests.
- Continued partnership with ORGT and the pre-orientation leadership program, RATS on Ropes, using the CRC's Leadership Challenge Course. A total of 48 students registered and participated for the five available sessions during Summer, 2015
- Introduced new educational presentation titled *Health, Respect, and Community Responsibility* in partnership with Health Promotions to

address campus issues such as sexual assault, consent, and healthy decision making.

- Provided a preview of all student programming of FASET to Office of the Dean of Students staff to gain feedback and insight on the messaging of the programs to ensure that each were consistent with Institute messages.
- Selected 10 FASET Cabinet members in October, 2015 to serve as the Executive Board for the 2016 programs: Erika Clasby, Rachel Gilmore, Ellen Min, Kate Ford, Azka Niaz, Diego Bravo, Bryn Thornburgh, Ali Azadi, Allison Riley, and Bailey Little.
- Received 298 applicants for the FASET Leader program and selected 90 leaders to serve as FASET Leaders during Summer, 2016.
- Created pilot two-day Transfer FASET Orientation program based on feedback of past transfer students to create a more extensive orientation experience for incoming transfer students.
- Created sibling orientation (beginning in Summer, 2016) for the family members of incoming students (aged 6-16). This program aims to engage siblings in age appropriate activities as their families attend information sessions at FASET.
- Created a budgetary plan to begin paying leaders a stipend based on the number of sessions when they serve as leaders.
- Continued partnership with Leadership & Civic Engagement and the Small Act, Big Impact program to make over 3,000 notes of inspiration that were placed into supply bags given to a local women's shelter.
- Partnered with the Parent & Family Programs to host a Family dessert reception at FASET.
- Begin the creation of new FASET Session registration system hosted by VisualZen, a third party vendor specializing in event registration.

*New Student Programs*

- Created the K.N.I.T. (Knowledge, Nuture, Interaction, and Tradition) First Year Mentoring program aimed to provide a mentoring opportunity focused on the holistic success of incoming students.
- Established a K.N.I.T. Executive Board to help implement the program.
- Recruited over 90 K.N.I.T. Mentor applicants and choose 80 mentors for the Fall, 2016.
- Recruited over 200 applicants for Freshman Council and selecting a group of 30 students.
- Raised over $2,000 for a local charity during the annual FC Date Auction.

*Wreck Camp*
- Completed fourth Wreck Camp in August, 2015 with 85 student participants.

- Selected four Wreck Camp Directors in September, 2015 to serve as the executive board for the 2016 programs: Rayna Berinhout, Nicole Martin, Sean Santoro, and Ariel Santillan.
- Altered staff recruitment and selection timeline to be during the Fall, 2015 semester, selected a staff of 38 student leaders from an applicant pool of 93 students.
- Added an international and transfer component to Wreck Camp 2016.

*Sophomore Programs*
*Sophomore Career Experience (SCE)*
SCE completed the fourth year of the program in conjunction with the Center for Career Discovery & Development, the Communications Center, Leadership & Civic Engagement, and the GT Alumni Association. A total of 8 students completed the six-week workshop series and received their complimentary padfolio.

*Transfer Programs*
*GT 2813*
This year with the support of the Center for Academic Enrichment, GT 2813 was officially approved by the Faculty Senate to become a new course, GT 2000. Five sections were offered during the 2015-2016 academic year. Four sections are planned for Fall, 2016.

*Transfer Work Group*

A workgroup was created to assess, and address the needs of transfer students, approximately 20 staff, faculty, and student members serve on the group. This group continued to meet periodically during the academic year to address transfer student needs.

*Transfer Student Association*
The Transfer Student Association voted to officially become a recognized program and organization run out of the office. This partnership will assist in the continuity in student membership and in the development of consistent programs.

*Two-Day FASET for Transfer Students*
A program was created to meet the demands of new transfer students to assist in their transition to the Georgia Tech community.

**Progress:** Completed

# V.: Statistics
**Unit Statistics**

*New Student & Sophomore Programs*

| FASET Orientation | 2012 | 2013 | 2014 | 2015 | 2016* |
|---|---|---|---|---|---|
| First Year Students | 3009 | 2622 | 2777 | 3032 | 2691 |
| First Year Students (Summer & Fall) | | | 2777 | | |
| First Year Parents & Guests | 3046 | 2658 | 2830 | 3175 | 2661 |
| Transfer Students | 618 | 552 | 550 | 408 | 323 |
| Transfer Parents & Guests | 310 | 234 | 299 | 207 | 154 |
| Exchange Students | 41 | 68 | 74 | 37 | 27 |
| **Total Participation** | **7024** | **6134** | **6530** | **6859** | **5856** |

*As of June 3, 2016*

| FASET Leader Applicants | | 2014 | 2015 | 2016 |
|---|---|---|---|---|
| First Year Students | | 2777 | 239 | 294 |
| Total Applicants | | 220 | | |

| Wreck Camp Participation | 2012 | 2013 | 2014 | 2015 | 2016* |
|---|---|---|---|---|---|
| Student Participants Registered | 83 | 134 | 127 | 85 | 72 |
| Student Leaders | 30 | 36 | 36 | 38 | 38 |
| Directors | 3 | 4 | 5 | 4 | 4 |
| Professional Staff Attending Camp | 3 | 2 | 5 | 3 | 3 |
| **Total Participation** | **119** | **176** | **173** | **130** | **117** |

*As of June 3, 2016*

<u>*Social Media*</u>

See attached chart

- NSSP Chart Attachment Annual Report

**Progress:** Completed

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## VI.: Service to the Institute

**Staff Service**

***Cynthia Jennings, Assistant Dean/Director, New Student & Sophomore Programs***

Instructor/Curriculum Developer, GT 2813

Chair, Extended Orientation Planning Committee

Chair, FASET Scheduling Meeting

Chair, Transfer Work Group

Member, P1 Program Committee

Member, Registration Task Force

Member, Freshmen First Planning Committee

Member, Compliance Partners Group

Member, Sophomore Speaker Selection Committee

Member, Assistant Vice President for Student Life Search Committee

Member, GTAAN

Judge, Mock Rock competition during Homecoming 2015

Advisor, Transfer Student Association

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

Facilitator, Transfer Mentor Training

### Larry Cloud, Assistant Director

Instructor, GT 1000

Advisor, Freshman Council Freshmen Leadership Organization

Advisor, Filipino Student Association

Advisor, Gamma Psi Chapter of Delta Tau Delta

Judge, Greek Stroll Competition during Greek Week 2016

Judge, Greek Splash during Greek Week 2015

Judge, Mock Rock competition during Homecoming 2015

Member, Creating Connections Committee

Member, P1 Program Committee

Member, Student Center Coordinator Search Committee

Co-Chair, New Student Orientation Schedule Committee

Member, GTAAN

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

### Tim King, Assistant Director-Extended Orientation and Transition Programs, Coordinator

Instructor, GT 2813

Member, Extended Orientation Planning Committee

Member, Disability Coordinator Search Committee

Volunteer, Family Weekend

### Carol Kinsey, Administrative Professional Senior

Member, Event Coordinators Network (ECN)

Volunteer, Family Weekend

Visuals Facilitator, Division Bulletin Board Display

**Progress:** Completed

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# VII.: Professional Development

**Staff Professional Development**

*Cynthia Jennings, Assistant Dean/Director*

Attendee/Volunteer, ACPA Annual Conference

Attendee, Strategically Serving International Students in Transition

Attendee, International Student Orientation: Transition Programs that Engage Your International Students in their New Campus Community

Attendee, Understanding BEVI

*Larry Cloud, Assistant Director-Orientation*

Attendee/Presenter/Volunteer, NODA Annual Conference

Attendee/Presenter NODA Region VI Conference (SROW)

Attendee, Transfer Student Experience Conference

Co-Coordinator, NODA, State of Georgia

Co-Host, 2016, Georgia Annual NODA Drive-In

Co-Host, 2017 Southern Regional Orientation Workshop hosted at Georgia Southern University

*Tim King, Assistant Director-Extended Orientation and Transition Programs, Coordinator*

Attendee, NODA Annual Conference

Attendee, Extended Orientation Institute

Attendee/Volunteer, NODA Region VI Conference (SROW)

Attendee, NODA, Georgia State Drive-In Conference

Attendee, Strategically Serving International Students in Transition

Attendee, International Student Orientation: Transition Programs that Engage Your International Students in their New Campus Community

### *Carol Kinsey, Administrative Professional Senior*

Attendee, Managing Personnel Transactions Training

Attendee, BuzzMart Requester Training

Attendee, Bi-Weekly Time Entry Training

Attendee, General Ledger Reports Training

Attendee, GT Accounting Basics Training

Attendee, Grants Contracts Training

Attendee, Ad Hoc Reporting Training

Attendee, PCardholders Training

### *Jazmine Robinson, Graduate Assistant*

Attendee/Presenter, NODA Region VI Conference (SROW)

Attendee, SACSA Conference

**Progress:** Completed

## VIII.: Institutional Effectiveness

The creation of a two-day Transfers student orientation session was based on assessment conducted both by survey and focus group. Ten transfer students participated in a roundtable discussion to discuss the types of programs that would be most beneficial during a two-day FASET orientation session. During this roundtable, the current one day FASET schedule and two day schedules from other colleges was shared. After reviewing these schedules, the students were divided into groups to discuss what programs were of interest to them from the different schedules. This information was then compiled into a survey that listed the current programs offered at FASET, plus additional programming ideas that were identified by the roundtable participants.

Forty-two respondents, out of approximately 1,500, (current students) completed the full survey. Overall themes from the survey were understanding Georgia Tech academics, integrating into campus life, and understanding and assessing campus services. Respondents indicated that meeting with their academic advisor and understanding the transfer credit process were the most important reasons why they attended orientation. Respondents also indicated that integrating with campus by offering campus tours, a student organization fair, and information on Georgia Tech traditions was important. Finally, the survey results illustrated an interest to understand how services like financial aid, co-ops and internships, and technology can be utilized by students.

This information confirmed that many transfer students have the same interest and desire to get involved in their new campus community, similar new first-year students. The session however needs to meet their needs, so time must be dedicated to assisting transfer students in understanding the academic program and getting a co-op or internship as quickly as possible.

**Progress:** Completed

# Office of Student Integrity (OSI)

## I.: Mission/Introduction

### Essential Function(s) of department

Student Integrity

The Office of Student Integrity encourages a comprehensive learning environment through the promotion and implementation of the Academic Honor Code/Student Code of Conduct to foster integrity and ethical conduct within the Georgia Tech community. The goals of the office are as follows:

- To enhance and facilitate awareness, understanding, and compliance with community standards
- To maintain a fair and clear conduct process
- To promote awareness and understanding of the conduct process

The above mission and goals are achieved through careful management of each case referred to the Office of Student Integrity and robust outreach efforts. In addition, the Office of Student Integrity serves as the entity at Georgia Tech that manages Title IX complaints involving students for the Division of Student Life.

**Progress:** Completed

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## II.: Staffing

### Current Staff

Student Integrity

Peter Paquette – Peter serves as the Assistant Dean/Director and a Deputy Title IX coordinator for the Institute. Peter joined the OSI staff in August, 2012. In his role, Peter oversees the daily operations of the office and supervises office staff. In addition, he manages Institute policy and process changes that impact Student Integrity.

Brandi Williams – Brandi served as the Assistant Director for the majority of 2014 – 2015, and departed Georgia Tech April, 2015.

Bonnie Weston – Bonnie joined the Student Integrity staff on June, 2015.  Prior to GT, Bonnie worked for Georgia State University as a Student Conduct Coordinator working closely with Housing.  In her role Bonnie will oversee the daily case management flow for the office and outreach efforts for the Office of Student Integrity. Bonnie will also advise the Georgia Tech Honor Committee.

Anil Shetty – Anil joined the OSI staff as a Coordinator in June, 2013.  Anil manages a large case load of referrals and this past academic year advised both the University Judiciary Cabinet and the Honor Advisory Council. Anil also oversees the assessment efforts of the office and manages the web site.

April Collins – April joined the OSI staff in July, 2010 as an Administrative Assistant.  In her role April manages the administrative processes associated with the appeals process, performs disciplinary checks for internal and external stakeholders, and serves as the central point of contact for the office.

**New Staff**
**Progress: Completed**

## III.: Policy/Procedure

**New or Changed Policy/Procedure**

Student Integrity
Title IX Case Management

In Fall, 2014, Dean Stein and (then) Title IX Coordinator, Pearl Alexander, in consultation with other campus leaders, decided the Title IX Coordinator and OHR would manage all Title IX Investigations.  If a policy violation was alleged and the alleged violator was a student, the case was then referred to OSI.

When Burns Newsome joined the GT community as Title IX Coordinator in November, 2014, he made the decision to deputize the Director of Student Integrity as a Deputy Title IX Coordinator for Student Life and beginning in January, 2015 all cases involving students were referred to OSI for investigation, resolution, and management.  The Director solely handled all cases throughout Spring, 2015, however in July, 2015 will be training a team of investigators.

Student Sexual Misconduct Policy

In Spring, 2015, the Student Sexual Misconduct Policy was reviewed under the leadership of Burns Newsome. The policy was then revised to become the Georgia Tech Sexual Misconduct Policy. This policy now applies to all members of the GT community, not just students.

Discriminatory Conduct Policy

A new provision (#23) was added to the Code of Student Conduct. The Director worked with a committee including Legal Life, Institute Diversity, and the Office of the Dean of Students to implement the following provision:

23. Discriminatory conduct including
a. objectively offensive conduct directed at a particular person or persons based upon that person or persons' race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, veteran status, or any class protected by law that creates a hostile environment or that results in excluding participation in, or denies the benefits of any educational program or working opportunity for that person or persons.

b. verbal or written threats, coercion or any other conduct that is based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, veteran status, or any class protected by law, that by design, intent or recklessness incites reasonable fear of physical harm or otherwise unreasonably interferes with another's ability or opportunity to participate in work, education, research, living, or other activities.

**What type of policy?**

**Justification**

**Progress:** Completed

# IV.: Significant Accomplishments

**Significant Accomplishments**

Videos

Anil Shetty coordinated with Institute Communications to make the informational videos. These videos are now included in notice letters and have been proven to show an increase in student learning before engaging in the conduct process. In addition, USG Vice Chancellor for Student Life, Joyce Jones has used the videos as models for other state institutions.

Brochure

In January, 2015 OSI published the office's first comprehensive Student Integrity brochure with an insert on annual statistics. This was intended for faculty as the primary audience but has also proved useful for staff, parents, and students.

Discrimination Policy

As mentioned in the Policy/Procedure section, the addition of the discriminatory conduct policy was a very significant accomplishment. Discussions on this topic began three years ago and have lingered, but this Spring the office was able to move the proposal through the process and gain approval from Faculty Senate.

Undergraduate Judiciary Cabinet

- Process and skill building trainings completed from September – November, 2014
- Retreat held for new members in March, 2015
- Three mock cases heard in Fall, 2014 and Spring, 2015
- Four new justices sworn in by Student Government Association
- Over 20 interviews conducted to fill vacancies on the board
- Eight new justices selected
- A total of 10 justices graduated in both Fall, 2015 and Spring, 2015
- Heard two non-academic cases: November, 2014 and January, 2015
- Outgoing Chief Justice: Jason Lupuloff/Incoming Chief Justice: Trenton Kilbey
  Honor Advisory Council
- Transitioned to new executive student leadership
- Created new coordinator roles to provide additional structure and responsibilities for each member
- Three new members recruited, interviewed, and selected
- Launched new marketing campaign with a variety of materials, theme was "Mind the Gap"

- Obtained funding from SGA for marketing campaign
- All member retreat conducted in January, 2015
- Hosted Honor Week in April, 2015, consisting of tabling, outreach, and online discussion related to issues of academic integrity at Georgia Tech
- Hosted an AMA Reddit and was advertised on the front of the GT Daily Digest
- Launched new Ethics Seminar with redeveloped curriculum, learning objectives, and new facilitation techniques
- Year-long focus on building multicultural competence to improve advisor capacities

**Progress:** Completed

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# V.: Statistics

**Unit Statistics**

OSI FY16 EOYR Assessment Plan

**Baseline Data Sources**
**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

Student Integrity
**Peter Paquette, Assistant Dean/Director**

Member, Student Center Employee of the Year Selection Committee

Coordinator, Campus-Wide Title IX Training

Member, Sexual Violence Prevention Alliance

Member, Academic Integrity Committee

Volunteer, Family Weekend

**Brandi Williams, Assistant Director (Departed 4/30/15)**

Member, President's Task Force on Sexual Misconduct

Instructor, GT 1000

Member, Campus Clery Reporting Committee

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

**Anil Shetty, Coordinator**

Instructor, GT 1000 Instructor

Member, Student Life Visioning Committee

Member, Student Life Creating Connections Committee

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

**April Collins, Administrative Assistant**

Volunteer, Family Weekend

**Progress:** Completed

## VII.: Professional Development

**Staff Professional Development**

Student Integrity

**Bonnie Weston, Interim Director**

Doctoral Student, Ed. D program in Educational Leadership and Policy Analysis (East Tennessee State University)

Attendee, NASPA Annual Conference

Attendee, Association of Student Conduct Professionals Annual State Meeting

Attendee, Association of Student Conduct Professionals Annual Conference

Attendee, University System of Georgia Training on Sexual Misconduct

GT Representative, Regent's Advisory Committee for Student Conduct Officers

**Peter Paquette, Assistant Dean/Director, departed January 2016**

Doctoral Student, Completed First Year of PhD program in Counseling & Student Services (UGA-Gwinnett)

Attendee, ACPA-College Student Educators International Annual Conference

Attendee, Association of Student Conduct Professionals Annual State Meeting

Attendee, University System of Georgia Training on Sexual Misconduct

Attendee, Association for Title IX Administrators Training at Emory University

GT Representative, Regent's Advisory Committee for Student Conduct Officers

**Anil Shetty, Interim Assistant Director**

Attendee, Association for Title IX Administrators Training at Emory University

Attendee, Association of Student Conduct Professionals Annual State Meeting

Attendee, Association of Student Conduct Professionals Annual Conference

GT Representative, Regent's Advisory Committee for Student Conduct Officers

**April Collins, Administrative Professional**

Attendee, Annual P-Card Certification Training

Leader, OSI Presentation for Athletics

**Progress:** Completed

## VIII.: Institutional Effectiveness

Student Integrity

With the introduction of a video to explain the student conduct process, the Office of Student Integrity was able to evaluate learning as a result of the video. Students who viewed the video before meeting with a staff person responded they had more information on how to define a sanction and resources related to the process. The video is now a link in all notice letters for students charged with a violation of the Code

**Progress:** Completed

# Office of the Arts

## I.: Mission/Introduction

**Essential Function(s) of department**

**MISSION**
The Office of the Arts at the Georgia Institute of Technology embeds creative experiences into the lives and learning of Georgia Tech students, the broader campus community, and Greater Atlanta.

**VISION**
Georgia Institute of Technology is a creative campus where the Office of the Arts leads initiatives at the nexus of science, arts, engineering, and technology.

**GOALS**
**Activate** the campus with creative opportunities.

**Engage** the campus with creative connections at the intersection of arts, engineering, science, and technology.

**Produce**: curate, commission, present, and produce world-class work at the nexus of art, science, engineering, and technology

**Progress:** Completed

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## II.: Staffing

**Current Staff**

Office of the Arts Staff:

Madison Cario – Director
Thomas Ames – Theatre Production Manager
Blake Buford - Marketing Specialist
Kathryn Colegrove - Assistant Director (hired February 2016)
Lane Conville-Canney - Special Events and Grants Coordinator (hired August 2015)
Paul Cottongim - Operations Manager/Technical Director
Chris Dreger - Assistant Director (retired January 2016)
Mary Holloway - Patron and Events Services Coordinator
Matthew Igyarto - Box Office and Student Sales Coordinator (resigned April 2016)

Dorcas Jones - Administrative Assistant
Jennifer Kimball - Student and Artist Engagement Coordinator
Stephanie Lee - Marketing And Public Relations Manager
Ivan Schustak - Theatre and Client Services Manager (hired October 2015, resigned June 2016)


**New Staff members this year include:**

**Lane Conville-Canney**
Since moving to Atlanta in 2008, Lane has worked with arts organizations as a grant writer and grants manager, and with non-profit boards to cultivate new donors and increase board engagement through unique experiences in programming and quality stewardship of organizational support. Prior to joining the Office of the Arts, she worked as the Prospect Development Manager with the Office of University Advancement at Clayton State University. Her responsibilities include:

- Coordinating the activities of the Georgia Tech Arts Advisory Board
- Researching and writing grants
- Stewarding existing donors with donor events and communication
- Coordinating special events as assigned
- Coordinating the development process of the office's Strategic Plan

**Kathryn Colegrove - Assistant Director**
Kathryn Colegrove spent the past six years as the Managing Director for Nashville Children's Theatre, the nation's oldest professional theatre for young audiences, where she oversaw finance, education, development, marketing, and sales. Prior to working in Nashville, Kathryn was the Business Manager for Georgia Tech's Ferst Center for the Arts from 2005 - 2010. Her responsibilities include:

- Managing staff in the areas of production, box office, and operations
- Managing the budget, including financial forecasting, and overseeing the fiscal needs of the office
- Managing artist contracts, serving as primary contact with GT Legal
- Serving as the HR liaison for the office

**Ivan Schustak - Theatre and Client Services Manager**
Ivan Schustak brings more than a decade of experience in arts management to the Office of the Arts. He holds a Bachelors of Music in Music Education from Rutgers University in NJ and a Masters of Arts in Arts Management from Claremont Graduate University in CA. His professional career includes managerial positions the Musical Instrument Museum, the Pasadena Symphony

and POPS, and South Arts as well as multiple freelance clients throughout Phoenix and Los Angeles.

- Managing rental events, including serving as the primary client contact for contracting, event coordination and billing.
- Communicating event needs internally
- Coordinating the events calendar and associated collaborations with GT police, parking, and external security.

**New Staff**
**Progress:** Completed

## III.: Policy/Procedure

**New or Changed Policy/Procedure**

Not applicable.

**What type of policy?**

**Justification**
**Progress:** Completed

## IV.: Significant Accomplishments

**Significant Accomplishments**

**Strategic Plan** – A new mission, vision, and goals were set following several sessions with campus arts stakeholders including faculty, staff, students, members of the community, the Georgia Tech Arts Advisory Board, and executive leadership. **Activate**, **Engage**, and **Produce** is now the blueprint that the Office of the Arts uses to align its work.

**Restructuring** – Restructuring of the office included the evaluation of staff positions, titles, responsibilities, and reporting structure in order to fulfill the new mission and vision of the office.

**Remodeling of the Ferst Center for the Arts** - The lobby of the Ferst Center received a facelift, with existing interior walls removed, and new finishes, flooring, lighting, furniture, and paint scheme added. The "opened up" feel of the space is designed for use by students every day as a place for studying or relaxing in an arts environment. Extensive work was also done on plans to replace the seating and reconfigure the theater at a future date.

**New Direction for Programming** – With new staff in place, student-centric arts initiatives were implemented for FY16, increasing by more than 150% the number of students directly served by the Office in the previous year. Significant programming included:

**Performances that challenged students**' empathy, self-awareness, versatility, and awareness of diverse ideas and cultures, including Sister Outsider, *Huang Yi & Kuka*, *PostSecret,* Roger Guenveur Smith's *Rodney King*, and *Bronx Gothic*.

**Collaborative projects with academic units**, including **LMC 2813** working with artist Mark Gindick on a project that challenged students to combine their technical and engineering expertise with developing creative competencies; **COA 1012 First Year Industrial Design**, working on the Piano Reboot project; **Computational Media Capstone Project:** interactive Arts Map of GT campus; **ENGL 1101 and 1102** working with visual artist Mario Petrirena; **Sports, Society and Technology Program of the School of History and Sociology** co-presenting a year-long Sports Film Series; working with the **Ivan Allen College** on the collaborative presentation of the play, *Renaissance in the Belly of a Killer Whale*; working with the **School of Music** on the collaborative presentation of pianist Sandra Shen, who performed with the Georgia Tech Symphony Orchestra. These projects were in addition to strengthening existing relationships with DramaTech, the School of Music, GVU Center, Poetry@Tech, LMC's Brittain Fellows, and the School of Industrial Design.

**New collaborative projects with Georgia Tech Administrative units** were developed to reach students in new ways, including work with the Counseling Center focusing on the performance of PostSecret as a springboard for discussion of difficult personal issues. Collaboration, financial support and communications support for programming was provided by Institute Diversity, Women's Resource Center, the Parents Program, Student Diversity Programs, and the Campus Recreation Center. Development of a new relationship with GT Athletics led to co-promotion and collaboration on two programs. Relationships and communications efforts with the Student Center were strengthened.
**Student engagement events which increased understanding of themes, concepts, and diversity** issues, including workshops, panel discussions, and post-show discussions with artists Huang Yi, Okwui Okpokwasili, Roger Guenveur Smith, Goldie Peacock, Marc Bamuthi Joseph, and Mario Petrirena.

**The development of the student-led Arts Think Tank and the founding of the Arts@Tech Ambassadors**. Plans for the Ambassadors group include becoming a chartered student organization, holding a leadership retreat, organizational growth, and overseeing a number of campus-wide arts-related initiatives.

The Office continued to seek out programming for upcoming years that not only stands at the intersection of art, science, and technology, but whose creators embrace the ideas inherent in **"creating the next."**

**Funding Sources** – Received new funding from regional arts agencies, departments within Georgia Tech, and Spelman College for 15-16 programming. Developed strong working relationships with GT Office of Development and members of the GT Arts Advisory Board.

**Visual Art**

Coordinated the work of the **Arts Acquisition Committee** of the Georgia Tech Arts Advisory Board to develop and support the new Visual Art Program across campus to include both permanent and temporary exhibits.
Worked with multiple units on the installation of the **Albert Einstein Memorial** sculpture on campus, included a dedication ceremony, panel discussion by the College of Science, and birthday celebration.
Presented **public art by Ruth Stanford** -- Miniature Landscape lamppost art at Tech Square, and *Deliberation*, a police car etched with testimony from the Michael Brown/Ferguson case, originally commissioned by Dashboard for the exhibition, *dialogue: conflict/resolution.*
Presented **visual artist Mario Petrirena** in a semester-long residency on campus
The Office of the Arts took over the coordination of the annual student **Art Crawl** exhibition

**Community Partners**
Worked with the National Black Arts Festival on the co-presentation of Malpaso Dance in Fall 2015
Secured free sculpture studio classes for GT students at Cherry Lion Studios
Created a Student Pass with the Atlanta Symphony Orchestra
Created the City Arts program which secured discounts for students and faculty at arts organizations in Atlanta
Worked with Emory University on the American College Dance Conference in Spring 2016
Presented T Lang Dance at Tech Square event in July 2015
Worked with Spelman College on *Bronx Gothic* workshop and panel collaboration
Collaborated with the Westside Community Alliance on multiple programs
Worked with longtime partner Centennial Place Elementary
Developed a middle and high school matinee program and served 955 Atlanta Public School students by providing free tickets through the City of Atlanta's Cultural Experience Project.

Served as a sponsor for C4 TechSmarts program that serves to strengthen the Atlanta artistic community through workshops and continuing education on technology-related topics.

**Progress: Completed**

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## V.: Statistics
### Unit Statistics

FY16 Student Engagement:

- 2,822 students participated in arts events coordinated by the Office of the Arts, a 152% increase over the previous year
- 85 projects/events are coordinated by the Office of the Arts to serve Georgia Tech students, an increase of 200% over the previous year

It is important to note that in addition to the events coordinated directly by the Office, the entire campus community enjoyed visual art pieces and exhibitions on campus such as the Einstein Memorial, the Clough Art Crawl, and at the Paper Museum, as well as performances by the School of Music, DramaTech, Poetry@Tech, and numerous student arts groups.

**FY16 Space Usage Statistics for the Ferst Center for the Arts:**

|                   | # of Days |
|-------------------|-----------|
| Campus Use        | 76        |
| External Use      | 81        |
| Office of the Arts | 79       |

|          | # of Days |
|----------|-----------|
| Students | 53        |
| Campus   | 23        |

**Baseline Data Sources**

**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

Madison Cario:

- Member of the Division of Student Life Multicultural Competency Committee
- Member of the MLK Day Committee
- Member of the Family Weekend Committee
- Member of the Student Life Assessment Committee
- Member of the LGBTQIA Resource Committee
- Speaker, Georgia Tech Women's, August 2015
- Speaker, College of Sciences, September 2015

Blake Buford:

- Member of the Georgia Tech Earth Day Committee
- Member of the Division of Student Life Events Committee

Chris Dreger:

- Member of the Georgia Tech Staff Council Health and Wellness Committee

Dorcas Ford Jones

- Member of Georgia Tech Event Coordinator's Network
- Member of Student Services Building Emergency Staff
- Member of Division of Student Life Administrative Planning Committee for Social Events

Jennifer Kimball:

- Member of the Project One Committee
- Staff Advisor for TekStyles student organization
- Member of the Family Weekend and Sibs Day Committees
- Worked with students founding the Arts Think Tank and Arts@Tech Ambassadors

Stephanie Lee:

- Member of the Division of Student Life Professional Awards Committee

Ivan Schustak

- Trained and served as "On Call" staff in the Dean of Students office

**Progress:** Completed

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# VII.: Professional Development
## Staff Professional Development

Madison Cario

Awards:
- Georgia Tech Staff Entrepreneurship Award, April 2016
- Georgia Tech Diversity Champion Award, September 2016

Speaking Engagements:
- Panelist, The Scope of the Problem. Conference for Research on Choreographic Interfaces. Brown University, March 2016
- Guest Speaker, Arts Leadership in Atlanta, North Avenue Lounge / WREK Atlanta 91.1, August 2015
- Conference Speaker, Western Arts Alliance, Vancouver, BC, August 2015
- Conference Speaker, National Arts Marketing Project conference in Salt Lake City, Utah, November 2015

Community Service:
- Advisory Board Member, New England Foundation for the Arts
- Advisory Board Member, T Lang Dance
- Advisory Board Member, Alliance Theatre Company
- Advisory Board Member, Dashboard
- Judge, Field Experiment 2016 at the Goat Farm Arts Center and The Hambidge Center for Creative Arts & Sciences

Other:
- Attended International Council of Fine Arts Deans 52nd Annual Conference, Atlanta, Ga., October 2015
- Attended NPN/VAN (National Performance Network/Visual Artists Network) Conference, Portland, OR, December 2015

- Attended Association of Performing Arts Presenters Conference in NYC, January 2016

Stephanie Lee:
- Attended the National Arts Marketing Project Conference in Salt Lake City in November 2015

Jennifer Kimball:
- Secretary of the Grady High School Local School Council
- Panel Moderator for C4 TechsmART, an arts community technology service event
- Attended the AAHE (Arts Administrators in Higher Education) and AFTA (Americans for the Arts) conferences, Boston, June 2016

Matthew Igyarto:
- Board Member of the Georgia Professional Ticketing Association

Lane Conville-Canney
- Attended the AAHE (Arts Administrators in Higher Education) conference in Boston in June 2016

**Progress:** Completed

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# VIII.: Institutional Effectiveness

As a result of much discussion, study, and planning by campus stakeholders over the last few years, tremendous changes in the Office of the Arts' mission, daily activities, and general focus were implemented this year that resulted in a large increase in student-centric programming and support.

Changes in staffing structure were made in order to support the new mission and vision. A new full-time Events and Grants Coordinator was hired to strengthen Arts Advisory Board activity and fundraising efforts. The Ferst Center lobby was redesigned in line with the new vision to make the Ferst Center a regular welcoming space for students; marketing and communication efforts reflected the change in mission; internal business practices were reviewed to ensure compliance with Institute policies and procedures; and an extensive review of ticketing and event management software systems refined the needs for new systems in those areas.

**Progress:** Completed

# OHR Business Partner

## I.: Mission/Introduction

**Essential Function(s) of department**
Easter Worden, HR Business Partner

**OHR Mission Statement:**
*We exist to ensure a recognition that all accomplishments come through people.*

The HR Business Partner's essential function is to serve as a key strategic advisor to unit senior leadership and management teams. In collaboration with unit leadership and Office of Human Resources (OHR), help the unit increase both employee and manager performance. The HRBP also builds relationships between OHR and the Division Managers and act as a broker of HR services

**Progress:** Completed

## II.: Staffing

**Current Staff**
Easter Worden, HR Business Partner

The HR Business Partner model is still new to campus. The first HR Business Partner for Student Life was hired in May 2014.

**New Staff**

**Progress:** Completed

## III.: Policy/Procedure

**New or Changed Policy/Procedure**
Affordable Care Act (ACA)

**What type of policy?**

**Justification**

**Progress:** Completed

## IV.: Significant Accomplishments

### Significant Accomplishments

Easter Worden, HR Business Partner

- Assisted with the recruitment and hiring of 38 permanent employees from July 1, 2014 – June 30, 2015
- Partnered with Workplace Learning and Development to implement several Division wide training sessions on Collaborate Performance Planning
- Consulted with all Supervisors on Performance Management and Goal Setting. Reviewed Performance Evaluations for consistency and best practices
- Partnered with OHR Compensation Consultant to conduct a market analysis/benchmarking of the entire Division.
- Created flow chart and documented the OHR Hiring Process for Division hiring managers.
- Created candidate tracking tool, to reduce errors and missed steps within the Hiring process.
- Counseled managers on best practices, employee issues and rule violations. Collaborated with Performance Consultants and Legal Life when major rule violations occurred.
- Counseled employees on Benefits options during Open Enrollment
- Increased effectiveness, accuracy and understanding of OHR transactions and functions by acting as Liaison between Division employees and OHR

**Progress:** Completed

## V.: Statistics

### Unit Statistics
Easter Worden, HR Business Partner

From 07/01/2014 - 06/30/2015, the Division of Student Life has hired 38 permanent employees.

### Baseline Data Sources

**Progress:** Completed

## VI.: Service to the Institute

**Staff Service**

Easter Worden, HR Business Partner

- Served on project teams to improve OHR policies and systems (Hiring process, HRMS and Techworks upgrade, etc.)
- Multicultural Competence Committee (member)
- Professional Development Committee for Administrative Professionals
- Created a Division Engagement Committee (C3-Creating Connections Committee)
- Participated in an Interview Workshop with student leaders at CRC. Provided Interviewing tips and best practices
- Spoke at GT 1000 course and provided students with Resume and Interview tips

**Progress:** Completed

## VII.: Professional Development

**Staff Professional Development**

Easter Worden, HR Business Partner

- Pink's Empowerment Event
- XpertHR workshop
- Attended Diversity Roundtable
- MCC Workshop with Amy Reynolds
- Assist with planning the Student Life Cabinet Retreat in August 2014
- Assisted with planning and coordination of Administrative Professionals Retreat
- Collaborated with Workforce Planning and Development to facilitated 3 sessions on Collaborate Performance Planning
- Partnered with Unit Supervisors and recommended training opportunities for several employees to include: DiSC workshop for Admin Professionals, PSF training, Payroll training, Giving & Receiving Feedback, Delegation Conversations, Confrontation Conversations

**Progress:** Completed

## VIII.: Institutional Effectiveness

Easter Worden, HR Business Partner

The HR Business Partner model is still new to campus and the first HR Business Partner for Student Life was hired in May 2014. Previously, the HR function was combined with the Division Finance responsibilities. The new model is designed to intentionally lead development and implementation of key people strategies and organizational capability initiatives driving Institute success within their client groups.

**Progress:** Completed

# Parents and Family Programs

## I.: Mission/Introduction

### Essential Function(s) of department

As an integral part of the Division of Student Life at Georgia Tech, Parent & Family Programs is committed to helping parents and families stay connected to their student(s) and support their educational and co-curricular experience.  Parent & Family Programs views the relationship with students' parents and families as a partnership – a partnership created to help students be successful. The Office assists parents and families by helping them navigate the Institute by sharing important information and resources to help their student be successful. The Office also provides programs, events, and volunteer opportunities to ensure parents and families feel connected and valued.

**Progress:** Completed

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## II.: Staffing

### Current Staff
Laci Weeden -  Laci has served as the Director of Parent & Family Programs for two years. Laci is responsible for establishing and managing successful relationships with parents and families that result in increased student success and family affinity. From the recruiting/yield phase of the admissions process to commencement, Laci uses her extensive knowledge in student development and creativity to create on-going communications and programming for Georgia Tech families.  Laci works collaboratively with campus partners to build a successful program that increases and develops family involvement.

Stacey Smith – Stacey has served as the Administrative Professional for Parent & Family Programs for over a year. This position is a half time position for Parent & Family Programs and a half time position for the Director of Development for Parents and Student Life.  Stacey assists with various office responsibilities including serving as office manager, administrative assistant, and development researcher. Stacey also assists with special events throughout the year such as Burdell's Brunch, Southern Social, Family Weekend, Sibs Day, Parents Advisory Board meetings, and Commencement.

**Progress:** Completed

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# III.: Policy/Procedure

**New or Changed Policy/Procedure**
Not Applicable

**What type of policy?**

**Justification**
**Progress:** Completed

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# IV.: Significant Accomplishments

### Significant Accomplishments

- The Parents Program was renamed to Parent & Family Programs to be more inclusive of all parents and families that are helping support Georgia Tech students.

- FASET Parent Orientation continued to be a very good opportunity to meet, and connect with families, share resources, and talk about major events such as Burdell's Brunch, Family Weekend, and Sibs Day.  Parents and families also enjoyed writing the letters to their students that the Office delivers the first week of classes to their mailbox in the Student Center.

- Family Weekend – Family Weekend increased attendance by 50% from 2,400 participants in 2014 to 3,600 participants in 2015. The Office collaborated with more campus partners and created a Georgia Tech branded app with Guidebook to allow families to view the Family Weekend schedule with a mobile device. This year there were also more family friendly events added to the weekend.

- Due to the strain that Family Weekend places on the Parent & Family Programs staff, additional student staff was hired in the Spring, 2015 semester to assist with programming efforts. The Office currently has 19 Parent Assistant Leaders (PALs) in the office to assist with Family Weekend and Sibs Day among day to day efforts and other events.

- Created Georgia Tech Parent & Family Ambassador program, a parent/family volunteer program serving current and prospective Georgia Tech families, in collaboration with Admissions. As of June, 2016 there

are 49 Parent & Family Ambassadors from 15 states and 5 countries.  A new webpage was created to share the locations of these Ambassadors to allow families in those regional areas to connect with them and build Yellow Jacket support in areas throughout the world.

- Worked with Admissions to help organize Meet & Greet events as the events transitioned from the Alumni Association to Admissions and Parent & Family Programs. A total of 65 Meet & Greets were held for over 600 students and 1,400 family members between mid-March and mid-April, 2016. The staff gained great insight during the first year of planning these events and have already started planning for Spring, 2017.

- Joined President Peterson and Joan Roeber-Jones to help connect and outreach to international families and alumni in March, 2016. President Peterson joined the staff in Dubai, U.A.E. to meet with new and current families as well as Georgia Tech Alumni. Joan Roeber-Jones and Laci Weeden went to Mumbai, India to meet with new and currently families. This was the first time Georgia Tech officially went to either of these countries and families and alumni were very appreciative.

- Purchased OrgSync software in partnership with Leadership and Civic Engagement and the President's Scholars program to better connect families to each other and to Georgia Tech.

- Commencement continues to be very popular event for Parent & Family Programs because of congratulatory message and the Proud Parent, Proud Grandparent, and Proud of our Grad buttons and stickers. Over 3,000 buttons were distributed to commencement attendees.

**Progress:** Completed

## V.: Statistics

**Unit Statistics**

**Burdell's Brunch:**

With budding concerns about capacity at New Student Convocation, and the reception that proceeded the event, Burdell's Brunch was created. Burdell's

Brunch was held earlier in the day before New Student Convocation allowing families to gather with their students and then leave campus. Joan Roeber-Jones matched the attendees to faculty and staff hosting each table to maximize the opportunities for connecting with new families.  Burdell's Brunch hosted a total of 435 people from 25 states and 7 countries. The event had similar attendance to the Reception however it was more effective due to the conversations and connections at each table. The Burdell's Brunch is supported by registration fees and a small percentage of the Parent & Family Programs budget.

**Family Weekend:**

There were several changes made to Family Weekend 2015 to increase overall attendance, increase upperclass family participation, enhance the quality of the events provided to families, and collaborate with campus partners to create more of all-campus event feeling for Family Weekend.

Family Weekend 2015 was the largest Family Weekend to date with over 3,600 family members and students attending. A total of 875 families registered hailing from 44 states and eight countries:  Puerto Rico, Malaysia, Russia, England, Costa Rica, Argentina, United Arab Emirates, Peru and Mexico.

| Year | Total individuals registered | Total family units | States Represented | Countries Represented |
|------|------------------------------|--------------------|--------------------|-----------------------|
| Family Weekend 2015 | 3600 | 875 | 44 | 8 |
| Family Weekend 2014 | 2309 | 674 | 44 | 4 |
| Family Weekend 2013 | 2281 | 612 | 44 | 4 |

Family Weekend is supported by registration fees, sponsorship dollars, and the Parent & Family Programs budget.

 **Sibs Day**

The Second Annual Sibs Day was hosted on February 20, 2016.  Georgia Tech students were invited to host family and friends ages 7-17 for a day-long, campus life experience. A total of 432 people - 185 siblings, 52 parents,16 cousins, 16 other relatives or family friends, and 163 Georgia Tech students were in attendance. Siblings came from the following 21 states to join us for Sibs Day: AL, CA, CO, CT, FL, GA, IL, IN, LA, MD, MO, NC, NJ, NY, NV, OH, PA, SC, TN, TX, VA.  Due to capacity issues, the event had to be closed, however there was interest to sell more tickets.

| Year | Total attendees | Total siblings | Total parents/family members | Total Georgia Tech Students |
|------|-----------------|----------------|------------------------------|------------------------------|
| Sibs Day 2016 | 432 | 185 | 84 | 163 |
| Sibs Day 2015 | 296 | 154 | 33 | 109 |

Sibs Day 2016 was supported by registration fees and a small funding amount from the Office of the Vice President for Student Life/Dean of Students.

**Volunteers**

Parent & Family Programs had 119 Georgia Tech parents volunteered throughout the year with various activities, both on- and off-campus. A total of 15 parents served on the FASET Parents Panel, 25 parents helped with Family Weekend prep, three parents helped with December Commencement, and 11 parents helped with May Commencement. A total of 45 Parent Advisory Board Members and Parent & Family Ambassadors made phone calls to incoming families in the Spring which allowed Admissions reach over 500 families. In partnership with Admissions, 20 Parents Advisory Board and Parent & Family Ambassadors also hosted Meet & Greet events.

**Communications**

The current email database of parents and family members in MailChimp totals 30,500 email addresses. The open rate on average is 30.98% and industry open rate is 17.73%. The click rate varies, however on average it is 4.6%. A total of 87.1% contacts are from the U.S. and 8.4% are from outside of the United States.

Parent & Family Programs currently has 2,770 Facebook followers which is up from 2,330 Facebook followers in 2015 and 1,849 in 2014. Over 2,571 are families are from the United States. The page also has families following from 44 countries around the world with the highest numbers from India, United Arab Emirates, Puerto Rico, Brazil, Mexico, Taiwan, Nigeria, Japan, Pakistan, South Korea, Singapore, Canada, and the United Kingdom. A total of 77% of followers are women and 22% are men. Over 48% are between the ages of 45-54, 15% are between the ages 55-64 and 8% are between the ages 35-44. Families tend to "like" news stories about Georgia Tech, events that they can share with their student, and helpful tips and resources on how to be a college parent.

**Parent Call/Emails:**

**Calls:**

Director – On average 5 calls per month (Parent/family concerns: i.e. depression, suicidal, academics, roommate issues). Total = **60** calls per year

Front Desk - 15 calls per month with the exception of August, September, and February (30 calls for those months). Total = **225** calls per year

Higher Volume Months:

August and September - Move in, Family Weekend, Bursar related questions

January/February - Sibs Day

April – Storage/Commencement/Academic Concerns

**Emails:**

Over 300 emails on various topics from Family Weekend and Sibs Day to how to change an email address.

**Baseline Data Sources**

**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

Laci Weeden -

- Member, Dean On-Call Duty Rotation
- Investigator, Title IX OSI cases
- Member, Student Life Assessment Team
- Volunteer, Gold Carpet Day
- Attendee, Summer Send-Off event, Chicago, Illinois
- Organizer/Georgia Tech Representative, Travel Mumbai, India and Dubai, U.A.E. for both admitted and interested students
- Presenter, Woodward Academy
- Presenter, Atlanta International School

Stacey Smith –

- Member, Creating Connections Committee (C3)

**Progress:** Completed

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## VII.: Professional Development

**Staff Professional Development**

Laci Weeden -
- Board of Directors Member, Association of Higher Education Parent/Family Program Professionals (AHEPPP)
- Conference Liaison Chair, AHEPPP 2015, Savannah, Georgia
- Conference Presenter, AHEPPP 2015, Savannah, Georgia
- Attendee, Minors on Campus-Youth Protection Policies/Procedures Training
- Attendee, AHEPPP Board of Directors Spring Meeting, Hofstra University, New York
- Attendee, ACC Parent & Family Symposium, University of Louisville, Kentucky
- Attendee, Title IX Training

Stacey Smith –
- Attendee, Minors on Campus-Youth Protection Policies/Procedures – Georgia Tech
- Attendee, Event Coordinators' Network 7th Annual Workshop: Every Event Tells a Story

**Progress:** Completed

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## VIII.: Institutional Effectiveness
The creation of Parent & Family Ambassadors allows Georgia Tech to have greater outreach to families around the world. Ambassadors not only connect with families in their communities individually, but also assist Admissions, Parent & Family Programs, and the Alumni Association with special events.  Ambassadors enjoyed serving in this role and it allowed Georgia Tech to spread the "Good Word" to more families and create deeper connections and more affinity for Georgia Tech.

**Progress:** Completed

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# Research and Assessment for Student Life

## I.: Mission/Introduction

**Essential Function(s) of department**

### I. Mission/Introduction

The mission for Research and Assessment in Student Life is to continuously improve our programs and services. Our assessment efforts reflect a commitment to accountability and to an evidence-based, systematic process of data-driven change.

The Office of Research and Assessment for Student Life guides the assessment efforts of the Division of Student Life through training and consultation services. The office supports the ongoing development of a culture of assessment wherein intentional, effective, and efficient programs and services can be developed and refined to support the Division's mission.

Our goals are to: 1) Substantiate our impact on the success of students and the campus environment; 2) Document our progress in meeting the institution's and Division strategic priorities; 3) Focus unit and division efforts to improve the effectiveness of our programs and services; and 4) Generate evidence to guide Departmental and Division decision making.

To ensure that our programs and services are contributing to student development and learning, our departments create department goals, learning and operational outcomes in annual assessment plans that emphasize the collection of data and information from multiple sources to determine whether the outcomes have been met. Our emphasis is on using assessment results to improve and/or change our programs and services to better serve students and to improve student development and learning. With the exception Marketing & Communications and OHR Business Partner, all departments in the Division submit annual Assessment Plans:

1. Administration
2. Counseling Center
3. Dean of Students Main Office
4. Development, Parent Giving & Student Life
5. Disability Services
6. Finance and Operations
7. Greek Life
8. Information Technology
9. Leadership, Education and Development

10. Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LBGTQIA) Resource Center
11. Marketing and Communications
12. New Student and Sophomore Programs
13. Office of the Arts
14. OHR Business Partner
15. Office of Student Integrity (OSI)
16. Parent and Family Programs
17. Research and Assessment for Student Life
18. Student Diversity Programs
19. Student Engagement
20. Student Publications and Media
21. Veterans Resource Center
22. Women's Resource Center

**Progress:** Completed

## II.: Staffing

**Current Staff**
1. Dr. Brenda "B" Woods, Director of Research and Assessment for Student Life
2. Student Assistant during fall and spring semester

**New Staff**
**Progress:** Completed

## III.: Policy/Procedure

**New or Changed Policy/Procedure**

Since April 1, 2015, under the leadership of the Vice President for Student Life/Dean of Students staff in the Division used Baseline software for the administration of all surveys.

**What type of policy?**

**Justification**

**Progress:** Completed

## IV.: Significant Accomplishments

### Significant Accomplishments

- Peer Reviewer for Board of Regents at four institutions: 1) South Georgia State; 2) Dalton State; 3) Columbus State; and 4) Augusta University

- Trained over 80 Division colleagues on the use of Campus Labs Baseline and Compliance Assist-Planning software modules

- Responsible for 113 Assessment projects from July 1, 2015 - June 30, 2016 engaging 15,899 respondents with the Division of Student Life

**Progress:** Completed

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## V.: Statistics

### Unit Statistics
Staff in 17 of the 21 department/units in the Division contribute content to the annual End-of-Year Report, Final Assessment Report and Assessment Plans:

1. Administration
2. Counseling Center
3. Dean of Students Office
4. Disability Services
5. Finance and Operations
6. Greek Life
7. New Student and Sophomore Programs
8. Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LBGTQIA) Resource Center
9. Office of the Arts
10. Parent and Family Programs
11. Student Diversity Programs
12. Student Engagement
13. Student Integrity
14. Student Media
15. Student Organization Finance Office
16. Veterans Resource Center
17. Women's Resource Center

### Baseline Data Sources
**Progress:** Completed

## VI.: Service to the Institute

**Staff Service**

Brenda "B" Woods, Director Research and Assessment for Student life

Chair, Biennial Review Committee

Chair, Division of Student Life Assessment Team

Co-authored Assessment in Student life book to be published in December 2015

Member, Alcohol and Other Drug Coalition

Member, Compliance Steering Committee for the 2015 GT Reaffirmation/Reaccreditation and authored 3 SACSCOC Compliance Narratives: 1) Student Support Services (2.10); 2) Qualified Staff (3.9.3); and Student Rights (3.9.1)

Member, Complete College Georgia Tech (CCGT)

Member, Georgia Tech Faculty Women's Club

Member, Multicultural Competence Committee

Member, Zero Suicide/Suicide Prevention Initiative

Volunteer, Family Weekend

Volunteer, Commencement

**Progress:** Completed

## VII.: Professional Development

**Staff Professional Development**

Research and Assessment for Student Life

- Presenter, Office of the Arts Retreat

- Presenter, round table National Association of Student Personnel Administrators (NASPA) conference

- Presenter, Southeastern Chief Student Life Officers (SECSAO) conference

- Presenter, University of West Virginia, Assessment in Student Life

- Completed the Collaborative Institutional Training Initiative (CITI) course.  Certification is required for all Georgia Tech investigators who conduct human subjects research

- Attended Beliefs, Events, and Values, Inventory (BEVI) training

- Principal Investigator, Interfaith Diversity Experiences & Attitudes Longitudinal Survey (IDEALS)

- Principal Investigator, Center for Collegiate Mental Health (CCMH) National Database

- Co-Principal Investigator, Evaluating the Effectiveness of a Self-Reflective Questionnaire for Addressing College Food Insecurity

- Co-Principal Investigator Addressing LGBTQ Inclusion in Engineering: Assessment, Partnerships and Promising Practices

**Progress:** Completed

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# VIII.: Institutional Effectiveness

In alignment with the Institute's Strategic Plan, "Designing The Future", Goal 5: "Relentlessly Pursue Institutional Effectiveness to continuously improve all support functions.  Staff in the Office of Research and Assessment for Student Life lead a culture of evidence-based decision making and accountability across 22 departments.

To measure program and/or service effectiveness, each fall, staff develop Assessment Plans for their respective units comprised of 7 components in the Cycle of Assessment:

### 1. Operational/Learning Goals
Operational goals are general, broad, often abstract statements of desired or intended results.

Learning goals are directly associated with learning, the acquisition of knowledge.

## 2. Outcome (s)
Outcomes related to behavior, skills, knowledge, attitude, values, and condition or other attributes.

## 3. Evaluation Strategy
Specific data collection methods used and timetable for implementation to evaluate the degree to which the outcome is achieved.

## 4. Method of Disseminating and Using Information for Improvement
Units determine their respective stakeholders who need to see the results of the unit's assessment.

## 5. Summary of Results
What units learn from their assessment projects are reported in data charts, graphs, tables, etc.

## 6. What did you learn?
 Units describe the results based on what they learned from the assessment.

## 7. Actions Taken
Often the most significant component in the Cycle of Assessment.  Units report what decisions have been, or will be made about their programs or services as a result of this assessment.  Units describe any change in operational focus, resource allocation, or rules/procedures that were made as a result of their assessment results.  If no changes were made, units report a continuation of current practice.

**Progress:** Completed

# Student Diversity Programs

## I.: Mission/Introduction

### Essential Function(s) of department

Student Diversity Programs

Student Diversity Programs is responsible for fostering a vision of diversity appreciation that is actualized through intentional educational programming in support of the Institute's Strategic Plan.

The Office creates and provides events, educational programs, and training opportunities to encourage students to acquire knowledge, awareness, and skills to increase their cultural competence so they can live, learn, and work in a global world. In addition, the Office has a strong commitment to social justice education and works with the Institute to build an inclusive community.

The Office provides an intentional approach for meeting the needs of underrepresented and underserved populations by coordinating and planning educational experiences that foster interaction and learning across groups. Through its programs and services, the Office will assist the entire campus community in appreciating and embracing the rich cultural diversity that exists within the Institute.

**Progress:** Completed

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## II.: Staffing

### Current Staff

Student Diversity Programs

Stephanie Ray – Stephanie has been a part of the Office of the Dean of Students for 19 years and serves in various capacities. Her main responsibilities include creating and assessing programs, workshops, trainings, and outreach in the areas of social justice, multicultural competence, and diversity to assist in the Institute's goal of creating a more inclusive campus. In addition, she meets with students, serves in the office's on-call rotation, advises student groups, and serves on various Institute committees. Ray supervises the Inclusion, Advocacy, & Support Collective which includes the LGBTQIA Resource Center, the Office of Student Diversity Programs, the Veterans Resource Center, and the Women's Resource Center.

Karen Yiu – Karen joined the Office of Diversity Programs full-time June 2015 after serving as a graduate assistant for the past two years. She advises the Asian American Student Association, oversees the Diversity Ambassador program, and hosts the International Spouse group with the Women's Resource Center and the Office of International Education. She also runs the Humans of Georgia Tech Tumblr and the GT Diversity social media accounts.

Jasmine Robinson – Jasmine worked in the Office of Student Diversity Programs during the Spring 2016 Semester as a practicum student. Jasmine is a first-year graduate student at the University of West Georgia in the Student Life program and works in Georgia Tech's NSSP office as the graduate assistant. As a practicum student, Robinson was responsible for updating promotional material used at FASET, planning the Diversity Ambassador Fall Retreat, creating a presentation related to a dimension of diversity, and co-hosting weekly meetings for the International Spouse Group.

**New Staff**

**Progress:** Completed

## III.: Policy/Procedure

### New or Changed Policy/Procedure

Student Diversity Programs

Spring 2016 Human Resources classified campus affiliates into five categories. Chaplains fall under the Instruction/Counseling category, and their affiliate status is good for three years. After the term expires, chaplains will have to renew to retain their status.

**What type of policy?** Institute Policy/Procedure

### Justification

The goals of the new process are to reduce potential liability for GT, better understand the affiliate population, identify GT department host/supervisor of each affiliate, tailor rules and regulations by type of affiliate, and eliminate indefinite affiliations.

**Progress:** Completed

# IV.: Significant Accomplishments

**Significant Accomplishments**

Student Diversity Programs
The Office of Student Diversity Programs collaborated with 8 departments/offices: the Study of Women, Science & Technology, Office of the Arts, the Counseling Center, the Women's Resource Center, the LGBTQIA Resource Center, the Veterans Resource Center, the Office of the Vice President for Institute Diversity, and the Ivan Allen College of Liberal Arts, 8 student organizations: the Muslim Student Association, Hillel, the Wesley Foundation, Delta Phi Lambda, the Interfaith, Dialogue & Engagement Alliance, the Residence Hall Association, the Diversity Ambassadors, and SGA's Culture and Diversity Life Committee, and 2 off-campus partners: the Breman Jewish Heritage Museum and the Sundance Film Forward to sponsor Diversity and Inclusivity Month. Twenty-one diversity related programs were offered to our GT Community during Diversity and Inclusivity Month 2016, and over 1,900 individuals attended Diversity and Inclusivity Month events. Thanks to the generous support of General Motors and the Residence Hall Association, Diversity and Inclusivity Month was a huge success. The Office of Student Diversity Programs is grateful for this partnership.

January,2016 the Martin Luther King Jr. Campus Celebration Student Committee hosted the 6th annual MLK Jr. Student Celebration with the theme, "Civil Rights to Human Rights: The Courage to Lead." The event took place in the Student Center Ballroom and was attended by 300 students, faculty, staff, and parents. Every year the student celebration aims to commemorate the continuation of Dr. King's dream. In addition, 50 student organization representatives lit candles to symbolize that Dr. King's dream continues, and the light must be carried forward for generations to come. The highlight for the evening was the four student speakers who spoke to the theme of assuming leadership roles to make Dr. King's dream a reality. Each student speaker received a $200 stipend to spend at Barnes & Noble.

The Office of Student Diversity sponsored 5 students and 2 staff to attend Interfaith Youth Core's Interfaith Leadership Institute held in Atlanta, GA January 21-23, 2016. The students were representative of several faith and non-faith backgrounds. One student, Elizabeth Barga, represented GT on the 2.0 track. The 2.0 track is for students who are attending the Interfaith Leadership Institute for the second year. Interfaith Leadership Institutes (ILIs) equip undergraduate students and their advisors with the skills to engage diverse religious and non-religious identities to build the interfaith movement on their campuses. Students train to be interfaith leaders who build relationships across identities, tell powerful stories to bridge divides, and learn about ways to mobilize their campuses. Additionally, staff and faculty share best practices

about how to be an ally to student leaders, partner with their students to create change on their campuses, and network with other higher education professionals. Two student organizations were created as a result of attending the ILI, the Interfaith Dialogue Advisory Committee and the Collegiate Diabetes Network. These student organizations are advised by Office of Student Diversity Programs Staff.

The Office of Student Diversity Programs processed 41 Chaplains as Campus Affiliates.

Awards and Achievement: Karen Yiu received Interfaith Youth Corp's Interfaith Leadership Institute (ILI) Social Media Award. In addition, Karen was featured in article published by the Technique focusing on Karen's work with Humans of Georgia Tech. In addition, Stephanie Ray was recognized as the African American Student Union faculty of the year at their Onyx Ball, as she was recognized at Lavender Graduation for a Lifetime Achievement Award. Finally, the Division of Student Life won the Diversity Symposium's Diversity Champion Award for a campus unit for their work in the area of Multicultural Competence.
23 students applied to be a Diversity Ambassador in 2015-2016. This number represents a 52% increase from 2014-2015.

**Progress:** Completed

## V.: Statistics

**Unit Statistics**

| Program | Attendance |
|---|---|
| Ask a Muslim | 200 |
| Vaccination and the Public in the 21st Century | 20 |
| The Life of Holocaust Survivor Robert Ratonyi | 200 |
| BAPS Campus Fellowship Diwali Dinner | 300 |
| My Jesus Year - Benyamin Cohen | 100 |
| STEM Women's Coffee Talk: Sorry, Not Sorry | 30 |
| Better Together Campaign:#Change the Story | 100 |
| Lavender Graduation | 100 |
| Love Makes a Family | 300 |
| Gender Mainstream in Higher Education in Africa | 100 |

| | |
|---|---|
| MLK Student Celebration | 300 |
| Tour of Asia | 400 |
| MLK Institute Lecture | 300 |
| "What's Going On?" Social Justice Concert | 150 |
| Diversity Through the Arts: Sista Outsider | 20 |
| Hedwig and the Angry Inch: Movie | 5 |
| RHA: Unite | 700 |
| AASU Onyx Ball | 250 |
| Chaplain's Lunch with Dean Stein | 30 |
| The Art of Civil Disobedience | 20 |
| Courage to Lead Panel | 30 |
| "Dear White People" Movie | 150 |
| Open Mic MLK @ Under the Couch | 70 |
| Diversity Through the Arts: Roger Guinivere Smith | 200 |
| Trans Day of Remembrance | 100 |
| **Total** | **4,175** |

| Workshop | Attendance |
|---|---|
| FASET Diversity @ GT | 250 |
| OMED Challenge | 70 |
| OMED Transitions | 70 |
| New Practicum Students | 5 |
| Reflecting on Charleston | 50 |
| Rachel Dolezal: Transracial or Blackface | 30 |
| BME Student Advisory Board | 10 |
| Intercultural Toolbox: Developing Global Competence on and International Campus | 20 |
| Student Veteran Awareness Program | 10 |
| The Power of Your Personal Story | 20 |
| The Skin I'm In: Redemption & Atonement Across the Skin Color Divide | 20 |
| Tough Guise 2 Movie | 70 |
| **Total** | **625** |

| Training | Attendance |
|---|---|
| Greek Advance | 70 |
| Public Policy Grad Students | 40 |
| Social Justice for Students | 40 |

| | |
|---|---|
| CETL Teaching Assistants | 60 |
| Housing Professional Staff | 15 |
| STAR | 10 |
| Diversity Ambassadors | 20 |
| Safe Space | 40 |
| Social Justice for Faculty and Staff | 20 |
| Welcoming Diversity in the Workplace | 40 |
| MCC 101 | 10 |
| WLC Public Speaking | 10 |
| Housing Conference Staff | 40 |
| Brown Eyes Blue Eyes: Linking Perception to Performance | 20 |
| Brown Eyes Blue Eyes: Linking Perception to Performance | 20 |
| Susan O'Halloran Storytelling | 10 |
| Trans 101 | 20 |
| **Total** | **445** |

| Outreach | Attendance |
|---|---|
| Housing Resource Fair | 250 |
| GT 1000 Resource Fair | 100 |
| **Total** | **350** |

**Office of Student Diversity Outreach 2009-2005**

| 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-20156 |
|---|---|---|---|---|
| 4922 | 8018 | 4980 | 5766 | 5595 |

| | Social Media | |
|---|---|---|
| **Twitter** | **Humans of Georgia Tech** | **Instagram** |
| **374 followers** | **361 followers, 171 posts** | **503 Followers, 107 posts** |

| 49 Domestic Partnerships Approved since Fall 2010 | | |
|---|---|---|
| **2015 – 2016** | **Status** | **Student Status** |
| 19 Domestic Partnerships were approved. This | 89% of the couples presented as heterosexual. | 79% of the students who applied were graduate students. |

| | | |
|---|---|---|
| represents a 36% increase from the previous year. | | |

**Baseline Data Sources**
**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

**Stephanie Ray, Associate Dean/Director**

- Member, Georgia Tech Athletic Association Gender and Equity Committee
- Co-Chair, Martin Luther King, Campus Committee
- Advisor, Martin Luther King Student Committee
- Advisor, G.I.F.T.E.D. Gospel Choir; Acts of Kindness; Collegiate Diabetes Network
- Unit Coordinator, Charitable Campaign
- Facilitator, Safe Space
- Volunteer, Family Weekend
- Member, Diversity Roundtable Steering Committee
- Member, LGBTQIA Resource Center Advisory Board
- Member, Executive Director for Community Health and Wellbeing Search Committee
- Member, Black History Month Committee
- Member, RFP Review Working Group
- Member, Wesley Foundation Board of Directors
- Interviewer, Fellowships and Special Scholarships
- Volunteer, MLK Day of Service & Sunday Supper
- Member, Women's Leadership Conference Advisory Board
- Interviewer, OMED Challenge Program Mock Interviews
- Award Reviewer, Society of Hispanic Professional Engineers
- Award Reviewer, Collegiate Panhellenic Council
- Chair, Diversity & Inclusivity Month
- Judge, Homecoming Carnival, Homecoming Pageant, Miss Black & Gold Pageant
- Supporter, Freshmen FIRST
- Women's Basketball Partner
- Member, Go T.E.C.H. Strategic Planning Committee
- Member, Diversity Narratives Steering Committee

Karen Yiu, Coordinator
- Advisor, Asian American Student Association
- Advisor, Interfaith Dialogue and Engagement Alliance
- Facilitator, Safe Space
- Advisor, Alternative Service Break trip to Jacksonville, FL
- Member, Creating Connections Committee (C3)
- Judge, Greek Week Slam Dunk Contest
- Facilitator, MLK Sunday Supper
- Volunteer, Family Weekend
- Volunteer, FASET Cabinet Interviews

**Progress:** Completed

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# VII.: Professional Development

## Staff Professional Development

Stephanie Ray, Associate Dean/Director

- Attendee, Storytelling Training with Susan O'Halloran
- Conference Presenter, NASPA Multicultural Institute Mini Institute, "A Student Life Approach to Multicultural Competence" - Miami, FL
- Keynote Speaker, Southeast Regional Conference for Asian American Leaders, "Together We Grow"
- Attendee, Title IX Training
  Attendee, Diversity Symposium
- Steering Committee, Diversity Roundtable
- Member, Women of GT, PRIDE & GRIOT ERGs
- Toastmasters International: Club VP of Education, 2nd Place Speech Evaluation Area Contest
- Trainer, Multicultural Competence101, Brown Eyes; Blue Eyes, Colorism, Social Justice Training, and Diversity in the Workplace
  Attendee, University System of Georgia Diversity Summit
- Attendee, President's Campus Challenge on Interfaith and Service
- Attendee, Ivan Allen College's Interfaith Symposium
- Faculty Member, Omicron Delta Kappa
- Advisory Group Member, IDEALS Survey
- Workshop Presenter, Atlanta Diversity Manager's Affinity Group
- Workshop Presenter, Federal Reserve Bank
- Diversity Trainer, DeKalb County Health Department & Community Partners, "Developing Culturally Sensitivity and Competency for Public

Health Professionals"
Attendee, Clayton State University Diversity Conference
- Attendee, Trevor Project Suicide Prevention Training
- Presenter, Georgia Tech's Greek Advance: Diversity
- Attendee, NCORE2015: National Conference on Race and Ethnicity in Higher Education – San Francisco, CA
- Presenter, Georgia Tech's Greek Advance: "Diversity"

**Karen Yiu, Coordinator**

- Attended NCORE2016: National Conference on Race and Ethnicity in Higher Education – San Francisco, CA
- Attendee, Georgia Tech's Diversity Roundtable
- Attendee, The President's Campus Challenge for Interfaith and Community Service – Washington, D.C.
- Attendee, Georgia Tech's Diversity Symposium
- Attendee, Trevor Project Suicide Prevention Training
- Attendee, Interfaith Youth Corp's (IFYC) Interfaith Leadership Institute
- Attendee, Asian Pacific Americans in Higher Education (APAHE) – San Francisco, CA
- Presenter, Georgia Tech's Greek Advance: "Diversity"
- Presentation at the Southeast Regional Conference for Asian American Leaders (SERCAAL): "It's Okay To Be An Angry Asian American"
- Speaker, Women Science and Technology (WST) Learning Community dinner
- Attendee, Georgia Tech Academic Advisors Network's (GTAAN) Summer Symposium
- Attendee, Innovation and Collaboration in Liberal Arts, Science, and Technology (ICLAST) Speaker Series: Sustainability, Diversity, and Service
- Attendee, Title IX Enforcement training program hosted by the Office of Compliance Programs, conducted by Mr. Scott Schneider rom Fisher & Phillips

**Progress:** Completed

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## VIII.: Institutional Effectiveness

Student Diversity Programs

The Inclusion, Advocacy, & Support Collective conducted a self-study utilizing CAS Standards to identify strengths, weaknesses, and benchmarks for

achievement. Student Diversity Programs would like to adopt the following practices:

1. CAS suggest departments collect and document evidence of program effectiveness. One way to document program effectiveness is through student recruitment and marketing materials to inform students about services and programs.
2. According to CAS, departments should report evidence of student contributions to the Institute. Collaboration with the entire campus community is highly encouraged to foster inclusion on campus.
3. Student Diversity Programs offers of plethora of educational programs. The Office has spent a great deal of time focusing on social justice and multicultural competence, but CAS also recommends promoting and enhancing identity development.
4. It has been some time since the Office of Student Diversity Programs created mission and vision statements. CAS recommends mission and vision statements be reviewed periodically.

**Progress:** Completed

# Student Engagement

## I.: Mission/Introduction

### Essential Function(s) of department

The Office of Student Engagement applies a student-centered approach for students to develop and clarify identity, to understand others, and to promote social change. The Office provides avenues for student learning and global awareness to nurture the development of responsible, global citizens and inclusive leaders who are committed to building community in the intricate, multilayered world. Georgia Tech students achieve success by engaging in meaningful spaces to build connections, apply purpose, and develop mutually-beneficial partnerships.

**Progress:** Completed

## II.: Staffing

### Current Staff

**E. Gerome Stephens, Ph.D.** – Dr. Stephens serves as the Director of the Office of Student Engagement. He has been in his role since July 1, 2013.

**Sarah Perkins** – Sarah serves as the Assistant Director, Student Engagement. During the past year Sarah was on leave January 13 – March 28, 2016. Sarah has been in her role since June 11, 2011.

**Kelly Cross** – Kelly serves as the Coordinator, Student Organizations & Leadership. She has been in her role since July 8, 2013.

**Stephanie Travis** – Stephanie serves at the Site Manager for the JumpStart program both at Georgia Tech and Georgia State. Stephanie has been in her role at Georgia Tech since October 16, 2014.

**Giavanna "Gia" Rimi** – Gia, a graduate student at the University of West Georgia served as the Graduate Assistant in the Office of Student Engagement for the duration of the academic year. Gia accepted a graduate assistant opportunity at the University of West Georgia for the 2016 – 2017 academic year.

**Progress:** Completed

## III.: Policy/Procedure

### New or Changed Policy/Procedure

Implementation of OrgSync

The implementation of OrgSync led to a shift in the procedures of the Student Organization Annual Registration process. While the policy remains conceptually the same, organizations and advisors will now utilize the online registration system to submit the required forms, rather than turn in paper copies to the Office of Student Engagement.

**What type of policy?**

**Justification**
**Progress:** Completed

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## IV.: Significant Accomplishments

### Significant Accomplishments

<u>Student Organizations & Leadership</u>
The Office of Leadership & Civic Engagement partnered with Parent and Family Programs and the Stamps President's Scholars Program to purchase and implement OrgSync. OrgSync at Georgia Tech serves to support individual students seeking involvement and engagement opportunities. This online system will provide an organized and efficient system for student organization data and files. Further, student organizations will be better able to build community, manage events, and oversee leadership transition.

Office staff focused on building the OrgSync at Georgia Tech environment in the Fall semester and began on-boarding student organizations and student organization leaders in the Spring semester through targeted trainings aligned with Annual Registration requirements. As of June, 2016 398 of the 400+ organizations have been successfully migrated to OrgSync and over 2000 student organization leaders and members are utilizing the system.

To facilitate successful on-boarding, the Student Organizations & Leadership Coordinator hosted trainings for advisors, departmental staff and student organization leaders. These trainings provided a general overview of OrgSync, portal tools, and updates to the Annual Registration Process. In total, office staff facilitated over 18 training sessions for over 700 students, faculty, and staff. Of that number, over 650 were student organization leaders.

The Office of Leadership & Civic Engagement saw an increase in effectiveness of the Student Organization Charter process. This year, staff hosted 26 New

Student Organization Charter trainings for over 125 students. These trainings significantly impacted successful completion of the charter process for interested students. Between the Fall and Spring time periods where student organizations could charter an organization, 83 groups entered the student organization charter process, and at the close of the Spring semester over 70 organizations were fully chartered. These gains can be attributed to better training, increased capacity of the student assistant team to conduct constitution reviews, and targeted support in the area of constitution development.

Civic Engagement
Continued participation in the President's Interfaith & Community Service Campus Challenge, a national initiative sponsored by the White House Office of Faith Based and Neighborhood Partnerships, the Department of Education, and the Corporation for National and Community Service. As part of this initiative, Georgia Tech sent a delegation of two staff members and two students to the National Gathering of Campus Challenge participants in Washington, DC as well as a separate delegation of two staff members and five students to the Atlanta-based Interfaith Leadership Institute sponsored by Interfaith Youth Core (IFYC). The student participants returned to campus committed to support interfaith engagement on campus. The students are in the process of chartering a new student organization, IDEA (Interfaith Dialogue and Action).

Small Act Big Impact continued as a summer-long service project in collaboration with FASET New Student Orientation and Atlanta Mission. Over 5000 items were donated and approximately 30 people attended the on-campus packaging event to assemble over 1000 critical needs kits for Atlanta Mission. A significant addition to the program was a stronger collaboration with FASET Leader training and the inclusion of Small Act Big Impact during Evening Social on Day One of the FASET program. During Evening Social, participants had the option to create encouragement cards, which are included in the critical needs kits.

Civic Engagement partnered with other areas on-campus to host the 6th Annual MLK, Jr. Day of Service for 200 participants who engaged in 11 different service projects. The event was planned by the Assistant Director, Civic Engagement, the Graduate Assistant, and the MLK Day of Service Planning Committee, which included three students.
In collaboration with CEIMSC, the office implemented the third annual MLK Sunday Supper event. The event included facilitated conversations over dinner and dessert. A total of 10 guest facilitators moderated small group discussions among the 50+ attendees, which included students, staff, and faculty. This year's event achieved higher registration rates and a higher yield than years past.

The Assistant Director, Civic Engagement serves as an active contributor with the new Center for Serve-Learn-Sustain and continues strong partnerships with

campus departments such as Government & Community Relations and Westside Communities Alliance

Over $2500 was allocated to eight community service projects from the Class of 1981 Public Service Endowment Fund. These projects represented five student organizations and three office programs.

*Alternative Service Breaks*

The Alternative Service Breaks (ASB) student organization hosted six Alternative Break trips during the 2015-2016 academic year, including two Fall break trips and four Spring Break trips. New partnerships were created with the International Rescue Committee for ASB's first Atlanta-based Fall break trip as well as Taos, NM Habitat for Humanity (Spring Break).  A total of 10 student leaders, 71 student participants, and 9 staff members participated across the six trips.

Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)

Atlanta, GA – International Rescue Committee (Fall Break)

Biloxi, MS – Community Collaborations, Int'l on Early Childhood Education (Spring Break)

Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)

Memphis, TN – Mid-South Food Bank (Spring Break)

Taos, NM – Habitat for Humanity (Spring Break)

*Community Service Council (CSC)* and *Mobilizing Opportunities for Volunteer Experience (MOVE)*

During the 2015-2016 academic year, the new student leaders of the Community Service Council and MOVE continued to expand on conversations from the previous year, which sought to answer the question, "what options exist for MOVE and CSC to more strategically strengthen Tech's culture of service?" This year marked the pilot implementation of the groups' new structure with a collaborative Board of Directors, including a Director of Planning (MOVE President), Director of Collaboration (CSC President), and Director of Programming (TEAM Buzz President). As part of this new alignment in mission, CSC and MOVE partnered with TEAM Buzz for Into the Streets in August, 2015. As the year evolved, the service visioning conversation continued and by the end of the spring semester, the students decided to formally merge the Community Service Council within MOVE.

JumpStart

The Jumpstart program continued in a part-time capacity this academic year and focused on rebuilding and strengthening the foundation for the program at Georgia Tech.  As of June 1, 2016 the program was fully recruited, meeting the goal to recruit and train 20 Georgia Tech students for the 2015-2016 program year. The JumpStart student team included 13 Federal Work Study students helping the Institute reach it's FWS Service quota. Jumpstart Teams served and implemented Jumpstart sessions in three pre-K classrooms during the Spring, 2016 semester and are currently serving in a classroom assistance capacity in two classrooms during the summer. Jumpstart members have served over 3,000 hours this year.

**Progress:** Completed

## V.: Statistics

### Unit Statistics

To facilitate successful on-boarding of OrgSync, the Student Organizations and Leadership Coordinator facilitated:

- 18 training sessions
    - 15 in-person sessions
    - 3 webinars
    - 700+ student, faculty, and staff participants
        - Over 650 were student organization leaders

During the Fall and Spring time periods to charter student organizations, 83 groups submitted new student organization chartering paperwork and at the close of the Spring, 2016 semester over 70 of those groups had become fully chartered student organizations for a completion rate of 84%.

To facilitate successful implementation of the new Student Organization Charter process staff facilitated:

- 26 student organization charter trainings
    - 125 + student participants

Alternative Service Breaks (ASB) expanded its trip offerings by hosting two new trips to Atlanta, GA and Taos, NM. The Atlanta trip was ASB's first local

alternative break offering. The group partnered with International Rescue Committee, an agency supporting refugee family services. The Taos team partnered with Taos Habitat for Humanity. This trip was ASB's first domestic trip outside the southeastern United States. Listed below are specific data from the six trips.

A total of 10 student leaders, 71 student participants, and 9 staff members participated across the six trips.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)

- 1 student leader, 1 staff advisor, 10 student participants

- Atlanta, GA – International Rescue Committee (Fall Break)
  - 1 student leader, 1 staff advisor, 12 student participants
- Biloxi, MS – Community Collaborations, Int'l on Early Childhood Education (Spring Break)
  - 2 student leader, 2 staff advisor, 14 student participants
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
  - 2 student leader, 2 staff advisor, 12 student participants
- Memphis, TN – Mid-South Food Bank (Spring Break)
  - 2 student leader, 2 staff advisor, 13 student participants
- Taos, NM – Habitat for Humanity (Spring Break)
  - 2 student leader, 1 staff advisor, 10 student participants

**Baseline Data Sources**

**Progress:** Completed

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## VI.: Service to the Institute

**Staff Service**

**Gerome Stephens, Director, Student Engagement**

- Advisor, Ramblin Reck Club
- Facilitator, StrengthsQuest Training
  - Strategic Consulting Staff Retreat
  - Office of Undergraduate Education Staff Retreat
- Facilitator, Safe Space
- Member, Project 1 Program Committee
- Presenter, 2015 Housing Summer Institute
- Co-Chair, Georgia Tech Event Logistics Committee
- Co-Principal Investigator, IDEALS Survey

- Advisor, ACC Advocacy Day, Washington DC
- Principal Investigator, JumpStart Grant
- Chair, Greek Life Director Search Committee
- Chair, Greek Life Coordinator Search Committee

**Sarah Perkins, Civic Engagement Coordinator/Assistant Director**

- Advisor, Alternative Service Breaks
- Advisor, MOVE
- Advisor, Community Service Council
- Advisor, Fall Alternative Break trip in Atlanta, GA (International Rescue Committee)
- Campus Lead, President's Interfaith and Community Service Campus Challenge
- Member, Family Weekend Planning Committee
- Member, MLK Institute Celebration Planning Committee
- Presenter, GT1000 Course Workshops: "Service and Engagement at Georgia Tech"
- Support two service-learning courses taught by Dr. Caroline Young (fall) and Dr. Sarah O'Brien (spring)
- Facilitator, VOICE Peer Education Training
- Support for Community Partner Engagement, Center for Serve Learn Sustain
- Support for Service Learning Best Practice, Center for Serve Learn Sustain

**Kelly Cross – Student Organizations & Leadership Coordinator**

- Advisor, Presidents' Council Governing Board
- Facilitator, StrengthsQuest Training
  - VOICE Peer Educators
  - Carnegie Staff
  - 7 Student Organizations
- Facilitator, VOICE Peer Education Training
- Member, Event Logistics Committee
- Member, Office of the Dean of Students Professional Development Committee
- Presenter, Greek Advance
- Presenter, GT1000 Course Workshops on Engagement and Strengths
- Presenter, Presidents' Summit
- Presenter, FASET trainings
- Presenter, Student Government Association Retreat
- Lead Staff Member/Organizer, Up With the White and Gold Awards Ceremony
- Member, Student Activities Committee

- Member, Search Committee, Student Center Associate Director

**Progress:** Completed

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## VIII.: Institutional Effectiveness

The Office of Student Engagement wanted to understand how incoming first-year students are able to identify entry points for pursuing further service involvement while at Georgia Tech. The office evaluated the Into the Streets program. Through a paper survey, the office found that as a result of attending Into the Streets, students were able to name community service organizations and service focused student organizations, however students were unsure how to pursue participation in future volunteer opportunities with those entities. As a result of this finding, development of future Day of Service programs as entry points for students will be better informed. Considerations when planning in the future will include deeper training on the community partners' mission and future service opportunities, providing the project leaders with detailed information about additional service events hosted by the partners, and orienting participants to the OrgSync Community Service Partners search feature.

**Progress:** Completed

# Student Publications and Media

## I.: Mission/Introduction

### Essential Function(s) of department

The Office of Student Publications and Media manages the Institute's seven student-managed publications and media organizations. These include *WREK Atlanta*, 91.1 FM or **wrek.org**; *Technique*, the award-winning weekly student newspaper (**nique.net**); *Blueprint*, the nationally recognized yearbook (**blueprint.gtorg.gatech.edu**); *T-Book*, the student traditions handbook and survival guide (**reckclub.org/t-book**); *North Avenue Review*, the open-forum, free speech magazine (**northavenuereview.com**); *Erato*, the campus visual art and literary magazine (**erato.gatech.edu**); and *The Tower*, the Institute's undergraduate research journal (**gttower.org**).

As a department within the Division of Student Life, Student Publications and Media's mission is to develop and support student leaders in the areas of communication and the dissemination of information. This is readily achieved through the provision of quality facilities, equipment and administrative and financial support which allows those students engaging in student media, the opportunity to express themselves and grow as communicators in a variety of mediums.

**Progress:** Completed

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## II.: Staffing

### Current Staff

D. McCall Pitts – "Mac" serves as the Director of Student Publications and Media/Publications. Mac has been part of the Office of the Dean of Students/Division of Student Life for nine years and serves as the primary advisor and manager of the Institute's student media organizations.

Key responsibilities include:

- Working with students to create a variety of print publications;
- Supervision of a full-time marketing and sales coordinator;
- Serving as the business manager for an annual budget of over $225,000.00;

- Managing an office Suite for six publications, the director and coordinator;
- Managing payroll and stipends/honorariums for student staff with the Student Organizations Financial Office (SOFO);
- Handling all licensing, printing, purchasing transactions for the office and media organizations;
- Serving as the professional manager who works with the Federal Communications Committee (FCC) on behalf of the student-managed radio station;
- Coordinating all print and broadcasting contracts;
- Serving as the Treasurer of the Institute's Board of Student Publications;
- Serving as Chair of the Radio Communications Board;
- Additional efforts include participating in the Dean on Call rotation and serving a variety of campus committees.

Kenisha Allen – Kenisha serves as the Coordinator of Marketing and Sales. She joined the Institute's Office of Student Media in February, 2015.  Her most recent position before coming to Georgia Tech was marketing coordinator for the local FOX News channel, FOX 5 Atlanta.  Prior to Fox 5 Atlanta, Kenisha was employed by the marketing and sales teams at the Atlanta Creative Loafing magazine and the Atlanta Journal and Constitution newspaper.

Key responsibilities include:

- Manage and support all marketing, advertising and promotional activities with student staff and volunteers;

- Conduct market research to advice marketing/advertising strategies and brand direction;
- Liaise with appropriate agencies to promote student publications campus and surrounding communities;
- Manage advertising, sales, and underwriting budgets working closely with the Student Organization Finance Office and Division's accountant for deposits;
- Oversee the distribution of all print publications.

**New Staff**
**Progress:** Completed

### III.: Policy/Procedure

**New or Changed Policy/Procedure**

The primary change to policy and procedures was an updating of the Student Publication Board's constitution.

Not revised since 1998, the governing body's constitution was not in compliance with student government's student organization requirements with regard to voting membership and there were some other minor policies/practices which also needed updating to comply with Institute policy.  Of the significant changes needed, faculty and staff members of the Board are now no longer allowed voting privileges and a student was needed to be elected as Chair of the Board.

This revised process began in mid-Fall, 2015 and will conclude by early Fall, 2016 as mandated by the student government association.

**What type of policy?**

**Justification**

**Progress:** Completed

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### IV.: Significant Accomplishments
#### Significant Accomplishments

Some of the most notable accomplishments for the Office of Student Media in 2015-2016 include:

- The *Technique* student newspaper won 16 Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in Athens, Georgia including first place for layout& design and second place for general excellence.

- *The Tower* hosted two successful events in November and April entitled "Undergraduate Research Kaleidoscope" which allowed undergraduate students to present research data and increase awareness of their work to the campus community as well as major research entities such as GTRI, Lockheed, Siemens and Proctor & Gamble.
- *The North Avenue Review,* the Institute's free speech publication successfully printed two magazines in one academic year.

- *WREK Atlanta 91.1 FM* organized a successful annual WREKtacular music festival/concert in April, 2016. The event featured four bands/artists and was held off campus at a local music venue which donated the space to WREK.

- A new five-year printing contract was signed between the *Blueprint* yearbook and Walsworth Printing which included relieving all financial burden of the *Blueprint* for printing.

- Produced the tenth and eleventh print versions of *The Tower: Undergraduate Research Journal*. The journal worked for additional exposure to campus by meeting with the Provost, GTRI, the Faculty Executive Board, and participating in the Kaleidoscope program.

- Student publications and WREK Atlanta worked with FASET to coordinate incoming student information sessions through Opportunities at Tech.

- Successfully continued the recycling program/partnership with the Atlanta Humane Society for student publications (primarily old issues of the *Technique*). The program was successful and will continue in future years.

- Continued coordination with the Career Discovery and Development to hold portrait sittings for the *Blueprint* at its largest annual events (career and job fairs). This partnership assisted to increase needed commissions and postal funds for operations.

- The Director continued his weekly radio specialty show with student staff on *WREK Atlanta 91.1 FM*.

**Progress:** Completed

## V.: Statistics

**Unit Statistics**

Annual Technique Advertising Revenue

- In FY16 the Technique saw 6.67% increase ($5,437.00) in advertising revenue from FY15. This increase in income can be attributed to the addition of the Coordinator position being filled for the full academic year. FY14 decrease in revenue reflected the lapse in staffing in the Coordinator position for a five-month period that year due to staffing turnover.
- Student activity fee money for printing and operations
- During the Fall, 2015 and Spring, 2016 the student publications and *WREK Atlanta* radio submitted and defended the student activity fee request before the Institute's two bodies (Undergraduate House of Representatives and Graduate Student Senate) of the student government association.
- The student organizations received adequate, yet reduced funding to operate in FY16, however, in late Spring, 2016 learned of the upcoming year's (FY17) budget for OS&E. The above graph depicts the increases in funding for the coming FY17 fiscal year.
- The *North Avenue Review* magazine, *ERATO* literary journal, and the *T-Book* all received a slight increase in funding. The *Blueprint* yearbook continued to receive no funding support from student activity fees and therefore, the publication entered into a new printing contract with a printing company for alternate source printing. *The Tower,* undergraduate research journal, the *Technique* newspaper were the two student media organization to retain their same funding for the coming fiscal year. And, *WREK Atlanta* saw a .7% increase.

- ⬛Stats with Charts

**Baseline Data Sources**

**Progress:** Completed

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## VI.: Service to the Institute

**Staff Service**

D. McCall Pitts, Director of Student Publications and Media/Publications Manager

Volunteer, Division of Student Life On-Call Duty Rotation

Chair, Radio Communications Board

Treasurer, Board of Student Publications

Attendee, FASET sessions

Volunteer, Family Weekend 2015

**Kenisha Allen, Coordinator of Marketing and Sales**

Member, Division of Student Life Building Response Committee

Attendee, FASET sessions

Volunteer, Family Weekend 2015

Member, Division of Student Life Activity Committee

**Progress:** Completed

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## VII.: Professional Development
**Staff Professional Development**

**D. McCall Pitts, Director of Student Publications and Media/Publications Manager**
- Member, Committee for FM stations through the College Broadcasters Inc.
- Attendee, Student Life professional development workshops
- Attendee, Office of the Dean of Student professional development monthly meetings

**Kenisha Allen, Coordinator of Marketing and Sales**
- Attendee, Student Life professional development workshops
- Attendee, Office of the Dean of Student professional development monthly meetings

**Progress:** Completed

## VIII.: Institutional Effectiveness

The *Technique* student newspaper learned via a distribution study that its pick up rates were weak in in certain areas of campus while stronger in other geographic locations. As a result, the newspaper learned the need for redistributing papers in new locations.

In addition to the *Technique's* distribution study, the student paper assessed finances as pertaining to OS&E/printing. The Student Government Association required the *Technique* provide a fiscal breakdown of revenue funds, monies allocated by student activity fees and how both were used. The collection of data was in response to the newspaper's request for additional student fee funding for printing as the funds allocated for FY16 had been reduced by fifty percent from previous years. Additional funding was denied forcing the paper to dip further into its revenue reserves. In the coming year, the office/newspaper will decrease ancillary spending to allow our advertising reserves to build to offset reduced SGA allocations for future printing.

**Progress:** Completed

# Veterans Resource Center

## I.: Mission/Introduction

### Essential Function(s) of department

Veterans Resource Center

The Veterans Resource Center promotes student learning and development, and supports degree completion for students who are veterans, military, reservist, guard members, and dependents by providing comprehensive support services that enhance and compliment the academic experience.
**Progress:** Completed

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## II.: Staffing

### Current Staff

Veterans Resource Center

David Ross, Ed. D – Dr. Ross started at Georgia Tech in September, 2013, as the inaugural Director of the Veterans Resource Center.  He is a retired veteran of the United States Air Force with 20 years of service. Dave provides leadership and direction for programs and services available to student veterans and dependents. Further, he partners with internal departments and services to ensure all veteran initiatives are synchronized for degree and non-
degree seeking students.

### New Staff

**Progress:** Completed

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## III.: Policy/Procedure

### New or Changed Policy/Procedure

The Institution:
Georgia Tech created Veterans Pathway program for non-engineer degree programs.

The Georgia Tech Registration Committee voted to allow Veterans who are currently using the GI Bill early registration privileges starting Fall 2016.
**What type of policy?**

**Justification**

**Progress:** Completed

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## IV.: Significant Accomplishments

**Significant Accomplishments**

Veterans Resource Center

- The VRC Hosted opportunities for Student Veteran employment and networking with visits from ADP and Northrop Grumman employment recruiters.

- Hosted VRC open house.  Allowed students, staff and faculty the opportunity to visit and learn more about the center.

- Coordinated with Athletics for the recognition of Student Veterans during Georgia Tech Veterans Day football game. A group of 20 Student Veterans were recognized on field during halftime.

- Participated in Atlanta's downtown 2015 Veterans Day celebration.  Joined Student Veterans in Veteran's Day Parade, and celebration.

- Coordinated a campus Veteran's Day Celebration with GTMAG and Emergency Preparedness Office.

- Hosted a fall semester reception and luncheon for Student Veterans.  Provided opportunity for current and new Student Veterans to meet and network.

- Coordinated a visit from the Veterans Administration for students and staff. Local VA representatives visited to provide information on Veteran benefits to students, faculty and staff.

- Presented Student Veteran Awareness Workshops to Communications Lab staff and Auxiliary Services staff.

- Provided student veteran awareness information and discussed the purpose and goals of the Veterans Resource. Also discussed collaboration efforts for support and student veteran needs with staff.

- Coordinated campus Memorial Day Recognition presentation. Presented information on the history and importance of Memorial Day.

- The VRC coordinated with FourBlock a career service company assisting Veterans with employment networking, resume, and interviewing skills. Three Students Veterans successfully completed a semester long FourBlock seminar.

**Progress:** Completed

## V.: Statistics
**Unit Statistics**

| Student Veteran Enrollment | | |
|---|---|---|
| | **Fall, 2015** | **Spring, 2016** |
| Undergraduate Students | 79 | 74 |
| Graduate Students (On-Campus) | 101 | 98 |
| Graduate Students (Online/Distance) | 111 | 142 |

VRC staff began tracking office visits in Spring, 2015. During the Spring semester, the office had 49 student veteran office visits. With 31 scheduled appointments with student veterans, and 18 walk-ins.

| Office | Phone | Email | Reason |
|---|---|---|---|
| 8 | | | VA certification questions |
| 3 | | | Class schedule change |
| | 35 | 22 | Admissions questions |
| 4 | | | VA payment question |
| 6 | | | Internship questions |
| 39 | | | Check In Meetings |

**Progress:**
Completed

## VI.: Service to the Institute

**Staff Service**

**Veterans Resource Center**
David Ross, Director

Chair, Veterans Workgroup

Student Life Strategic Plan Committee Member

Board Member, Georgia Tech Military Affinity Group

Member, Transfer Student Orientation Course Workgroup Committee

Instructor, GT 2813

**Progress:** Completed

# VII.: Professional Development

**Staff Professional Development**

**Veterans Resource Center**

David Ross, Director

Attendee, Education Fairs held at Ft Benning Columbus Georgia and Joint Base Charleston South Carolina.

Attendee, NASPA Veterans Symposium, Orlando Florida.

Attendee, North and Central Georgia Colleges Military/Veteran Center Directors meeting, held at UGA

Attendee, The Certification for Veterans Service Providers, Operation College Promise held at Armstrong State, Savanah GA.

**Progress:** Completed

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# VIII.: Institutional Effectiveness

Veterans Resource Center

As a result of a Student Veteran needs assessment survey the VRC created collaborations with the Office of Admission, Center for Academic Success, and Communication Lab and improved efforts to disseminate information to Student Veterans. In addition, the VRC staff was able to share information about Georgia Tech's student veteran population and military culture with these departments. Also as a result of reviewing CAS standards, the VRC was able to improve programs and services. The VRC will continue its efforts to improve services and provide engagement opportunities to student veterans.

**Progress:** Completed

# Women's Resource Center

## I.: Mission/Introduction

### Essential Function(s) of department

The mission of the Women's Resource Center is to create an inclusive environment for women on campus. We do this through a variety of programs, events, and creating a welcoming space in our Center located in the Student Services Bldg., Suite 131.

For over sixteen years, the Women's Resource Center had been providing direct advocacy to student who experience sexual violence, stalking, sexual harassment, intimate partner violence or domestic violence. It was during that time, the Women's Resource Center developed and provided 24/7 on call advocacy for any instance of sexual violence on campus during the day, after hours or weekends. With the recommendations from the Office of the President to create a Center for Health and Wellbeing, starting July 2015, the Women's Resource Center and Department of Health Promotion started a transition plan to shift the responsibilities of direct advocacy, peer education, and outreach over to the new Victim-Survivor Advocates.

The Women's Resource Center, while still supportive of the VOICE initiative, has realigned its mission back to the enhancing the academic experience for women students at Georgia Tech through programs, services and resources. We do this through leadership development experiences, community building programs, and social events.

**Progress:** Completed

## II.: Staffing

### Current Staff

Colleen Riggle, Assistant Dean/Director of Women's Resource Center

•Direct the day-to-day operations of the Center which include supervision of staff.

•Oversee general appointments to assist students with a variety of personal and academic issues.

•Serve as a member of the on-call Dean's Office rotation responding to emergencies after hours and weekends.

•Serve as a member of the on-call Victim Advocate rotation responding to issues of sexual violence during the day and after hours.  We transitioned this service to Health Promotion as of July 1, 2015.

•Advise the Women's Leadership Conference committee through its initial planning process and supporting current Women's Awareness Month committee with implementation of their month of activities.

•Serve in leadership role on various campus committees; i.e.: GT Campaign for EveryBody

•Manage the Women's Resource Center, WLC and GT Campaign for EveryBody website.

•Serve on various campus committees; i.e.: Student Health Advisory Board, Go T.E.C.H. Coalition, and Executive Director of Health and Wellbeing search committee.

- Teach GT 1000 Freshman Seminar class.

Melanie DeMaeyer, Assistant Director of Women's Resource Center (formally, Coordinator of Women's Resource Center)

- Develop and implement programs on a wide range of topics including: leadership and professional development, body image, sexual violence, sexuality, and social justice.
- Provide referrals, advocacy, and support to students on a wide range of issues including mental health, academic needs, wellness, and professional and leadership development.
- Supervise graduate assistant.
- Transition VOICE initiative advocacy programs and onboard/train new Victim Survivor Advocates
- Provide ongoing support and advocacy for student survivors served by VOICE prior to the transition of sexual violence services to Health Promotion.
- Serve as a member of the on-call Victim Advocate rotation responding to issues of sexual violence during the day and after hours.  We transitioned

this service to Health Promotion as of July 1, 2015, but have continued in this capacity as needed.
- Develop new programming and revitalize existing WRC programming for revised WRC mission and focus.
- Serve on various campus committees including search committee for Victim Survivor Advocates, Sexual Violence Prevention Alliance, GT Campaign for EveryBody, and Go T.E.C.H. Coalition.
- Serve as member of the LGBTQIA Resource Center Advisory Board.
- Serve as a Safe Space and Trans 101 facilitator.

Lo Denmon, Graduate Assistant

Lo was a 1st year graduate student in the Masters in Student Life program at the University of West Georgia. Lo worked on the pre planning for the social justice retreat (Fall 2016), assessment initiatives for the body image committee, facilitated Yoga for Everybody, and worked on skill development and time management. Lo will be with us again in 2016 - 2017 as our graduate assistant and work 20 hours a week with us, while finishing up their Masters degree.

**New Staff**

**Progress:** Completed

# III.: Policy/Procedure

**New or Changed Policy/Procedure**
n/a
**What type of policy?**

**Justification**

**Progress:** Completed

# IV.: Significant Accomplishments
**Significant Accomplishments**

**1. Women's Leadership Conference –November 2015**

**Date of Program:** Saturday, November 6

**Location:** Student Center Ballroom, Georgia Tech

**Approximate Number of Attendees:** 200

**Staff in Attendance**: Colleen Riggle, Melanie DeMaeyer, Lo Denmon

**Background**: The Women's Leadership Conference began during the winter of 1998 as a means to celebrate, recognize, and learn more about the strong leadership exhibited by women of the Georgia Tech community. The mission of the WLC is to inspire and prepare the women of Georgia Tech and the Atlanta area to become equal partners in the leadership of our professions, communities, and society.

**Program Goals and Objectives**:

1. To inspire and prepare women to become strong leaders and equal partners in the community
2. To encourage networking among women in the Georgia Tech and Atlanta community
3. To broaden the personal, professional, and global horizons of all conference attendees

**Award Recipients:**

Each year, five Women of Distinction are honored at the Women's Leadership Conference. This year's honorees included:

Outstanding Faculty Woman of Distinction – Dr. Beril Toktay & Dr. Ellen Zegura

Outstanding Staff Woman of Distinction – Lynn Durham

Outstanding Undergraduate Woman of Distinction – Siham Adous

Outstanding Graduate Woman of Distinction – Khatereh Hadi

Outstanding Alumna Woman of Distinction – Cheryl Weldon

**Women's Leadership Conference**

**2015 Planning Committee**
*Advisors: Colleen Riggle*

*Overall Chair: Bindi Patel*

*Awards Chair: Kaitlyn Rizk*

*Finance Chairs: Ida Mizani*

*Registration Chair: Kayla Townsend*

*Website Chair: Kayla Townsend*

*Keynote Speaker Chair: Neeki Memarzadeh*

*Workshops Chair: Sara Dada*
*Graphics Chair: Michelle George*
*Logistics Chair: Kaitlyn Murdock*
*Ambassador Chair: Ally Hopkins*
*Publicity Chair: Natasha Jadhav*

**Advisory Board:** Jennifer Beattie, Sandi Bramblett, Betsey Kidwell, Stephanie Ray, Colleen Riggle, and Melanie DeMaeyer

**Partner Sponsors:** Baker Hughes, AT&T, St. Jude Medical

**Principal Sponsors:** College of Engineering, Solvay

**Gold Level:** Cisco, Institute of Electronics and Nanotechnology, Scheller College of Business

**Silver Level:** College of Chemical and Biochemical Engineering, Collegiate Panhellenic Council

**Bronze Level:** GT Ivan Allen College of Liberal Arts, and Georgia Tech Center for the Study of Women, Science, and Technology, Southern Company

Q32. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 1 Workshop**

Find and Recognize Your IT (Intuitive Talent)

| Count | Percent | |
|---|---|---|
| 6 | 54.55% | 4 |
| 5 | 45.45% | 3 |
| 0 | 0.00% | 2 |
| 0 | 0.00% | 1 |
| 11 | Respondents | |

Q33. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 1 Workshop**

Healthy Sexual Decision Making and Leadership

| Count | Percent | |
|---|---|---|
| 2 | 50.00% | 4 |
| 2 | 50.00% | 3 |
| 0 | 0.00% | 2 |
| 0 | 0.00% | 1 |
| 4 | Respondents | |

Q34. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 1 Workshop**

Step up to Leadership

| Count | Percent | |
|---|---|---|
| 5 | 29.41% | 4 |
| 8 | 47.06% | 3 |
| 4 | 23.53% | 2 |
| 0 | 0.00% | 1 |
| 17 | Respondents | |

Q35. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 2 Workshop**

Be Bold: Envisioning Yourself as a Bold Leader

| Count | Percent | |
|---|---|---|
| 10 | 76.92% | 4 |
| 3 | 23.08% | 3 |
| 0 | 0.00% | 2 |
| 0 | 0.00% | 1 |
| 13 | Respondents | |

Q36. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 2 Workshop**

Power, Influence and Bold Leadership

| Count | Percent | |
|---|---|---|
| 11 | 100.00% | 4 |
| 0 | 0.00% | 3 |
| 0 | 0.00% | 2 |
| 0 | 0.00% | 1 |
| 11 | Respondents | |

Q37. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 2 Workshop**

What's Your Roadmap to Success

| Count | Percent | |
|---|---|---|
| 7 | 77.78% | 4 |
| 2 | 22.22% | 3 |
| 0 | 0.00% | 2 |
| 0 | 0.00% | 1 |
| 9 | Respondents | |

Q38. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 3 Workshop**

Stand Up and Standout

| Count | Percent | |
|---|---|---|
| 5 | 71.43% | 4 |
| 2 | 28.57% | 3 |
| 0 | 0.00% | 2 |
| 0 | 0.00% | 1 |
| 7 | Respondents | |

Q39. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 3 Workshop**

Sorry Not Sorry

| Count | Percent | |
|---|---|---|
| 12 | 75.00% | 4 |
| 3 | 18.75% | 3 |
| 1 | 6.25% | 2 |
| 0 | 0.00% | 1 |
| 16 | Respondents | |

Q40. Workshop Comments (Please rate 4: Excellent, 1:Below Average): - **Session 3 Workshop**

Evidence-Based Entrepreneurship: Increasing the Number of Women in Startups

| Count | Percent | |
|---|---|---|
| 3 | 42.86% | 4 |
| 1 | 14.29% | 3 |
| 2 | 28.57% | 2 |
| 1 | 14.29% | 1 |
| 7 | Respondents | |

Q41. Comments about your Session 1 Workshop:

| Count | Percent | |
|---|---|---|
| 8 | 100.00% | |

| Count | Percent | |
|---|---|---|
| 1 | 12.50% | A little boring and slow-paced. |
| 1 | 12.50% | Good tool recommendations- not very engaging in delivery |
| 1 | 12.50% | Great! |
| 1 | 12.50% | Said what to do, but more practical tips for application would have been helpful. |
| 1 | 12.50% | Somewhat redundant |
| 1 | 12.50% | The lecture was generic, could've been more personal and practical |
| 1 | 12.50% | This was great. |
| 1 | 12.50% | Very helpful advice |
| 8 | Respondents | |

Q42. Comments about your Session 2 Workshop:

**Count** **Percent**

7 100.00%

| **Count** | **Percent** | |
|---|---|---|
| 1 | 14.29% | 10, if possible! |
| 1 | 14.29% | Hands on and great |
| 1 | 14.29% | Hands on aspect appreciated- mentally stimulating; make more interactive with other- work in groups. |
| 1 | 14.29% | It's super engaging and interesting and the speaker has a great personality |
| 1 | 14.29% | More explanation of how powerful a vision board can be. more time and resources to complete a vision board. |
| 1 | 14.29% | Nice crafts. |
| 1 | 14.29% | Very dynamic and interesting |

7 Respondents

Q43. Comments about your Session 3 Workshop:

**Count** **Percent**

11 100.00%

| **Count** | **Percent** | |
|---|---|---|
| 1 | 9.09% | also interactive |
| 1 | 9.09% | Amazing! |
| 1 | 9.09% | Best workshop today! |
| 1 | 9.09% | Best workshop. I was so inspired. |
| 1 | 9.09% | Good small/large group convos; suggestion: proactive/ come up w alternative dialogues rather than just identifying negative/ inappropriate dialogue. |
| 1 | 9.09% | interactive |
| 1 | 9.09% | More application to college life would have been helpful. |
| 1 | 9.09% | Not a topic |
| 1 | 9.09% | room arrangement made breakout discussion format challenging |
| 1 | 9.09% | This could be a conference topic |
| 1 | 9.09% | Would like to have heard more about speaking out boldly. |

11        Respondents


Q44. Suggestions for improvement and general ideas for the conference (topics, speakers, workshops, format, etc.):

| Count | Percent |
|---|---|
| 12 | 100.00% |

| Count | Percent | |
|---|---|---|
| 1 | 8.33% | A more open space for networking fair. All the rest was excellent. |
| 1 | 8.33% | advertise nominations more |
| 1 | 8.33% | I thought it followed the schedule very well, and the workshop, were beneficial. |
| 1 | 8.33% | Loved it! Panel- a session with multiple people delivering a message from different industries |
| 1 | 8.33% | Maybe a bit more application to current college life. |
| 1 | 8.33% | More diverse topics or ways of suggesting information. |
| 1 | 8.33% | More pens for surveys |
| 1 | 8.33% | more time great speakers/workshops |
| 1 | 8.33% | Perfect set up (esp w time frame for each speaker) |
| 1 | 8.33% | speakers are great! Workshop should leave a change for everyone to participate in each one! |
| 1 | 8.33% | The conference was great, very organized, and well planned. Excellent job! |
| 1 | 8.33% | This meeting has been amazing. Thanks! |

| 12 | Respondents |
|---|---|


## 2. VOICE transition to Health Promotion

As articulated in the Executive Summary, the Women's Resource Center and Health Promotion worked through a transition plan for the VOICE initiative.  Two victim-survivor advocates were hired, and started in July 2015.  However, prior to their arrival and starting July 1, 2015 the afterhours, on-call responsibilities went to the staff of Health Promotion.  We spent at least 12 hours of time training the staff.  Once the two victim-survivor advocates were on campus, we continued to

spend time onboarding both to campus and we worked through the following with them:

- Advocate Duty Phone Practice (summer 2015)
- Create a new on call schedule to circulate to GTPD, Student Life, Residence Life and Counseling Center (summer 2015)
- Explanation and tracking of Clery Data from January to July 2015 (fall 2015)
- Connected the new staff to the Clery Committee (fall 2015)
- Updated the Confidential Reporting Form to reflect the submission change (fall 2015)
- Change of leadership for the Sexual Violence Prevention Alliance (fall 2015)
- Change of leadership for the VOICE Peer Education Program (fall 2015)
- Transition of the Programming and Tabling Supply Storage (spring 2016)
- Transferring the VOICE website to Campus Services (pending)
- Updated VOICE, WRC, HP websites to reflect advocacy changes (fall 2015)
- Transferring the general VOICE email to Health Educator and Advocates (fall 2015)
- Developed and implemented a new protocol for new cases (fall, developed; spring, implemented)
- Reviewed and suggested changes to the BOR proposed Sexual Misconduct Policy (spring 2016)
- Onboard victim survivor advocates to policies and procedure (fall, 2015; spring 2016)
- Transfer VOICE Avon account (fall, 2015)
- Transfer VOICE historical documents (ongoing)
- See the Advocacy, Teal Ribbon Day and Take Back the Night sections for additional information about this transition and the WRC's involvement with VOICE.

**3. GT Campaign for Everybody – February 2015**

WRC Director Colleen Riggle co-led the campus-wide GT Campaign for Everybody with Health Promotion's Michelle Cohen.  GT Campaign for EveryBody Week activities and events were sponsored by the GT Body Image Committee.  Other collaborators included the Women's Resource Center, Stamps Health Services, Auxiliary Services, Campus Recreation Center, the Counseling Center, Diversity Programs, and Department of Housing.

The mission of the committee is to encourage GT students of all genders to examine perceptions of body image and to generate discussion of body image issues on campus.  Members of the committee include GT students and professionals from the Women's Resource Center, Stamps Health Services, Counseling Center, Athletic Association, Campus Recreation Center, Housing, GT Library, Student Center,

Communication and Culture, Institute Communications, and the Office of International Education.

 The schedule of events has been designed around several goals and learning outcomes.

Goal 1:  To encourage students to engage in the variety of activities that contributes to positive body image.

Learning Outcomes:

*Students will be able to-*

1. Identify body image resources
2. Recognize the variety of healthy behaviors that contribute to having a positive body image
3. Recognize unhealthy behaviors that can lead to negative body image
4. Identify different activities that lead to improved self-confidence

 Goal 2: To challenge students to critically analyze how the media positively and negatively influences body image.

Learning Outcomes:

*Students will be able to-*

1. Identify positive role models in the media
2. Recognize unrealistic portrayals of beauty/attractiveness portrayed by the media
3. List the gender-related messages we receive from the media
4. Discuss multicultural influences on body image
5. List ways to challenge negative messages and images portrayed by the media

Goal 3: To encourage students to evaluate the messages they give to and receive from their peers, friends, and family.

Learning Outcomes:

*Students will be able to-*

1. Identify body image resources
2. Identify comments they make that may lead to negative body image (for themselves and others)
3. List ways to change the way they talk to one another
4. List gender-specific messages they receive from peers, friends, and family

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5. Discuss multicultural influences on body image
6. Identify what on-campus influences the ways they feel about our bodies

The Body Image Committee Assessment Team led GT Campaign for EveryBody Week assessment efforts.  Paper and pencil evaluations were distributed at most active programs.  Blankets, towels, and pens were chosen to be used as incentives to encourage participants to complete evaluations to measure program effectiveness.  Evaluation results indicated that students had achieved program learning outcomes and were aware of the offices on campus which are equipped to support students and their body image needs.

Many strategies were used to promote GT Campaign for EveryBody Week.  Our website (www.bodyimage.gatech.edu) was used along with our Facebook page.  Other promotional materials included plasma screen promotions, and posters distributed throughout campus.  Personalized emails were sent to many student organizations and academic departments.

**Complete list of GT Campaign for EveryBody programs:**

| Program | Date | Time | Location |
|---|---|---|---|
| Kick-off event | 2/22 | 11am-1pm | Student Center, Table Space #2 |
| Film screening * | 2/23 | 6-8pm | Student Center, Theater |
| FREE select CRC classes (cycling, boot camp, dance, and yoga | 2/24 | Varies | CRC |
| Okwui Okpokwasili: Bronx Gothic | 2/24-2/27 | | |
| Yoga for EveryBody | 2/26 | 12-1pm | Ferst Center |
| | | | Student Center, Peachtree Room |

**Budget – Amount and Items Requested**

| Item | Quantity | Actual Cost | Expected Funding Source |
|---|---|---|---|

| **Promotional Materials** | Blankets | 150 | $1280.10 | BuzzFunds *(invoice attached paid via 6416820)* |
| --- | --- | --- | --- | --- |
| | Towels | 150 | $325.78 | BuzzFunds *(invoice attached paid via 6416820)* |
| | Pens with positive affirmations, rotating message pens | 301 | $470.37 | BuzzFunds *(invoice attached paid via 6416820)* |
| | Plasma screen promotions | 2 | $0 | Women's Resource Center |
| | Posters | 4 | $0 | BuzzFunds (ledger) |
| | Refreshments for programs | 1 | $100 | (Health Promotion/Women's Resource Center) |

## 4. Take Back the Night and Teal Ribbon Day

Although advocacy services and the VOICE initiative transferred to Health Promotion, the WRC continues to collaborate on major programming initiatives which we developed, including Teal Ribbon Day and Take Back the Night. Take Back the Night was a longtime cornerstone program for Women's Awareness Month and only in the last 2 years has it moved to being a part of Sexual Assault Awareness Month. As such, it's one of the ways that the WRC has chosen to remain committed to addressing sexual violence, a significant issue that impact 1 in 5 college aged women before they graduate. This year, TBTN reached about 300 students, faculty and staff and 18 survivors were able to share their stories, either anonymously or in person. TBTN had a small planning committee chaired by Katie Martin and Melanie DeMaeyer acted as an advisor to the committee.

Additionally, the WRC has chosen to remain a partner in Teal Ribbon Day, the annual show of support for survivors of sexual violence. This year Teal Ribbon Day was used as a Day of Action, with the focus being on asking participants how they would act to prevent sexual violence or work to support survivors. This was the third Teal Ribbon Day, and hundreds of people wore their ribbons, took selfies and sent in ways they would take action against sexual violence on campus. The WRC assisted in ensuring that all 7,000 ribbons and letters were stuffed and mailed to faculty and staff, through hosting ribbon cutting and envelope stuffing at the center. Additionally, WRC staff members tabled as part of Teal Ribbon Day, provided

consultation on the Teal Ribbon Day letter and messaging campaign, and the center provided partial funding for the program.

**5. Advocacy**

During the 2015-2016 academic year, The Women's Resource Center worked with 11 students throughout their experience with sexual violence, stalking, and/or harassment, while transitioning services over to the Victim Survivor Advocates. Melanie also continues to work with students who sought advocacy services prior to July 2015, including anyone with an ongoing case or who's case has pending litigation. Additionally, Melanie and Colleen concluded 24/7 emergency hours for advocacy as of July 1.  Those services were transferred over to Health Promotion staff, after 12 hours of training, with Melanie DeMaeyer.  Melanie continues to serve in an on call capacity and as backup when Victim Survivor Advocates are unavailable or need additional support. Colleen provides services to survivors when they need services through a Dean that must be kept confidential. Additionally, Melanie provided training for the VOICE peer educators on sexual violence as an issue of gender equity and social justice and how to consider advocacy through this lens. Both Melanie and Colleen have remained active on the Sexual Violence Prevention Alliance, and Melanie has served as a campus partner in the SVPA strategic planning process.

**6. Award Winners**

**Yvette Upton Empowerment Award**
The award is named in honor of Yvette Upton, Director of the Georgia Tech Women's Resource Center (and former Assistant Dean of Students) from January 2000 to December 2009.  The award focuses on the service, support and advocacy Yvette Upton provided to the women of Georgia Tech from January 2000 to December 2009.  This year's award winner was:

 **Award winner** – Katie Martin


*Previous winners:*

Alissa Hartenbaum, Computational Media (April, 2011)

Julie Champion, Biomedical Engineering (April, 2012)

Gwen Hughes, Public Policy (April, 2013)

Emily Gooding, Polyfiber Engineering (April 2014)

Maggie Burcham, Biochemical Engineering (April, 2014)

Kate Harlan, Computer Science, (April 2015)

**WRC Make a Difference Award**

This award is given out annually at the Up with the White and Gold ceremony for someone who is instrumental in working with the Women's Resource Center.

**Award winner –** Kayla Townsend

### 7. USG Service Excellence Award

- WLC_Evaluation_2015

**Progress:** Completed

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## V.: Statistics

**Unit Statistics**

**Section 5: Statistics**

| WRC Programs | Attendance – Fall 2015 | Attendance – Spring 2016 |
|---|---|---|
| Women's Leadership Conference | 200 | n/a |
| Women's Awareness Month**** | n/a | 150 |
| Women in the Wilderness | 15 | 0 |
| WST/WRC welcome | 100 | n/a |
| Other Programs* | n/a | 8472 |
| Presentations** | n/a | n/a |
| Trainings** | n/a | n/a |
| Advocacy*** | 6 | 5 |
| Meetings | 828 | 897 |
| Tabling | 300 | 500 |

| Total | 1449 | 9954 |
|---|---|---|

**Women's Resource Center Statistics 1999-2015**

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WLC | 200 | 218 | 300 | 415 | 275 | 240 | 317 | 372 | 350 | 350 | 300 | 300 | 199 | 200 | 200 | 200 |
| WAM | 702 | 985 | 530 | 1844 | 1638 | 1309 | 1508 | 2466 | 1985 | 2055 | 1670 | 1336 | 1095 | 1100 | 400 | 150 |
| WIW | N/A | 37 | 67 | 103 | 102 | 72 | 79 | 60 | 67 | 41 | 26 | 38 | 17 | 21 | 30 | 15 |
| WST | 200 | 149 | 120 | 140 | 110 | 100 | 75 | 71 | 105 | 209 | 45 | 45 | 75 | 80 | 100 | 100 |
| Other Programs | 400 | 1043 | 1576 | 465 | 292 | 409 | 384 | 1734 | 1424 | 2018 | 942 | 1569 | 1810 | 6900* | 7,548* | 8,472 |
| Presentations | 0 | 100 | 0 | 251 | 168 | 146 | 650 | 837 | 434 | 1262 | 1280 | 1432 | 1510 | 2000 | 0 | n/a |
| Trainings | 0 | 0 | 0 | 121 | 7 | 155 | 349 | 683 | 688 | 647 | 340 | 499 | 414 | 750 | 6270 | n/a |
| Advocacy | | | | | | | | 11 | 10 | 20 | 13 | 11 | 24 | 35 | 45 | 11 |
| Meetings | | | | | | | | | | | 1327 | 1614 | 1600 | 1675 | 1725 | 1655 |
| Tabling | | | | | | | | | | | 860 | 630 | 530 | 1450 | 1300 | 800 |
| Total | 1502 | 2532 | 2593 | 3339 | 2592 | 2431 | 3362 | 6234 | 5063 | 6602 | 6803 | 7474 | 7274 | 14211 | 17618 | 11403 |

*includes Teal Ribbon Day, STEM Women Coffee Talks, and other collaborative programming.

**In years past the WRC's trainings and presentations were given through the VOICE initiative. As a result of the move of the VOICE initiative to Health Promotion, the WRC did not provide any trainings or presentations this year.

***The WRC advocacy numbers have dramatically decreased because victim advocacy has moved to Health Promotion. The WRC did have a few students who first reported to our office and we with then referred to Health Promotion for ongoing case management. Those initial reports and the services we provided in the interim are reflected here.

****We made an intentional decision to scale down WAM programming this year in an attempt to assess need and what future WAM programming might become. These numbers reflect collaborative programs planned with longtime WAM partners.

**Baseline Data Sources**

**Progress:** Completed

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# VI.: Service to the Institute

**Staff Service**

Colleen Riggle

**Campus Service:**

- Chair, Body Image Committee
- Co-taught, GT 1000
- Member, Executive Health and Well-being search
- Member, Diversity Symposium planning committee
- Member, Student Health Advisory Board
- Member, Sexual Violence Prevention Alliance
- Member, Employee Resource Group - Women
- Member, Clery Act Committee
- Member, Title IX Committee

Melanie DeMaeyer

**Campus Service:**

- Co-Chair of the Sexual Violence Prevention Alliance (until 10/2015)
- Member, Title IX Committee
- Serves as an on-call advocate on nights and weekends, as needed
- Supervises the WRC graduate assistant
- Actively involved with the Body Image Committee
- Safe Space Facilitator
- Trans 101 Facilitator
- LGBTQIA Advisory Board Member
- Member of Family Weekend Planning Committee
- Search Committee for Victim Survivor Advocates
- Participated in various on campus interviews

**Progress:** Completed

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# VIII.: Institutional Effectiveness

n/a

**Progress:** Completed

**<u>End of Report</u>**