End-of-Year Report

2019

Compiled by the Office of Research and Assessment

November 2019

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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 24 departments that strive to foster the intellectual, social and emotional growth of our students including: 1) **Business Operations;** 2) Assistant Vice President for Business Operations; 3) Administration; 4) Administrative Professionals; 5) Finance and Operations/Student Organization Finance Office; 6) Information Technology; 7) Research and Assessment; 8) Research and Assessment; 9) **Center for Student Engagement**; 10) Fraternity and Sorority Life; 11) Student Media; 12) **Counseling Center**; 13) **Dean of Students Main Office/Vice President for Student Life**; 14) **Development, Parent Giving and Student Life**; 15) **Human Resources Business Partner**; 16) **Inclusion, Support, and Advocacy**; 17) Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center; 18) Student Diversity Programs; 19) Veterans Resource Center; 20) Women's Resource Center; 21) **Leadership, Education and Development**; 22) **Marketing and Communications**; 23) **Office of the Arts**; 24) **Orientation and Transition**; 25) Disability Services; 26) New Student and Transition Programs; 27) Parent and Family Programs; 28) **Student Integrity**

Highlights from the End-of-Year Report FY 2019 Include:

- **Business Operations** collaborated with the Office of Strategic Consulting to develop a operational Restructure of Departments that organizes units into teams or "clusters" of associated responsibilities and renovated existing space within the Division to reflect the clusters and areas of responsibility.
- **Administration** successfully conducted the 9th annual Campus Recreation Center (CRC) International Spring Break SCUBA trip to Grand Cayman.
- **Administrative Professionals** met the needs of the Division of Student Life by assisting in the buzzcard add/purge of 105 people, submitted and followed up on 300 maintenance work requests, resolved 98 housekeeping complaints, and scheduled 1054 room reservations.
- **Finance and Operations/Student Organization Finance Office** assisted with approximately $3.5 million of transactions through Buzzmart, PCard, T&E, Check Requests, Deposits, and Internal Transfers.
- **Information Technology** enabled FireEye Endpoint sentry on all computing devices. Virus scanning and monitoring is now handled by the central OIT Cyber Security department and notification of any malicious files are then sent to Student Life IT for remediation.

- **Research and Assessment** assisted departments in the Division of Student Life and conducted 89 Assessment Projects, with an average response rate of 53.2%, and 3,140 total number of respondents**.**
- **Center for Student Engagement** conducted Alternative Service Breaks with a total of 22 student leaders, 122 student participants, 12 staff members, and six student advisors participated across the 12 trips.
- **Fraternity and Sorority Life** had approximately 89% of Greek members involved in another campus organization outside their fraternity/sorority while 43% of Greek members held a leadership position in a student organization outside of their fraternity/sorority.
- In **Student Media,** The *Technique* student newspaper won (7) Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in February 2019 in Athens, Georgia including First Place for "Best Sports Photograph" and *WREK Atlanta 91.1 FM* celebrated it's 50th anniversary in March of 2018.
- The **Counseling Center** has a new director was on-boarded along with two new senior staff therapists.
- **Dean of Students Main Office/Vice President for Student Life** launched the Division Staff worked to raise $3,367,034.30 in foundation funds.
- **Development, Parent Giving and Student Life** partnered with the Office of Student Engagement, and the Parents Fund has increased its presence on campus and issued 61 Parent Fund Grants totaling $149,893.57 and 47 Student Leadership Grants totaling $13,870.00.
- **Human Resources Business Partner** assisted with the recruitment and hiring of 32 permanent employees, 13 temporary employees, 50 affiliates and 447 students.
- **Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center** opened the new center in August 2018 with a crowd of over 100 people attending the Grand Opening.
- **Student Diversity Programs** supported the MLK Student Board in planning and implementing several key programs for the Martin Luther King Jr. Campus Celebration.
- **Veterans Resource Center** participated with an interactive booth for Student Veterans during Fresh Check Day. This event focused on uplifting mental health and well-being and advocating for suicide prevention through a carnival-themed atmosphere that helps connect students with mental health resources on campus.
- **Women's Resource Center** celebrated its 20th anniversary through a year-long programming initiative that included a Homecoming Tailgate and a Welcome Reception for New Women Faculty and Staff.
- **Leadership, Education and Development** features many accomplishments within the Living Learning Communities, including Grand Challenges impacting

765 students through our first year living learning community, with over 375 students continuing with their team projects in the second year and beyond.

- **Marketing and Communications** launched the new student life website in March after extensive redesign, content revision and user accessibility research were conducted.
- **Office of the Arts** conducted the renovation of Ferst Center for the Arts and now the theatre has all new seating, an advanced ADA operation, and two center aisles.
- **Disability Services** was invited by the Craig H. Neilsen Foundation to submit an Institutional Application for the 2019 Neilsen Scholarship Program (NSP), which supports students with spinal cord injury (SCI). Georgia Tech has received $76,000 in scholarships from the Craig H. Neilsen Foundation, which covers the cost of tuition, and an additional allowance for books, fees, and supplies
- **New Student and Transition Programs** Welcomed 3,083 new first-year students accompanied with 3,157 first-year parents or guests.
- **Parent and Family Programs-** Family Weekend 2018 was a success with over 2900 family members and students (725 families) registered 40 states, 1 territory, and 6 countries.
- **Student Integrity** implemented its five year strategic plan outlining several benchmark measurements and strengthening OSI's focus on educational outreach. During year one of the strategic plan, OSI created a partnership with Online Master of Science Computer Science (OMSCS) departmental staff to streamline the incident referral process and encourage faculty and staff to have a resolution meeting to resolve potential violations with students, when appropriate, regarding academic misconduct.

Business Operations

I. Mission/Introduction

Essential Function(s) of department:

Consistent with the Mission of the Division, Student Life is committed to enriching the Academic, Personal and Professional growth of all Georgia Tech students. The Business Operations Team is dedicated to the success of the Division support to students by providing oversight, guidance and strategic direction in areas of: Administration, Finance, Information Technology, Research & Assessment, and Development.

Progress:

Completed

II. Staffing

Current Staff:

Through June 2019, the Business Operations Team was comprised of the following units and respective managers;

- IT Support, Dale Myers
- Application Development, Scott Riggle
- Research & Assessment, Brenda "B" Woods
- Finance Operations/Student Organization Finance Office, Edo Diabaka
- Finance Operations/Student Organization Finance Office, Latonya Culbertson
- Finance Operations/Student Organization Finance Office, Amanda Richardson
- Finance Operations/Student Organization Finance Office, McCall Henderson
- Finance Operations/Student Organization Finance Office, Angelica Anderson
- Finance Operations/Student Organization Finance Office, Shakiera Jenkins
- Administrative Operations, Debbie Dorsey
- Administrative Professional, Mary Brunson
- Assistant Vice President of Student Life, Dan Taylor

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

The Business Operations Team maintains compliance with Institute and University System of Georgia's Policies and Procedures, and Ethical Compliance. Other operational areas of compliance include; data integrity through OIT Cyber Security and Institute imaging through Marketing & Communications graphic standards. In addition, the Division follows direction from the Institute on Fiscal budget cycle and planning throughout the year.

Justification:

The Business Operations Team maintains compliance with Institute and University System of Georgia's Policies and Procedures, and Ethical Compliance.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Consistent with the Mission of the Division, Student Life is committed to enriching the Academic, Personal and Professional growth of all Georgia Tech students. The Business Operations Team is dedicated to the success of the Division support to students by providing oversight, guidance and strategic direction in areas of: Administration, Finance, Information Technology, Research & Assessment, and Development.

Significant Accomplishments:

Organizational Transformation:

- Collaboration with the Office of Strategic Consulting to develop a operational Restructure of Departments that organizes units into teams or "clusters" of associated responsibilities.
- Physical coordination to renovate existing space within the Division to reflect the clusters and areas of responsibility.
- Redesign and realign financial support for each Department account codes to appropriately align within the new structure of the Division and Institute standard.
- Coordinate budget planning and redirection targets to support ongoing internal funding priorities.
- Create greater efficiency practices in requesting operational support for additional resources and/or personnel.

Team Building and Earning Trust within a new Organization Structure:

- Lead the Divisions Operations in all activities within areas of Finance, Student Organizational Finance, Administration, Development, Information Technology, Human Resources, Research and Assessment, and Communications and Marketing.

External Analysis to Create Operational Effectiveness:

- Completed Audit report for other revenues and Procurement Card (P-card) usage. Completed Divisional responsibility for accounting compliance with the controller's office. Maintained compliance with procurement approvals. Provided standard and consistent financial reports to leadership providing greater transparency and leading better decision making.

Develop Partnerships:

- Developed partnerships with leadership to advise and counsel on alignment of strategic financial development of the Division and routine business practices of the Institute.

Progress:

Completed

V. Statistics

Unit Statistics:

Development	Number of Transactions
Counseling Center	1,623
Health Initiatives	692
Office of the Arts	2,853
Student Life	2,772
Grand Challenges (GC) Living Learning Community (LLC) & Leadership, Education, and Development (LEAD)	1,969
Orientation & Transition	2,045
Integrity	383

New Student Transition Programs (NSTP)	1,659
Development	247
Engagement	1,166
Inclusion	1,093
Care Ctr	23
Parent & Family Programs	1,198
Student Organization Finance Office (SOFO)	13,826
Student Media	330
Total	31,879

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Staff continues to be involved in a wide array of engaging opportunities that enhance the campus environment, individual employee self-fulfillment and overall student experience.

- Volunteer with various programs for opportunities involving student participation
- Family Weekend
- GT1000 Facilitator
- GT Staff Mentor
- Institute Staff Council
- Institute Financial Council
- Facilities Building Management and Emergency Planning and Coordination Groups
- Campus Health & Well-Being
- OneUSG (University System of Georgia)
- Workday Financial Transformation
- Chair, Institute Financial Data Management
- SIS Governance (Student Information Systems)
- GT-EU-GDPR w/Legal Affairs (Georgia Tech-European Union-General Data Protection Regulation)
- Conflict of Interest (COI) Review Committee

Staff Service:

IT Support, Dale Myers

- Jamf Working Group participation
- Student Information Systems Government Board (SIS-GOV) and Student Information Systems (SIS) Planning attendance
- Involvement with OneIT initiatives and attending OneIT events
- Participation in Information Technology Action Committee (ITAC)

Application Development, Scott Riggle

- Drupal group
- Family Weekend
- Accessibility Guidelines
- Content Manager Training

Research & Assessment, Brenda "B" Woods

- Chair, Biennial Review Committee
- Chair, Division of Student Life Assessment Working Group
- Member, Complete College Georgia Tech (CCGT)
- Member/Co-Chair Subcommittee, Georgia Tech Faculty Women's Club
- Member, Zero Suicide/Suicide Prevention Initiative
- Member, Alvin Ferst Leadership Selection Committee
- Member, Alcohol and Other Drug Coalition
- Member, Serve-Learn-Sustain Assessment Working Group
- Member, Institute Survey Coordination Committee
- Represented Student Life, Research and Assessment at FASET Orientation Parent Breakfasts
- Trainer, Baseline and Compliance Assist Planning Workshops
- Volunteer, Family Weekend
- Volunteer, Commencement
- Attendee, Georgia Network Workshop, University System of Georgia (USG) Complete College Georgia
- Attendee, Representing Georgia Tech, SteerSmart Luncheon
- Chair, Preparing for a New President, Student Life Working Group

Administrative Operations, Debbie Dorsey

- Serve as Advisor for the Swim Club at Georgia Tech which won the 2019 Collegiate National Championships this spring!
- Represent the Division by volunteering for campus-wide events and committees:
    - Family Weekend (Student Life)
    - Corporate Challenge (Health and Well-Being)
    - Campus Landscaping (CPSM)

    - Health & Well-Being (Staff Council)
    - Campus Physical Environment (Staff Council)
- Volunteer throughout the year as the Dean on Call after normal business hours and on weekends for student emergencies.
- Volunteer in the Disability Services office to proctor final exams.

Administrative Professional, Mary Brunson

- Facilitated Student Services building Emergency Preparedness Staff meetings.
- Facilitated an Internal Emergency Preparedness Team Fire Building Evacuation drill and Fire Alarm Test.
- Facilitated as need meetings with Custodians and their supervisors throughout the year.
- Coordinated with CWI Construction, Facilities, and building occupancy a two-day power outage due to installing a new transformer.

Assistant Vice President of Student Life, Dan Taylor

- Led all Student Life Financial-Related Employment Searches
- Family Weekend
- Institute Financial Council
- One USG
- Workday Financial Transformation
- Chair, Institute Financial Data Management
- GT-EU-GDPR w/Legal Affairs
- COI Review Committee

Finance Operations/Student Organization Finance Office

Edo Diabaka

- Volunteer with various programs for opportunities involving student participation
- Family Weekend
- GT1000 Facilitator
- GT Staff Mentor
- Institute Staff Council
- Institute Financial Council
- Facilities Building Management and Emergency Planning and Coordination Groups
- Campus Health & Well-Being
- One USG
- Workday Financial Transformation
- Chair, Institute Financial Data Management
- SIS Governance
- GT-EU-GDPR w/Legal Affairs
- COI Review Committee

Latonya Culbertson

- Family Weekend
- Sibs Day
- Student Government Association and Joint Finance Committee (SGA & JFC) Meetings, Attendee
- Financial-Related Employment Search Participant

McCall Henderson

- Volunteer with various programs for opportunities involving student participation
- Institute Staff Council
- Campus Health & Well-Being
- Workday Financial Transformation
- Parent and Family Programming
- Health and Wellbeing Seminar at Georgia Tech
- Weekly meetings for Workday Transition

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Various programs of interest offer professional development opportunities;

- Multi-Cultural Competency and Diversity
- Question Persuade Refer (QPR) suicide prevention training
- Institute Financial Fundamentals Certificate
- Campus Emergency Response Team (CERT) Training
- CPR / AED Training
- Business Partner Networking Forums
- Procurement / Pcard Compliance
- Georgia Tech Professional Education (GTPE)/Alumni - Executive Leadership Program
- GTPE Certification in Project Managment
- Workday, Financial Data Management

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Continued effective practice is justified through the Institutes Goal (5) to "Relentlessly Pursue Institutional Effectiveness", we want to:

- Be creative in designing new solutions
- Maximize resources through institutional effectiveness
- Minimize waste
- Put systems and processes in place to improve efficiency and control costs
- Grow and advance the services we provide
- Position to take advantage of opportunities
- Be positive and supportive to all
- Build quality into everything we do

Progress:

Completed

Administration

I. Mission/Introduction

Essential Function(s) of department:

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

Though Business Operations does not have a specific stated mission, our role is to support the division through fiscal responsibility and decision-making, physical and logistical efforts, creation and implementation of division-wide programs, as well as to serve as a resource for all.

Progress:

Completed

II. Staffing

Current Staff:

Debbie Dorsey, Director of Administration for Student Life since October 2010. Her key responsibilities include:

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

Create, update and implement division-wide programs to include:

Student Commencement Speaker Selection process

Division Awards for Staff and Friends of the Division

GT (Campus-wide) staff awards

Student Awards – Ferst award, TECHcellence award

Staff On-Boarding – Staff shirts, On-Boarding program, Lunch with the VP/Dean of Students for Student Life

Assist Division staff to strategize cost-effective solutions, i.e. surplus, furniture swap, relocation of staff during construction, streamline processes

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

Develop and implement annual International Spring Break Scuba Diving Trip for students and campus community

Trouble shoot and problem-solve for the Division staff as needed

Serve as back-up for varied financial processes and purchases

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

N/A

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Director of Administration is a 1-person unit who supports the Division of Student Life through its initiatives, committees, programs and physical/logistical needs at a division-wide level.

Significant Accomplishments:

Successfully completed the fourth of the five required courses in the Professional Education Project Management Program

Conducted highly successful annual Division events with the volunteer committees – the Winter Celebration (with Bake-off contest) and End-of-the-Year Celebration (theme – Celebrity Runway)

Administrative Professionals Day – specific individual recognition was provided for the 12-administrative staff. Surveyed staff and their request to have an exclusive lunch with VP/Dean of Students for Student Life was implemented along with a small gift of appreciation.

Developed and implemented the Financial and Human Resources Training On-Boarding Checklist

Successfully conducted the 9th annual Campus Recreation Center (CRC) International Spring Break SCUBA trip to Grand Cayman

Aligns with the Institute's Strategic Plan – Goal #4:

Expand our global footprint and influence to ensure that we are graduating good global citizens.

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.

All students seeking their Beginner (3) and Advanced (4) certifications successfully completed their checkout dives on the trip.

Coordinated and organized the submissions of the Division nominees for the GT campus awards with continued positive results. Division staff awarded and recognized include:

Mack Bowers, Spirit of Georgia Tech award

Effectively led the Student Commencement Speaker Selection process for Fall, 2018 and Spring, 2019 semesters.

Conducted two on-boarding sessions for new Division staff.

Executed three Division going-away/retirement receptions plus directly assisted with three additional going-away receptions/gifts

Assisted in the coordination of the Counseling Center beautification project and carpeting project for Women's Resource Center

Assisted in the final coordination and readying of the Center for Assessment, Referral, and Education (CARE) unit.

Served as the primary Procurement Card (P-card) purchaser for the Counseling Center as well as the Division of Student Life main office

Progress:

Completed

V. Statistics

Unit Statistics:

- 8 students participated in the Campus Recreation Center (CRC) International Spring Break SCUBA trip to Grand Cayman
- There were many applications to be the Commencement Speaker
    - Fall 2018 – 18 bachelors, 4 masters, and 4 PhD's
    - Spring 2019 – 19 bachelors, 4 masters, and 3 PhD's
- Submitted one name from Administration for every GT Campus Award for consideration. Including one staff earning the Spirit of Georgia Tech Award.
- Reviewed nominations for the GT Campus Awards
    - Excellence: 7
    - Service to the Community: 7
    - Rising Wreck: 10
    - Process Improvement: 7
    - Leadership in Action: 7
    - Creating the Next: 11
    - Partnership: 4
    - Spirit of GT: 28

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Debbie Dorsey

- Serve as Advisor for the Swim Club at Georgia Tech which won the 2019 Collegiate National Championships this spring!
- Represent the Division by volunteering for campus-wide events and committees:
    - Family Weekend (Student Life)
    - Corporate Challenge (Health and Well-Being)
    - Campus Landscaping (CPSM)
    - Health & Well-Being (Staff Council)
    - Campus Physical Environment (Staff Council)
- Volunteer throughout the year as the Dean on Call after normal business hours and on weekends for student emergencies.
- Volunteer in the Disability Services office to proctor final exams.

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Project Management Training - Completed four of the five classes required

Managing Risk and Procurement

Attended the Georgia Tech Diversity Symposium

Served on Staff Council committees

Completed new Workday Training – Web-based and In-person training sessions

Foundation Data Management (FDM)

Expenses in Workday

Systems Changes

Financial Reporting

Procurement in Workday (to include P-card)

Progress: Completed

VIII. Institutional Effectiveness

Changes within Unit:

Participate in the Quarterly Business Partner meetings

Completed Ambassador Program for Health and Well-Being Activators

Provide significant cost savings to the Division/Institute through the following:

Utilize Campus Surplus as the first stop when looking for “new” furniture and equipment

Perform minor maintenance and preventative maintenance throughout the office/building as needed

Personally move/relocate office furniture and staff

Troubleshoot maintenance items as needed

Progress:

Completed

Administrative Professionals

I. Mission/Introduction

Essential Function(s) of department:

The unit provides specialized administrative services within a campus unit to include organizing and preparing correspondence, reports, financial and other documentation: event management, records management, and related administrative activities. The unity typically provides work guidance to lower level administrative personnel with the unit.

Progress:

Completed

II. Staffing

Current Staff:

Mary Brunson-Administrative Professional/Building Manager

Mary serves as the Administrative Professional to the Assistant Vice President for Business Operations and Building Manager for the Smithgall Student Services building.

Key responsibilities are:

- Coordinate Payroll (time-keeping)
- Plan meetings and other events to include Assistant Vice President (AVP) scheduling, reservations, arrangements, etc.
- Coordinator unit purchasing process. Track and manage purchasing/invoices activities
- Make travel arrangements for unit staff management and staff as directed
- Building Manager for the Smithgall Student Services building (safety, security)
- Liaison to Custodial Supervisor/Staff
- Liaison to Facilities Operations
- Coordinate and process operations/maintenance work requests
- Division Telephone Coordinator
- Division Inventory Coordinator
- Emergency Preparedness Coordinator
- Coordinates building access (buzzcard) for students/faculty/staff/vendor, and construction contractors
- Coordinates and issue building keys as needed
- Coordinates building needs as necessary such as annual furniture cleaning and updates International flags

- Perform other related duties as assigned.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The unit provides specialized administrative services within a campus unit to include organizing and preparing correspondence, reports, financial and other documentation: event management, records management, and related administrative activities. The unity typically provides work guidance to lower level administrative personnel with the unit.

Significant Accomplishments:

- Organized with the building staffs, off-campus vendor, and Facilities Custodian Supervisors to have furniture deep cleaned and entire carpet areas shampooed around events.
- Coordinated telephone moves/adds, and re-keying offices/suites during the Division renovations.
- Coordinated with facilities and the entire building staff to correct issues found from the GT Annual Fire Inspection.
- Coordinated a study of mood and air quality test of the Counseling Center and Student Services Building (SSB) with GT Environmental Health and Safety.
- Coordinated the one day Pet Therapy in the LGBTQIA Resource Center.

Progress:

Completed

V. Statistics

Unit Statistics:

- Assisted in the buzzcard add/purge of students, staff, contractors, and Georgia Tech vendors, 105.
- Submitted and followed up 300 operational maintenance work requests to Facilities.
- Coordinated and resolved 98 housekeeping building complaints.
- Scheduled 1054 room reservations.
- Coordinated and resolved 75 telephone work requests.
- Assisted/advised in customer services to over 1970 people that consisted of; staff, students (DOS front office), vendors/contractors, facilities' workers, custodians, GT Telecom, Xerox IT, room reservation questions, maintenance work request, golf cart issues, campus direction, etc..
- Coordinated and updated 112 International flags in the Student Services Building.
- Issued 45 Emergency Response Guidebooks to On-Boarding staff; (temporary and full-time employees) Student Life, Housing, and Campus Services.
- Coordinated with facilities and issued 30 key requests.
- Organized 178 pieces of furniture for deep cleaning.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Mary Brunson

- Facilitated Student Services building Emergency Preparedness Staff meetings.
- Facilitated an Internal Emergency Preparedness Team Fire Building Evacuation drill and Fire Alarm Test.
- Facilitated as need meetings with Custodians and their supervisors throughout the year.
- Coordinated with CWI Construction, Facilities, and building occupancy a two-day power outage due to installing a new transformer.

Progress: Completed

VII. Professional Development

Staff Professional Development:

Mary Brunson

- Completed the 2019 GT Pcard Assessment Certification.
- Received a certificate for successfully completed the “2019 Annual Building Manager Symposium".
- Attend the GT Campus Building Managers quarterly meetings throughout the year.
- Attended the Division End of the Year closeout meeting.
- Completed the 2019 Integrity and Compliance Campaign training.
- Attended the Business Operations Mini Retreat.
- Attended the Assistant Vice President Business Operations (AVP/BO) team meetings.
- Attended the Event Management System (EMS) training.
- Attended the Pcard, BuzzMart, Purchasing training.
- Attended the Division Ethics Week Events; Kick-off Breakfast.
- Attended the Ethics & Religion a Conversation with Steve Fazenbaker.
- Attended the Understanding of Mental Health and Important Triggers.
- Attended the Organization Suspension Notice and Next Step for Campus Partners.

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

Progress:

Completed

Finance and Operations/Student Organization Finance Office (SOFO)

I. Mission/Introduction

Essential Function(s) of department:

The Student Organization Finance Office (SOFO) plays an integral role in helping more than 770 chartered student organizations and the Student Government Association with financial administration and accounting.

The Student Organization Finance Office (SOFO) provides financial support to ensure the success of Georgia Tech's student-led organizations. SOFO serves as the student groups' on-campus book keeper by effectively managing collected dues, fundraising, and expenditures as well as travel planning, expenses and reimbursements. The Student Organization Finance Office supports these student organizations by assisting them with their financial management needs.

Progress:

Completed

II. Staffing

Current Staff:

Latonya Culberson – Accountant III

- Process all purchasing transactions for student organizations.
- Process deposits.
- Attend Student Government Association (SGA) Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for student organizations.
- Process journal entries and cost transfers for student organizations.

Angelica Anderson – Accountant III

- Process all purchasing transactions for student organizations.
- Process deposits.
- Attend SGA Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for student organizations
- Process journal entries and cost transfers for student organizations.

Amanda Richardson - Accountant III

- Process all purchasing transactions for student organizations.
- Process deposits.
- Attend SGA Meetings to track bills & budget for SGA.
- Provide 1 on 1 financial training for student organizations.
- Process SGA budget & budget amendments for Dept. 551
- Process Journal Entries and Cost transfers for student organizations.

Edo Diabaka – Director Finance

- Ensuring Departments & Division maintaining compliance with Institute Policies & Procedures when making purchases.
- PCard approver for the Division.
- Spend Authority for Division.
- Attend SGA meetings to track SGA Budget/Bills.
- Process journal entries and cost transfers for Division.
- Oversee budget amendments for SOFO and the Division.
- Supervise SOFO staff.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

- All requests will be submitted online: www.sofo.gatech.edu
- There's a video for standard training: www.sofo.gatech.edu
- There will be a group training for Sport Clubs, Motor Sports, and some organizations.
- Georgia Tech has moved to a new system called Workday
- There is a new slack channel: Ask-SOFO where basic concerns for student organizations can be posted

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Student Organizations Finance Office (SOFO) provides financial support to ensure the success of Georgia Tech's student-led organizations. SOFO serves as the student

groups' on-campus bookkeeper by effectively managing collected dues, fundraising, and expenditures as well as travel planning, expenses, and reimbursements. The Student Organization Finance Office supports these student organizations by assisting them with their financial management needs.

SOFO provides workshop training targeted towards the executive board members of all the student organizations. Our office also provides advisement and guidance to these student leaders on fiscal responsibility and how to process their budget allocations and organizational purchases in accordance with Georgia Tech and University System of Georgia Board of Regents policies and guidelines.

Significant Accomplishments:

The SOFO team is now fully staffed. We have worked for the entire year understaffed.

While accommodating the growth of student organizations which is now over 600, Student Organization Finance Office closed their fiscal year with every project number in good standing, reconciled and balanced.

Since 2016, the amount of Deposits has had a 1,053% increase from 248 to 2,612.

Progress:

Completed

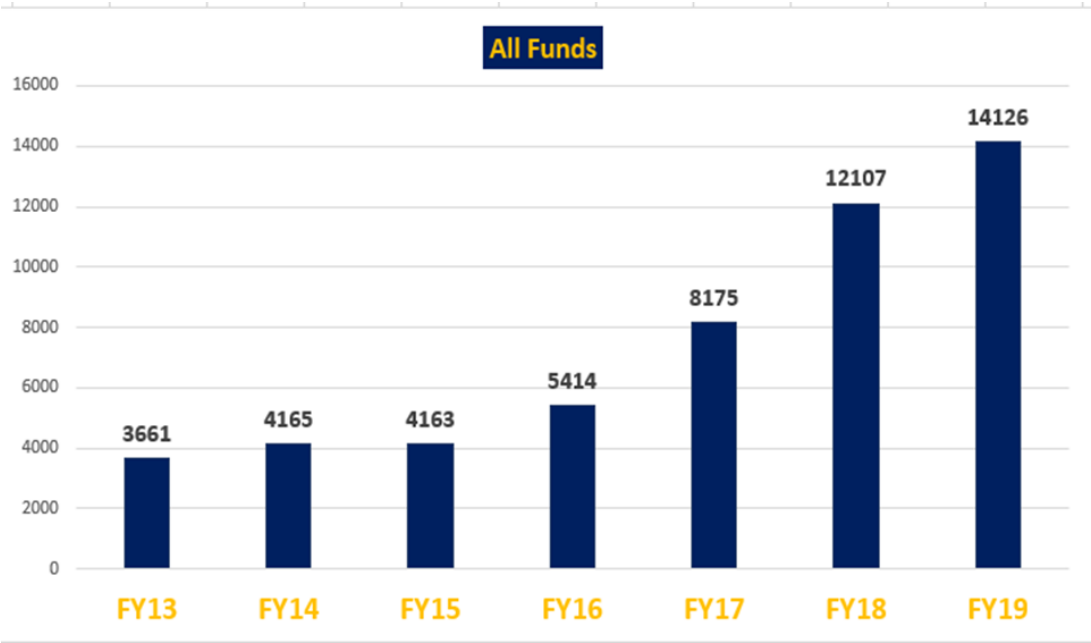
V. Statistics

Unit Statistics:

	FY19
Student Assistants	46
Deposits	2,612
Payroll	239
Reimbursement Non-travel	2,703
Carry Forward	330
Fringe Benefits	221
Pcard Purchase	1,633
Purchase / Payment	3,524
Travel	933
Budget Amendment	520
Journal Entry	1,086
Cost Transfer	309
Grand Total	14,156

- SOFO Assisted with approximately $3.5 million of transactions through Buzzmart, PCard, T&E, Check Requests, Deposits, and Internal Transfers
- 14,126 transactions which average 1,569 a month over the academic year compared to 1,345 in FY18 and 890 in FY17
- Over 5,143 walk ins, plus scheduled appointments with student organizations

SOFO Transaction Numbers from FY13 to FY19



Progress:

Completed

VI. Service to the Institute

Service to the Institute:

A SOFO staff member attends all SGA & JFC meetings throughout the year.

Staff Service:

Due to the reduction/turnover in staff, staff service was limited due to work-related obligations. SOFO staff was in attendance at both Undergraduate and Graduate Student Government meetings and all JFC meetings for 2018-2019 (July 1, 2018 - June 30, 2019).

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Latonya Culberson

Conference

- Southern Association of College and University Business Officers (SACUBO)-October 28-30, 2018, Point Clear, AL

In-Person Trainings/Seminar

- Peer (Guru) Training-Procurement- May 23, 2019
- Peer (Guru) Training-PCard Seminar-May 28, 2019
- Key Concepts of FDM Data Model-June 12, 2019
- Financial Accounting for Campus Financial Managers-June 27, 2019
- QPR Suicide Prevention Training-February 27, 2019
- Financial Transformations for Campus Info Session-September 12, 2018

Web Based Training (WBT)/ Webinars

- Workday PCard Process and Approval (WBT)
- Key Concepts of FDM Data Model (WBT)
- PCard Training and Certification 2019 (WBT)
- Navigating Workplace Politics (webinar)
- Assertiveness Skills for Business Professionals (webinar)
- Breaking Bad Communication Habits (webinar)
- Creating An Environment of Excellence Customer Service (webinar)
- Embracing the Chaos (webinar)

Student Events-Attended

- Taste of Africa-November 11, 2018
- Taste of Latin-April 5, 2019

Amanda Richardson

In-Person Trainings/Seminar

- Guru-PCard Seminar
- Guru-Expense Reports
- Financial Accounting for Financial Managers

- Financial Transformation for Campus Info Session
- Purchasing and PCard Review Session
- SACUBO

Webinars

- Workday Training-PCard Processes and Approvals
- Workday-Spend Authorizations and Expense Reports
- Workday-Expense Reports Preparers
- 2019 Integrity and Compliance Campaign
- Professional Development: Assertiveness Skills for Business Professionals
- Professional Development: Creating an Environment of Customer Service
- Excellence
- Professional Development: How to Play Office Politics
- Financials Transformation Campus

Edo Diabaka

Conference

- SACUBO-October 28-30, 2018, Point Clear, AL

In-Person Trainings/Seminar

- How to Play Office Politics

Webinars

- Breaking Bad Communication Habits
- Creating An Environment of Excellence Customer Service
- Embracing the Chaos
- Workday Overview and Basics
- Managing Transactions and Approvals in Workday
- Workday Reporting
- Spend Authorizations and Expense Reports
- Expenses for Expense Preparers
- Workday Procurement
- Workday PCard Process and Approvals
- Key Concepts of the Foundation Data Model
- Financial Accounting for Campus Financial Managers
- Grants Concepts

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

SOFO is moving all the requests submissions online. SOFO continues to provide high level of support service and satisfaction to students.

Progress:

Completed

Information Technology

I. Mission/Introduction

Essential Function(s) of department:

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

Progress:

Completed

II. Staffing

Current Staff:

Dale Myers: IT Support Professional Supervisor

Scott Riggle: Applications Developer Senior

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Endpoint Administration

As per a campus wide mandatory security initiative, all endpoint devices that can communicate over the GT networks (computers, tablets, phones, etc.) are now centrally administered by a suite of administration tools. While the tools are centralized, the individual unit IT Administrators are completely responsible for maintaining the devices within their units.

More information about the Endpoint project can be found at endpoint.oit.gatech.edu

Equipment Loan Agreement

Equipment loan agreement forms are now being processed through Docusign which has increased efficiency and consistency with collecting this valuable information.

Justification:

This is in compliance with the Georgia Tech Information Security policies.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Student Life Information Technology provides technology services to the Division of Student Life.

Significant Accomplishments:

- Enabled FireEye Endpoint sentry on all computing devices. Virus scanning and monitoring is now handled by the central OIT Cyber Security department. Notification of any malicious files are then sent to Student Life IT for remediation.
- Enabled Qualys Cloud Agent for all 7 Student Life networks and all endpoints. The Qualys cloud agent is monitored by OIT Cyber Security and continually guards against cyber-attacks by looking for unusual or uncommon network activity. Any possible threats are neutralized at the campus border before they can impact the endpoint or the attached networks.
- Enabled centralized campus supported endpoint security updates and patching which provides an automated solution for pushing Important or Critical patches to endpoints per a specific deployment schedule. This is setup for all Windows, iOS, and macOS endpoints.
- Ferst Theatre received a major wireless network upgrade that now enables high speed wireless for the main theatre house of over 1000 seats. The system is designed to allow a minimum of 6Mbps speed for all devices connected. This will provide Ferst Theatre with the ability to attract events that utilize this high speed technology, one of the strategic goals of Ferst Theatre.

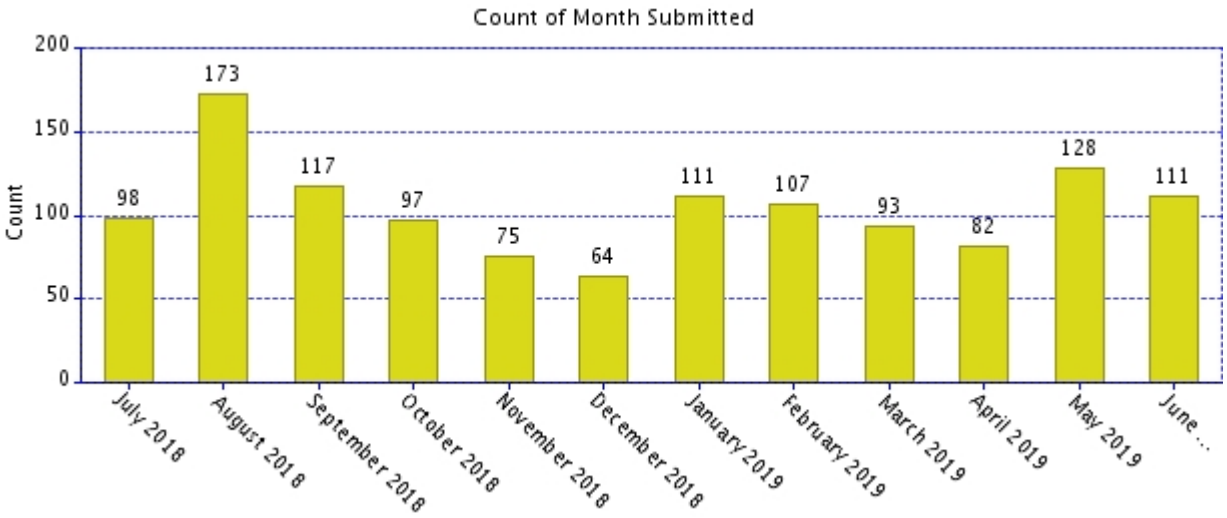
Progress:

Completed

V. Statistics

Unit Statistics:

Total requests for FY 2019 : 156



Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Scott Riggle

1. Drupal group
2. Family Weekend
3. Accessibility Guidelines
4. Content Manager Training

Dale Myers

1. Jamf Working Group participation
2. Student Information Systems Government Board (SIS-GOV) and Student Information Systems (SIS) Planning attendance

3. Involvement with OneIT initiatives and attending OneIT events
4. Participation in Information Technology Action Committee (ITAC)

Staff Service:

See Service to the Institute

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.

Our IT Support Professional Supervisor attended the JAMF Conference for macOS IT Administrators in Minneapolis, Minnesota along with 4 other campus colleagues.

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

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.

Through development of various custom systems for our web content management process, departmental units are able to provide the institute with richer and faster information through our vast website resources.

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 through participation in the endpoint administration project.

Progress:

Completed

Research and Assessment for Student Life

I. Mission/Introduction

Essential Function(s) of department:

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) Provide evidence of the Division's impact on the effectiveness of our programs and services for students and our efforts to enhance student learning; 2) Document our progress in meeting the institution's and Division's strategic priorities; 3) Generate evidence to guide Departmental and Division decision making; and 4) Continuously demonstrate our commitment to measurable improvement.

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 exceptions noted below by asterisk, all departments in the Division of Student Life submit annual Assessment Plans:

Division of Student Life

Business Operations

- Administration
- Administrative Professionals
- Finance and Operations
- Student Organization Finance Office (SOFO)
- Information Technology
- Research and Assessment *

Center for Student Engagement

- Civic Engagement
- Fraternity and Sorority Life
- Student Media
- Student Organizations

Counseling Center

Dean of Students Main Office/Vice President for Student Life

Development, Parent Giving, & Student Life*

HR Business Partner*

Inclusion, Support & Advocacy

- Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center
- Student Diversity Programs
- Veterans Resource Center
- Women's Resource Center

Orientation and Transition

- Disability Services
- New Student and Transition Programs
- Parent and Family Programs

Leadership, Education and Development

- Grand Challenges
- LEAD 1000
- Leading Edge
- Minor in Leadership Studies

Marketing and Communications

Office of the Arts

Student Integrity

Progress:

Completed

II. Staffing

Current Staff:

1. Brenda "B" Woods, Director of Research and Assessment for Student Life;
2. Student Assistant during fall and spring semester; and
3. H.S. Summer Intern select years

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

For the FY '19 End-of-Year Report and the 2018-2019 Final Assessment Report was set for July 12, 2019.

Justification:

In alignment with the FY18 Final Assessment and End of Year Report Deadline.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Our goals are to: 1) Provide evidence of the Division's impact on the effectiveness of our programs and services for students and our efforts to enhance student learning; 2) Document our progress in meeting the institution’s and Division's strategic priorities; 3) Generate evidence to guide Departmental and Division decision making; and 4) Continuously demonstrate our commitment to measurable improvement.

Significant Accomplishments:

Research and Assessment-related information for FY '19 (7-1-18 - 6-30-19).

Departments in the Division of Student Life conducted 89 Assessment Projects, with an average response rate of 53.2%, and 3,140 total number of respondents. The Georgia Tech Institutional Review Board approved 4 Student Life Research Studies: 1) The Healthy Minds Study (HMS); 2) The Center for Collegiate Mental Health (CCMH)

Study; 3) The Interfaith Diversity Experiences & Attitudes Longitudinal Study; and 4) The Leadership and Teamwork Skills Study.

Progress:

Completed

V. Statistics

Unit Statistics:

89 Assessment Projects

Average response rate of 53.2%, and 3,140 total number of respondents.

Four Georgia Tech Institutional Review Board approved 4 Student Life Research Studies:

1) The Healthy Minds Study (HMS)

2) The Center for Collegiate Mental Health (CCMH) Study

3) The Interfaith Diversity Experiences & Attitudes Longitudinal Study

4) The Leadership and Teamwork Skills Study

Campus Labs, Planning Software

162 Student Life-Related Users

Campus Labs, Baseline Software

132 Student Life-Related Users

Assessment Training

July 1, 2018 - June 30, 2019

Georgia Tech is committed to institutional effectiveness through a systematic, explicit, and documented process of measuring performance against the Institute's

mission. The Division of Student Life is dedicated to maintaining a culture of Assessment that empowers staff in every department to conduct assessments and use empirical data in decision-making. Staff in our Division conduct approximately 80 annual, assessment projects.

To further our commitment to Assessment, the Division of Student Life partners with Campus Labs investing in two software platforms: 1) Baseline https://gatech.campuslabs.com; and 2) Planning https://gatech.campuslabs.com. These sophisticated planning, assessment and reporting tools, allow departments to create reporting templates, collect data, benchmark with peers, and use assessment results to improve programs and services.

In the fall of 2018, in an effort to further build Assessment capacity in our Division, training was conducted on:

- Monday, August 20, 2018 from 9-9:45 a.m.
- Monday, September 17, 2018 from 9-9:45 a.m.
- Monday, October 15, 2018 from 9-9:45 a.m.
- Tuesday, January 8, 2019 from 9-9:45 a.m.
- Tuesday, January 22, 2019 from 9-9:45 a.m.
- Thursday, March 7, 2019, from 9-9:45 a.m.
- Tuesday, April 7, 2019, from 9-9:45 a.m.
- Tuesday, May 28, 2019, from 10-10:45 a.m.
- Monday, July 1, 2019, from 9-9:45 a.m.

All Division staff were invited but new staff were especially encouraged to attend. RSVP not required.

Research and Assessment Report Deadlines

FY'19 End-of-Year Report;

'18-'19 Final Assessment Report; and

FY '20 Assessment Plan

All were due on or before Close of Business July 12, 2019.

Student Learning Outcomes Questionnaire

Established in 2017, the Division of Student Life Assessment Working Group is charged with assessing student learning throughout the Division. The focus centers on

identifying three categories: skills, knowledge, and abilities to guide Divisional assessment and assess student learning.

In 2018, all Division departments were expected to participate in sending the Student Learning Outcomes Questionnaire to Student Assistants and Student Leaders. Staff were extended the liberty to administer a Pre and Post or a Pre/Post combined version of the Student Learning Outcomes Questionnaire based on the timeline that works best for their assistants/leaders. Below are links to the Questionnaire for distribution:

Pre https://baseline.campuslabs.com/gatech/studentassistantprefall18

Post https://baseline.campuslabs.com/gatech/studentassistpostsp19

Pre/Post
Combined https://baseline.campuslabs.com/gatech/1819studentlearningoutcomes

Please contact Dr. Brenda "B" Woods, Director of Research and Assessment at brenda.woods@studentlife.gatech.edu with questions.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Brenda "B" Woods-

Director Research and Assessment for Student Life

- Chair, Preparing for a New President, Summer Working Group, Division of Student Life
- Chair, Biennial Review Committee
- Chair, Division of Student Life Assessment Working Group
- Member, Complete College Georgia Tech (CCGT)
- Member/Co-Chair Subcommittee, Georgia Tech Faculty Women's Club
- Member, Zero Suicide/Suicide Prevention Initiative
- Member, Alvin Ferst Leadership Selection Committee
- Member, Alcohol and Other Drug Coalition
- Member, Serve-Learn-Sustain Assessment Working Group
- Member, Institute Survey Coordination Committee
- Represented Student Life, Research and Assessment at FASET Orientation Parent Breakfasts
- Trainer, Baseline and Compliance Assist Planning Workshops
- Volunteer, Family Weekend

- Volunteer, Commencement
- Attendee, Georgia Network Workshop, USG Complete College Georgia
- Attendee, Representing Georgia Tech, SteerSmart Luncheon

Staff Service:

See Service to the Institute

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Brenda "B" Woods, Director of Research and Assessment for Student Life

- 2019 National Association of Student Personnel Administrators (NASPA) Conference, Presenter/Attendee
- 2019 National Association of Student Personnel Administrators (NASPA), Assessment and Persistence Conference, Presenter/Attendee
- Systems Thinking Course, Fall 2019
- Microsoft Office Specialist (MOS) Expert, MOS Excel Expert certified for Office 2019 and Office 365
- Excel Statistics Essential Training: 2
- Performing comparisons with Analysis of Variance (ANOVA), Course
- Performing two-way analysis with ANOVA, Course

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

In an effort to escalate and sustain Assessment and Research-related capacity in the Division of Student Life, Assessment On-Boarding is offered monthly during the fall and spring semester and in summer June and July.

Progress:

Completed

Center for Student Engagement

I. Mission/Introduction

Essential Function(s) of department:

Student Engagement exists to support opportunities that create a vibrant, safe, and engaged student experience that complements the academic mission of Georgia Tech. Applying a student-centered approach for students to develop and clarify identity, to work collaboratively with their peers, and to promote the development of a positive campus community, Student Engagement staff are educators committed to holistic, co-curricular learning and building supportive advising relationships with student leaders and student organizations.

Guided by the values of collaboration and inclusivity, Student Engagement strives to contribute to the development of globally minded leaders prepared to engage and make change in their communities.

Following a reorganization of the Division of Student Life in 2015, Student Engagement (formerly Leadership and Civic Engagement) was expanded and renamed to include the following areas: Civic Engagement, Fraternity & Sorority Life, Student Media, and Student Organizations. Included in this report are the areas of Civic Engagement, Student Organizations, and the general Center for Student Engagement.

Progress:

Completed

I. Staffing

Current Staff:

Center for Student Engagement Staff:
Gerome Stephens, Ph.D. serves as the Associate Dean of Students and Director for the Center for Student Engagement. He has been in this role since January 1, 2016. Previously he was the Director of Leadership and Civic Engagement from July 1, 2013 through December 31, 2015.

Terry Bunch serves as the Administrative Professional to Student Engagement. She has been in her role since January 16, 2018.

Civic Engagement Staff

Sarah Perkins – Sarah served as the Director, Civic Engagement. Sarah began her tenure as the Community Service Coordinator on June 20, 2011. In August 2018 her

position was reclassified to a Program Director role. She resigned from her position after eight years with Civic Engagement; her last day of service was June 7, 2019.

Brittny James – Brittny served as a Tech Temp from October 2, 2018 until April 2019. She managed the Martin Luther King Day of Service and the Martin Luther King Sunday Supper events while the Director was on maternity leave. During the spring semester she supported the Office of Fraternity and Sorority Life as well as additional Center for Student Engagement projects.

Rylee Thornbury – Rylee served as the Site Manager for the Jumpstart program at Georgia Tech from March 12, 2018 until August 2018. She resigned from her position in August 2018.

Ebony Dames – Ebony served as the Volunteer Manager for the Jumpstart program in Atlanta from August 2018 – January 2019.

Elyssa Baker – Elyssa served as a Quality Coach for the Jumpstart program in Atlanta and served as the Quality Coach and Interim Volunteer Manager at Georgia Tech during the spring 2019 semester.

Joi Alexander – Joi serves a Quality Coach for the Jumpstart program in Atlanta and supported the program at Georgia Tech during the Fall 2018 semester.

La'Kesha Cortes – La'Kesha started as the Volunteer Manager for Atlanta in May 2019.

Fraternity & Sorority Life (FSL) Staff:

Jamison Keller, Ed.D serves as an Assistant Dean of Students and Director of Fraternity & Sorority Life. Jamison has been in this role since June 8, 2016.

Janise McKenzie serves as a Coordinator for FSL and has been in this role since September 11, 2018. She works primarily with Multicultural Greek Council, National PanHellenic Council, and key area programs including Greek Week and Homecoming. This position is new to the Division.

Mattie Smyth serves as a Coordinator for FSL and has been in this role since June 2019. She works primarily with Collegiate Panhellenic Council and oversees the Greek Neighborhood Association.

Student Media Staff

Mac Pitts serves as the Director of Student Media. He has been in this role since July 2, 2007.

Student Organizations Staff:

Quinn Foster serves as the Coordinator of Student Organizations. They have been in this role since August 1, 2017. They previously served as the Administrative Professional to Student Engagement from July 5, 2016 - July 31, 2017.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Student Organizations

OrgSync & Engage
Since its launch in Spring 2016, OrgSync has brought a dramatic and benevolent shift to the management and active archiving of key student organization data; this includes the **Annual Registration** process (wherein organizations update and renew their status for the academic year to include officer and advisor details), the **Charter Process** (wherein student leaders complete the process to become recognized as a Registered Student Organization), and **Event Management** (to include risk management processes such as digital waiver collection and attendance tracking).

In academic year 2018-19 (the 3rd academic year since launch), we worked to both ameliorate and augment components of these key processes. This included:

- Reviewing and revising student organization categories to more closely align Student Government Association (SGA) Joint Finance Committee and Joint Campus Organizations Committee policies with organization's stated purpose/mission
- Launching the Positions tool to facilitate tracking of Officer transitions in Registered Student organizations (RSOs)
- Assisting with development Fraternity & Sorority Life umbrella portal to construct annual registration process for FSL groups and to increase organization compliance
- Advising SGA's Joint Campus Organization Committee (JCOC) on potential policy updates to better reflect both current Institutional practices related to chartering, registration, and org maintenance and to reflect best practices in the field.

Institute-Wide Student Organizations Policy
In addition to existing policies, the Center for Student Engagement (CSE) team continued a year-long project of creating a Institutionally-based Student Organizations Policy. With the direct support and influence from Enterprise Risk Management, Legal Affairs, and Insurance, CSE worked with other RSO stakeholders to develop the policy; those contributors include: Campus Recreation Center's Competitive Sports Office, Office of Human Resources, Student Activities Committee, Youth Programs Compliance Specialist, Vice President & Dean of Students, and advisor stakeholders in areas of anticipated heavy impact (i.e., Student Competition Center, Invention Studio).

In June 2019, the policy draft was reviewed and approved by the Policy Steering Committee. As of July 2019, the policy draft will next undergo minor revisions, be published for public comment, and finally submitted to the President for review.

Significant areas of the policy include:

- Definition of an Advisor
- Set standard expectations for all RSO advisors (e.g., advisors must have supervisor approval, must meet twice/academic year with RSO leader)
- Definition of a Registered Student Organization (RSO)
- Creation of Departmental designation for identified RSOs
- Resolved concerns regarding contract signatures
- Standardized organization chartering and annual registration requirements (i.e., must have advisor, must have 10 members, must maintain 2 officers, etc.)

SGA's Joint Vice President (JVP) of Campus Organizations & Presidents Council Governing Board (PCGB)

Over the course of 2018-19, the SGA JVP of Campus Organizations and Executive Chair of President's Council Governing Board undertook the goal of merging the PCGB structure with SGA's JVP Campus Organizations structure. As these groups independently held similar roles and responsibilities, and as the energy and influence of these groups independently had grown increasingly stagnant over the past few years, these leaders made a strategic decision to merge the two groups. The new JVP Campus Organizations structure is outlined in the table below. PCGB has been dissolved, and their two primary committees designated under the JVP Campus Orgs.

<u>New JVP Campus Organizations Structure</u>

	JVP Campus Organizations	
Joint Campus Org. Committee (JCOC)	Campus Collaborations	Organization Development
1 Chair	1 Chair	Co-Chairs

Civic Engagement

While the Assistant Director for Civic Engagement has previously partnered with the Office of International Education (OIE) to identify and collaboratively support service-based student organizations that travel internationally, the 2017-2018 academic year introduced a new process for tracking and registering the student organizations. The Assistant Director for Civic Engagement notifies OIE staff of known upcoming international travel by student organization and serves as a liaison between the Center for Student Engagement and OIE staff. This process involves connecting OIE and the

student organization leader(s) and informing the students of the requested paperwork for the Dean on Call (i.e. trip roster, Group Service Trip Form) as well as the OIE Travel Registry. OIE's new online international travel registry process requires each individual traveling as part of a student organization to register in the system. OIE verifies that all members of the trip have registered by verifying against the trip roster and then OIE purchases trip insurance for the students. This new process is now electronic, streamlines the tracking process, and reduces duplication of requested material from student organizations. OIE is also able to pull a report with the information of the respective groups that are traveling at any given time.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Student Engagement exists to support opportunities that create a vibrant, safe, and engaged student experience that complements the academic mission of Georgia Tech.

Significant Accomplishments:

Civic Engagement

A major accomplishment in 2018 was the third iteration of the EngageATL extended orientation program in collaboration with the Center for Serve-Learn-Sustain. EngageATL is a four-day, three-night community service based extended orientation program where participants are immersed in Georgia Tech and Atlanta with a specific focus on building sustainable communities through direct service with local organizations. 16 new students participated in the program along with six student leaders and two EngageATL student assistants. In addition to three direct service projects with West Atlanta Watershed Alliance and two programs under the Atlanta Community Food Bank: Tapestry Community Garden and Southwest Ecumenical Emergency Assistance Center (SWEEAC) Mobile Food Pantry. The program engaged three on-campus partners: Office of Government & Community Relations, Office of Sustainability, and our co-sponsor, the Center for Serve-Learn-Sustain. The program connected participants with service-minded peers and helped them build relationships on campus and in the community while promoting a positive and successful transition to Georgia Tech.

The 2019 MLK Day of Service was planned and implemented under the leadership of the Tech Temp of the Civic Engagement Staff with support from Sirocus Barnes of Center for Education Integrating Science, Mathematics, and Computing (CEISMC). Additionally, the Tech Temp of the Civic Engagement Staff led the planning and implementation of the MLK Sunday Supper. The Center for Serve-Learn-Sustain and the Office of Special Scholarships – specifically the Stamps President's Scholarship

program – each co-hosted a service project as well. 136 participants engaged in three different service projects: Clyde Shepherd Nature Preserve, Trees Atlanta, and West Atlanta Watershed Alliance.
The 6th annual MLK Sunday Supper event once again included facilitated small group conversations over dinner and dessert. Guest facilitators moderated small group discussions among the over 40 attendees, which included students, staff, and faculty. The 2019 program was again intentionally capped at 50 attendees in order to better facilitate meaningful and focused small group discussions.
Over $3000 was allocated to eight community service projects from the Class of 1981 Public Service Endowment Fund. These projects represented six student organizations:

- Alternative Service Breaks (ASB) – ASB Fall Break, ASB Spring Break, ASB Summer Break
- Junior Science Technology Engineering and Math (STEM) – Step Into STEM
- Mobilizing Opportunities for Volunteer Experience (MOVE) - Into the Streets Day of Service
- Physician Assistant Club (PAC) – Coffee and Donuts Networking Social
- Tech the Halls – Tech the Halls event
- Volunteers Around the World (VAW) – Guatemala Medical Outreach Trip

Alternative Service Breaks

The Alternative Service Breaks (ASB) student organization hosted 12 Alternative Break trips during the 2018-2019 academic year, which matches the record number of trips hosted in one year. The 12 trips included four fall break trips, one winter break trip, six spring break trips, and one summer break trip. Two trips were international trips and one trip took place outside of the domestic southeastern United States. A total of 122 student participants, 22 student leaders, 12 staff advisors, and six student advisors served across the 12 trips. (In the absence of a staff advisor on a trip, ASB Executive Board members served as student advisors). ASB continued to benefit from its funding from the Strategic Advisory Planning Group (SPAG). In its third year (of a five year allocation process), ASB received $5,000 to support international ASB trips. This money supported the cost of the international flights for the two ASB spring break trips, which helped reduce the cost per participant. Of the 12 trips, three trips introduced a new partnership and a new location for ASB.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
- Birmingham, AL – The Central ARC of Alabama & The Exceptional Foundation (Fall Break)*
- Cherokee, NC – National Parks Service (Fall Break)
- Savannah, GA – The Humane Society of Greater Savannah (Fall Break)*
- Wilmington, NC – Community Collaborations, Int'l (Winter Break)
- Biloxi, MS – Community Collaborations, Int'l (Spring Break)
- Denver, CO – GRID Alternatives (Spring Break)*
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
- Maryville, TN – Once Upon a Time (Spring Break)
- Medina Bank, Belize - 7 Elements (Summer Break)

- Monte Cristi, Dominican Republic - Outreach360 (Spring Break)
- Kissimmee, FL – Give Kids the World (Summer Break)

* New service partner

Mobilizing Opportunities for Volunteer Experience (MOVE)

MOVE's annual Into the Streets day of service for new students engaged 50 students across four projects with four community partners: The Gateway Center, Atlanta Habitat for Humanity, Historic Oakland Foundation, and South Fork Conservancy. As in previous years, Into the Streets collaborated with Atlanta Habitat for Humanity to host a full-day Habitat build as one of the service project options. The other three projects occurred from 9:00am-12:00pm.

MOVE's Board of Directors partnered with a Student Life Development staff member to implement the new funding proposal created by the previous executive leadership of MOVE. The new proposal requests $10,000 of the Parents Fund yearly available funds to be allocated to MOVE in order for MOVE to distribute to service-based student organizations and community service programming. The approval by the Parents Advisory Board occurred in late fall, which allowed MOVE to host its pilot program during spring 2019. For the pilot, it was determined that MOVE would receive $5000 from the Parents Fund. In its first semester, MOVE allocated $3076.11, which supported four student organization's service projects:

- Alternative Service Breaks – ASB Dominican Republic trip
    - $1000 to support the Outreach360 program fee

- Books Not Bombs – Tutoring with International Rescue Committee at Clarkston High School
    - $750 for background checks

- Tech Beautification Day (TBD) – Tech Beautification Day of Service
    - $1000 for t-shirts

- Lambda Sigma – Bus Driver Appreciation Day
    - $426.11 for supplies, including cards and items for gift bags

Throughout the year, MOVE's six committees hosted small scale service projects: Animal Welfare, Hunger and Homelessness, Medical Assistance, STEM and Education, Sustainability, and Special Projects.

JumpStart

Beginning in August of 2019, Jumpstart implemented a pilot program that introduced a new division of labor from the former Site Manager position into three new roles: a Volunteer Manager, a Quality Coach, and a Program Coordinator. Although recruitment began in August, the Quality Coach position in Atlanta was not filled until mid-October, which delayed the start of Jumpstart training. The program also experienced several

staff transitions during the fall semester and early spring semester. Despite these challenges facing the Jumpstart Program during the 2018-19 academic year, there were still accomplishments to note. After coming to work with Georgia Tech in January, Interim Volunteer Manager and Quality Coach, Elyssa Baker, formed pairs of Corps Members to serve over 50 children in three Pre-K classrooms. As of June 4, 2019, the Jumpstart staff team recruited 8 AmeriCorps members. Six of the Jumpstart Corps Members were Federal Work Study (FWS) students, which aided the Institute in meeting its FWS service goals. This academic year, Jumpstart Corps Members have completed over 1,025 hours of service to date and are expected to serve a total of 2,100 hours of service by the end of Jumpstart's fiscal year on August 31st.

Student Organizations

OrgSync & Engage
As in 2017, the continued development and growth of OrgSync at Georgia Tech remains a key focus of the Center for Student Engagement; this work also reveals a number of significant accomplishments in 2017-18.
OrgSync at Georgia Tech launched in 2016 with three campus partners: Student Engagement (including a Civic Engagement tracking platform), Serve-Learn-Sustain, and Parent & Family Programs. Over the past academic year, we have grown Georgia Tech's commitment to and appreciation of OrgSync. This is best evidenced by the addition of yet another new campus partner to the system. As of July 2019, the structure is as follows:
Student Engagement
Stamps President Scholars
Serve-Learn-Sustain
    Living Learning Communities (new 2018)
    Fraternity & Sorority Life (new 2018)
Center for Academic Enrichment (new 2019)

In addition to day-to-day management of the OrgSync system, we also facilitated the transition of OrgSync to its successor, Campus Labs' Engage. For more than a decade, *OrgSync* and *Campus Labs* independently delivered unique and innovative technology to help colleges and universities increase student engagement. *Campus Labs*, the parent company of *Engage*, purchased *OrgSync* in 2015.

- Data transfer
- Facilitating group transition trainings for Umbrella holders
- Assisting with development Fraternity & Sorority Life umbrella portal to construct annual registration process for FSL groups and to increase organization compliance
- Advising SGA's JCOC on potential policy updates to better reflect both current Institutional practices related to chartering, registration, and org maintenance and to reflect best practices in the field.

Presidents' Summit
Presidents' Summit (or P-Summit) is a leadership development and training conference that brings together the top leaders of student organizations at Georgia Tech. The day is filled with collaboration, training, information, and preparation for the upcoming school year. Modules cover topics that will be beneficial to all organizations such as navigating member recruitment and retention as well as the SGA budget process. For the past few years, Presidents' Summit has been largely student organized. In 2018, participants numbered around 75 students and the sessions were organized in a loose conference-style, with participants choosing which presentations would be most successful for their personal leadership journey. Modules included presentations such as: How to plan a successful event, OrgSync 101, Building an Organization from the Ground Up, How to Run Meetings, and Student Organization Finances.

Student Leader Retreat
Taking place at the beginning of each Spring semester for the last 15 years, the Student Leader Retreat (SLR) is a 2 day program that strives to create a space where Georgia Tech students can practice their leadership skills by collaborating with other organizations and administrators in order to develop relationships to better serve their constituents. Student Leader Retreat provides a forum for student leaders, staff, and faculty to engage in meaningful dialogue around campus issues and initiatives.
In 2019, the Student Leader Retreat worked with leadership facilitator Michael Miller to explore issues and practices for which student leaders at Tech continually request support and training. The retreat focused on personal leadership development skill building as well as strategies for taking responsibility for a student organization's long-term, sustainability and growth.
Our goal is to work together to explore your own leadership path and the way you may be more effectively engaging passionately with your student organization. The retreat will explore questions like: *How can I build strategies to lead sustainable change for my student origination? How may I better manage issues of membership engagement? How can I make my organization more open environment for new members?*
As a result of attending the Student Leader Retreat, 100% of participants who completed a post-event survey Agreed or Strongly Agreed that they feel more connected to the community of student leaders at Tech; 98% of participants Agreed or Strongly Agreed that they feel more confident to "step up" into other leadership roles at Tech or after graduation. We are proud to share the following reflections from survey participants:

- "As a leader, showcase your vulnerability and encourage your members to be vulnerable and honest, too."
- "I understand that leaders are not born. Leadership skills can be learned. With the activities [at the Retreat], I came to believe that every person can become a leader, provided they invest in themselves and have instructors like Michael (retreat facilitator)."It is important to understand the psychology of every individual on your executive board to effectively manage."

Progress:

Completed

V. Statistics

Unit Statistics:

Civic Engagement

Alternative Service Breaks (ASB) expanded its trip offerings by hosting three new trips; each trip included a new location and new community partner. The new locations and partnerships included two fall break trips: Birmingham, AL (The Central ARC of Alabama and The Exceptional Foundation) and Savannah, GA (The Humane Society of Greater Savannah) as well as one spring break trip: Denver, CO (GRID Alternatives). The Denver trip was ASB's first trip to Colorado.

A total of 22 student leaders, 122 student participants, 12 staff members, and six student advisors participated across the 12 trips. Listed below is specific participation data from the 12 trips.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
  - 2 student leaders, 1 staff advisor, 11 student participants
- Birmingham, AL – The Central ARC of Alabama and The Exceptional Foundation (Fall Break)*
  - 2 student leaders, 2 staff advisors, 10 student participants
- Cherokee, NC – National Parks Service (Fall Break)
  - 2 student leaders, 1 staff advisor, 9 student participants
- Savannah, GA – The Humane Society of Greater Savannah (Fall Break)
  - 1 student leader, 0 staff advisor, 2 student advisors, 9 student participants
- Wilmington, NC – Community Collaborations, Int'l (Winter Break)
  - 2 student leaders, 0 staff advisors, 2 student advisors, 12 student participants
- Biloxi, MS – Community Collaborations, Int'l (Spring Break)
  - 2 student leaders, 1 staff advisor, 10 student participants
- Denver, CO – GRID Alternatives (Spring Break)*
  - 1 student leader, 1 staff advisor, 10 student participants
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
  - 2 student leaders, 2 staff advisors, 14 student participants
- Maryville, TN – Once Upon a Time (Spring Break)

    - 2 student leaders, 0 staff advisor, 1 student advisor, 11 student participants

- Medina Bank, Belize - 7 Elements (Spring Break)
    - 2 student leaders, 2 staff advisors, 12 student participants

- Monte Cristi, Dominican Republic - Outreach360 (Spring Break)
    - 2 student leaders, 2 staff advisors, 12 student participants

- Kissimmee, FL – Give Kids the World (Summer Break)
    - 2 student leaders, 0 staff advisor, 1 student advisor, 6 student participants

ASB also received $5,000 in State Public Affairs Grant (SPAG) funding this academic year, which helped ASB reduce the cost of its international spring break trips. The 2018-2019 academic year marks the end of year three of a five-year funding cycle from the SPAG allocation.

Student Organizations

Organization Data

As of July 2019, Georgia Tech has **577** Registered Student Organizations. Their categorization is as follows:

17-18	18-19	Category
79	98	Community Service
8	9	Competitive
41	44	Competitive Sports
48	55	Cultural
5	7	FLOs
59	58	Greek Chapters
23	22	Honor Society
10	11	Political
39	39	Production/Performance/Publication
155	172	Professional/Departmental
60	74	Recreation/Leisure
40	46	Religious/Spiritual

The categories of Community Service, Cultural, and Recreation/Leisure saw the largest growth in AY 2018-19.

Chartering Organizations

To ensure a smooth and expedient experience, the Coordinator for Student Organizations revised the structure of the Chartering Process (the process by which a student group becomes a Registered Student Organization) by limiting the number of possible opportunities to initiate the charter process. While previously the charter process may include up to 8 trainings (the first mandatory step in the chartering process), the new structure restricts the chartering period to 4 possible windows with one training per window. Using a cohort model, the organizations which enter into each window are held to the timeline of that window. This process, overall, provides student leaders with a clearer and more tangible timeline for their chartering experience and also alleviates confusion and administrative delays in processing chartering paperwork. Each window is limited to 15 organizations, allowing no more than 60 organizations to charter per semester.

In Spring 2019, this new system was implemented. Of 4 charter trainings provided, 39 organizations proceeded to the second step of the chartering process: submitting the New Organization Charter Form. 28 RSOs completed the process in the Spring semester, with a number set to complete the process in Fall 2019.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Director of Student Engagement

- Executive Sponsor, Path Forward Strategic Initiative
- Advisor, Ramblin Reck Club
- Curriculum Advisor, FreShGA
- Certified Facilitator, StrengthsQuest
- Facilitator, Safe Space
- Co-Principal Investigator, IDEALS Survey
- Advisor, Alternative Spring Break: Belize
- Advisor, Atlantic Coast Conference (ACC) Advocacy Day, Washington DC
- Principal Investigator, JumpStart Grant

Director of Civic Engagement

- Advisor, Alternative Service Breaks
- Advisor, MOVE
- Judge, Collegiate Panhellenic Council Awards
- Judge, National Pan-Hellenic Council Case Study Competition, National Hazing Prevention Week
- Member, MLK Institute Celebration Planning Committee
- Member, Regents' Advisory Committee for Community Engagement and Service (RACCES)
- Presenter, Gold Carpet Day event
- Presenter, GT1000 Course Workshops: "Service and Engagement at Georgia Tech"
- Presenter, Residence Life Student Staff Member Training Session: "Religious Diversity and Student Identity Development: How ought SSMs Engage in Issues of Religious Diversity" (co-presented with Gerome Stephens)
- Volunteer, Family Weekend

Student Organizations Coordinator

- Advisor, Presidents' Council Governing Board
- Advisor, SGA Vice President of Campus Organizations
- Trip Advisor, ASB Spring Break - Dominican Republic
- Trip Advisor, ASB Fall Break - Cherokee
- Member, Event Logistics Committee
- Member, Student Activities Committee
- Member, Freshman Leadership Organization Advisory Board
- Lead Staff Member/Organizer, Up With the White and Gold Awards Ceremony
- Lead Staff Member/Organizer, Engagement Week 2017 & Student Organization Fair
- Facilitator, Safe Space
- Facilitator, Trans 101
- Presenter, "What Makes You Proud," GT Employee Learning Week hosted by Human Resources
- Facilitator, Greek Advance
- Presenter, GT1000 Course Workshop: "#engageGT"
- Presenter, FASET Sessions: "engageGT: How to get engaged, do cool stuff, and find your place at Tech"

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Director of Student Engagement

- Advisor, ACC Leadership Symposium, NC State University (February 2019)
- Program Facilitator, Kentucky Leadership Academy (May 2019)
- Presenter, Where does a new leader start? Strategies in Change Management, National Association of Student Personnel Administrators (NASPA) (March 2019)
- Presenter, This I Believe: How Sharing Our Stories Contributes to Belonging, American College Personnel Association (ACPA) (March 2019)
- Participant, Campus Labs Connect Conference (June 2018)

Assistant Director of Civic Engagement

- Attendee, Safe Space
- Attendee, Trans101
- Member, Regents' Advisory Committee for Community Engagement and Service (RACCES)
- Member, ACPA-College Student Educators International
- Panel Presenter, Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) Symposium hosted by Interfaith Youth Core, Atlanta, GA

Student Organizations Coordinator

- Participant, Campus Labs Connect Conference (June 2018)
- Presenter, "What Makes You Proud," GT Employee Learning Week hosted by Human Resources
- Presenter, "Trans Inclusive Practices for the Workplace" and "Trans 101" at Bellarmaine's Dialogue on Diversity Conference

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Student Leader Retreat

In 2019, the Student Leader Retreat worked with the Leadership Facilitator to explore issues and practices for which student leaders at Tech continually request support and training. The retreat focused on personal leadership development skill building as well as strategies for taking responsibility for a student organization's long-term, sustainability and growth. This change was based on feedback from previous retreats.

Students voiced a continued desire for more leadership development opportunities specific to their student organization leadership.

As a result of attending the Student Leader Retreat, 100% of participants who completed a post-event survey Agreed or Strongly Agreed that they feel more connected to the community of student leaders at Tech; 98% of participants Agreed or Strongly Agreed that they feel more confident to “step up” into other leadership roles at Tech or after graduation. We are proud to share the following reflections from survey participants:

“As a leader, showcase your vulnerability and encourage your members to be vulnerable and honest, too."

"As a result of attending the retreat I decided to run for president of my student organization. I was able to see more clearly my value as a leader."

Progress:

Completed

Fraternity and Sorority Life

I. Mission/Introduction

Essential Function(s) of department:

Mission: The Office of Fraternity and Sorority Life advocates for and facilitates the education and development of our community necessary to achieve a safe, innovative and positive fraternal experience.

Vision: The Office of Fraternity and Sorority Life will define the fraternal experience for the next generation.

Values:
Holistic Development: Our advising focuses on a holistic perspective which is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials.

Tradition: We believe in the values each organization's founders determined were the basis for their brotherhood and sisterhood. We challenge each member to hold themselves and their brothers and sisters to these values each day.

Collaboration: We believe in the importance of campus and community collaboration and work at establishing strong partnerships with all that have a stake in the success of fraternity and sorority life at Tech.

Equity: We approach our work from a fair and impartial standpoint and advocate for the same for every member of our community.

Empowerment: We believe the fraternity and sorority experience creates the opportunity for each member to become stronger and more confident in their dealings with everyday life.

Key Functions: The role of each professional staff advisor in the Office of Fraternity and Sorority Life is to actively support fraternities and sororities through advising, advocacy and education efforts. Advisors define and develop their efforts utilizing the Council for the Advancement of Standards Guidelines for Fraternity and Sorority Advising Programs, the Association of Fraternity/Sorority Advisors Core Competencies for Excellence in the Profession, and institute-based, as well as University of Georgia system-wide, policies, procedures and guidelines for student organizations and activities.

- Guide and facilitate the work of chapter officers, their alumni advisors and governing councils, as well as their respective national organization leadership in striving for student and chapter excellence. The professional staff maintain

accurate and comprehensive records on membership statistics, scholarship achievement and matters of conduct. This information is utilized to encourage and influence positive change and promote recognition of accomplishments by fraternity and sorority members.
- Challenge and support organizations and individual members. The professional staff communicates and clarifies the Institute's high expectations for chapters as values-based organizations hosted at Tech and challenges members and organizations to be accountable for their actions. This includes advising fraternity and sorority members regarding their adherence to organizational and campus-based policies and community relations in general.
- Advocate for the advancement and support of the fraternity and sorority experience within the campus community. The professional staff implements educational programs that will benefit members and positively impact their fraternal experience. They also conduct program evaluation and learning outcomes assessment to guide future best practices.

Progress:

Completed

II. Staffing

Current Staff:

Over the 2018-19 academic year, the Office of Fraternity and Sorority Life experienced one Coordinator staff transition due to the resignation of Amanda Fishman effective October 26, 2018. The position was immediately posted and a search began in mid-December 2018. The search identified a successful candidate that could not begin until May 28, 2019 as she was completing her graduate degree at Bowling Green University in Ohio. Since there would be a delay in the new Coordinator start date, a Student Engagement temporary hire was extended to assist in the programming needs for Fraternity and Sorority Life. Brittny James fulfilled this role and worked with us from February through April 2019.

- Dr. Jamison Keller completed his third year as the Assistant Dean and Director of Fraternity and Sorority Life. In addition to fully assuming all Assistant Dean responsibilities, Jamison's primary duties now consist of overall department operations, budget oversight, staff development, the Greek Hall of Fame, Gamma Sigma Alpha, Greek Programming Board, chapter rosters and grade reporting, and the advisement of the Interfraternity Council and its 32 Interfraternity Council chapter presidents.
- Amanda Fishman completed her tenure on October 26, 2018 as the Coordinator of Fraternity & Sorority Life. She directly advised the Collegiate Panhellenic Council as well as its 10 College Panhellenic Council chapter presidents. She also oversaw the Greek and Religious Neighborhood Council (GRNA) and works with numerous constituents and campus entities with supporting the 36 physical

fraternity and sorority living facilities. She also advised the Order of Omega Chapter, and handles all social media and marketing components for the department. She went on to work for Alpha Delta Pi Sorority Headquarters located here in Atlanta, GA.

- Janise McKenzie completed her second year as the Coordinator for Fraternity and Sorority Life. She directly advises the Multicultural Greek Council and the National Pan-Hellenic Council as well as 8 National Pan-Hellenic Council chapter presidents and 5 Multicultural Greek Council presidents. She also oversees Greek Week, National Hazing Prevention Week, Greeks United for Inclusivity, Diversity, and Equity (GUIDE), and Greek Homecoming.
- Although not directly with the Office Fraternity and Sorority Life, Terry Bunch, the Administrative Support Specialist for the Center for Student Engagement, has provided budgetary and clerical support such as membership roster management.

New Staff:

Mattie Smyth began her tenure as the Coordinator of Fraternity and Sorority Life on May 28, 2019 and will be assuming all of the responsibilities listed above under Amanda Fishman. She just completed her Master of Arts Degree from Bowling Green State University in Ohio.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

In collaboration with the Office of Student Integrity (OSI), all student organization code of conduct violations and sanctions are posted on the OSI website. This page has been advertised to students and parents.

Justification:

The notification of fraternity and sorority (and all other student organizations' conduct history) is designed to better inform students who are considering membership, as well as to increase accountability for recognized student organizations to the Student Code of Conduct.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of Fraternity and Sorority Life advocates for and facilitates the education and development of our community necessary to achieve a safe, innovative and positive fraternal experience.

Significant Accomplishments:

Collegiate Panhellenic Council (CPC)

Recruitment:

- There were 434 women that registered for fall formal recruitment. Of the total women attending the last round of recruitment, 84% received their first preference.
- All of our eight National Panhellenic Conference (NPC) chapters that participate in the formal recruitment process achieved quota, set at 42 women.
- Chapter total for the NPC groups was set at 198 in the Fall, and 192 in the Spring.

Leadership:

- CPC sent five executive board members to the Association of Fraternal Leadership and Values Conference, held annually in San Diego, CA in April.
- An average of 89% of chapter members are involved in another registered student organization on campus, with an average of 30% of those members holding a leadership position.

Philanthropy:

- CPC continues their partnership with Circle of Sisterhood to raise funds for a school in another country with a focus on girls education and women's empowerment. They have now committed to doing a school build every three years.
- The CPC community collectively raised over $208,000
- The CPC community collectively served over 22,270 service hours

Interfraternity Council (IFC)

The Interfraternity Council passed new legislation that bans hard alcohol (15% or higher) at any IFC member chapter house or event. This new rule began on May 17, 2019.

Two council leaders attended the Southeastern Interfraternity Conference, held annually in Atlanta, GA in February. Five additional leaders attended the Association of Fraternal Leadership and Values Conference in San Diego, CA in April.

IFC continued to provide a Values Based Grant Program in efforts to promote the common core values among the IFC member fraternities. A budgeted amount from the IFC operating budget will be allocated back to the member fraternities.

- **Values-Based:**IFC defines values-based as an event, program, or service that promotes your fraternity's mission and values. Parties, tailgates, and alcoholic events do not benefit the ***values mission*** of your fraternity.
- **Allocating:**The individual fraternity funding allocation will be decided on a case-by-case basis. Fraternities will submit the form to the IFC executive council, then the case will be reviewed.
- The current allocation amount for the year is: **$10,000.00**.

The IFC continued to host Man Up Week, a program to open dialogue about the roles men play in the campus and fraternity community. Programming focused on masculinity and personal development, bystander intervention, sexual assault prevention, and men's role in campus safety. There was an event hosted with African American Student Union (AASU) and social opportunities for men of fraternities across the other councils to share space and build community.

The Dean Dull Awards are presented each year to the best overall fraternities on Tech's campus in a variety of categories. The IFC gives this award at the annual Up With the White and Gold celebration. Beta Theta Pi received the Dean Dull Award for their accomplishments this past year as Best Overall Fraternity.

The IFC completed its "Creating the Next" Assessment Program which will align all awards criteria with minimum and advanced standards. Chapter will begin submitting assessment reports on a calendar year cycle for review and awards decisions by the following April of each year. The first assessments are due in December of 2019.

Lambda Chi Alpha Fraternity closed its chapter and will look to restart the chapter once all current members have graduated.

Multicultural Greek Council (MGC)

- MGC collaborated with Health Initiatives to host the first Greeks Against Violence specifically designed for that community.
- Sigma Beta Rho hosted their annual Shave to save and raised $1,120 that went to the American Cancer Society and SOS Children's Village.
- Delta Phi Lambda Sorority, Inc. hosted the 12th annual Night of Diversity which showcased the diversity of Georgia Tech's many and varied culturally-based organizations. There were 10 student organizations represented through different acts.

- All MGC chapters with the addition of Lambda Upsilon Lambda hosted membership Intake for the 2017-2018 academic year. The council grew by 7 new members.
- MGC awarded two awards at Up with the White and Gold. The awards were given to Delta Phi Lambda Sorority. They were presented with the Most Involved Award. Sigma Beta Rho Fraternity was presented with the Most Philanthropic Award.
- The council hosted their annual Welcome Back dinner to kick off recruitment efforts for both fall and spring semesters.
- MGC implemented New Member Orientation for all incoming members to the community.

National Pan-Hellenic Council (NPHC)

- NPHC achieved above a 3.0 GPA and achieved a GPA higher than the all African American GPA.
- NPHC welcomed new members to seven of the member organizations during the Fall and Spring semesters with a total of 39 new members.
- NPHC hosted Meet the Greeks and Convocation. This event brought out students ranging from first year students to 5th year students to learn more about the membering organizations of the council.
- NPHC hosted the first NPHC week during the first week of Fall 2018 classes to highlight the council and connect with incoming students.
- NPHC welcomed Alpha Kappa Alpha Sorority, Inc back to Georgia Tech as they rechartered in Fall of 2018 with 23 members.
- Delta Sigma Theta Sorority, Inc. received the Pinnacle Award for the most outstanding NPHC organization at Up with the White and Gold campus leadership awards.
- NPHC hosted the first Greeks Against Violence NPHC edition with the help of Health Initiatives.
- NPHC collaborated with the Counseling Center, Sexual Violence Prevention (VOICE), the Women's Resource Center and the LGBTQIA Resource Center to host a panel discussion about healthy relationships titled Pillow Talk.
- NPHC added the position of Greek Educator to the council executive board. This position will be responsible for attending trainings and gathering resources around risk management, mental health, and hazing prevention. The appointed person for the position will be able to use these resources to develop best practices and recommendations to the council through workshops and consistent updates.

Educational Initiatives

The Office of Fraternity and Sorority Life provides programming to the community and individual chapters on a variety of topics, although the majority center on risk management education. Programs this year included:

Recruitment and Risk Management Workshops- The office conducted four recruitment and nine risk management education workshops for both IFC and CPC chapters. Sessions focused on values congruence and establishing relationships through social excellence as modern methods of recruiting and alcohol related event management or anti-hazing.

Greek Advance is the program that serves as the launching point for engaging newly elected student leaders; this year's focus was to increase individual leadership capacity. The program began with a keynote from Tim Mousseau, a motivational speaker that presented “Fewer Leaders, More Innovators.” The overall program was one and a half days that took place on January 25th and 26th. Additional sessions included Organizational Student Conduct, values and ritual congruence, recruitment, community building, conflict resolution, and open space technology. A number of campus partners were recruited to serve as small group facilitators this year.

Greek Peer Education occurred in August and January and engaged the new members of the Interfraternity Council and the Collegiate Panhellenic Council with valuable knowledge about their commitment to their organization and the responsibilities that come with their membership. The governing councils partner with Georgia Tech Police Department (GTPD) and Health Promotion to deliver a tailored workshop in social responsibility and accountability addressing the topics of safety, alcohol & drug awareness, and sexual assault prevention. Hazing awareness and prevention was also covered by the FSL Director. That discussion was followed by campus partners in Health Initiatives and GTPD to encourage the use of their new knowledge with their on-campus resources. There is one session held in the spring to mirror the education that is given at the fall workshops. This helps to get the education to new members that join the FS community during spring recruitment or who were unable to attend any of the fall sessions.

New Member Orientation for MGC and NPHC occurs at the end of both fall and spring semesters. It was implemented to help build a better community amongst the chapters, but also help incoming members in the chapter to form a relationship with the governing council. As well as help new members understand the expectation of chapters and its members. During the new member orientation, the executive board covers important parts of the constitution and bylaws, function of the council, responsibilities of each position of the chapters. During orientation time is taken to discuss the office of Fraternity and Sorority Life as well as the other councils and their structure.

Fraternity Men Against Violence and *Safe Sister* are 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 and learning outcomes 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 400 students attended one of the trainings hosted this year.

Greek Allies was held a total of four times throughout this year with approximately 20 fraternity & sorority members in each. They were trained on creating open and inclusive spaces for their members and in the general Georgia Tech community. Additionally, a new support group for LGBTQ fraternity and sorority members, PILLAR (Greek Support Group for LGBTQ), was launched in partnership with the LGBTQ Resource Center.

The *Academic Success Program* was created to provide support for students in NPHC and MGC who have an overall and term GPA that falls below a 2.5 GPA. This program is in collaboration with the Center for Academic Support. The program will provide intentional and consistent support over the course of the semester and/or until there is a significant improvement in the students overall grade point average. Since the creation of the program, over 25 students within MGC and NPHC have participated and both councils have seen consistent improvement on an individual level and a community level.

Question, Persuade, Refer (QPR) (Suicide Intervention and Awareness Training/Education) was held once each month throughout the spring semester on a rotating schedule among the Greek facilities. This was a student supported initiative following the events that took place on campus throughout the fall semester and a general increased awareness of mental health concerns, lack of resources among the student body.

Greek and Religious Neighborhood Association (GRNA)

- The GRNA helps to regulate facility maintenance and upkeep of the 38 physical properties through community accountability. The GRNA seeks to provide incentives for chapters who keep their facilities up to standards, and will continue with punitive measures for those groups that do not follow agreed-upon expectations. The group fosters greater community and campus relations, and organizes facilities-related programs within the Greek Sector.
- The GRNA body is comprised of the house manager from each fraternity and sorority that owns or resides in a facility. The Co-Chairs of the GRNA are appointed by the IFC and CPC, and serve an annual term. The GRNA assumes

a duty and responsibility to: develop and enforce institute policies and sanctions; advise on programs for sustainability efforts in the Greek community; develop positive incentives; and plan and coordinate GRNA meetings once a month throughout the fall and spring semesters. House checks are performed throughout the week by the Office of Fraternity and Sorority Life (OFSL) staff to check on dumpster, lawn, and trash maintenance. If any GRNA violations are found or reported by another campus department (ie. facilities) our staff immediately notifies the house managers in order to have the issues addressed in a timely manner.

Greek Sector

- Delta Sigma Phi and Alpha Epsilon Pi both opened new chapter facilities in August of 2018.
- Our newest sorority, Kappa Alpha Theta is 80% complete with their construction as of this report and due to open August 2019. This will add 43 additional bed spaces to the community.
- Greek and Religious Neighborhood Association (GRNA) guideline violations (i.e. maintenance and upkeep of trash removal, dumpsters, and lawn care):
    - Approximately $370 was collected in fines, primarily Dumpster Violations
- In order to support the facilities in the Greek Sector, partnerships with Solid Waste Management and Recycling, Parking, Facilities, Real Estate, OIT, GTPD/GT Fire Marshal, Student Center Post Office and Environmental Health and Safety were sustained.
- Bed Count: To date, there are 1,092 beds that can be filled throughout the Greek sector which amounts to approximately 36% of the fraternity and sorority community.
- Rental Breakdown:

Average Semester Cost ($)	***IFC***	***CPC***	***MGC***	***NPHC***
Resident Rent	2230	2200	n/a	n/a
Meal Plan	870	850	n/a	n/a
Active Member Dues	1080	700	500	300
New Member Dues	1140	1300	300	1500

Greek Sector Waste Management Memorandum of Understanding

- A period of 20 years had passed without a formal review of the relationship between Facilities and the housed chapters in regards to dumpsters and trash operations. With significant growth within the community, staffing and student leadership changes, and dated directives from previous GT leadership, the relationship was fractured and numerous ongoing issued around dumpsters and trash had led to the City of Atlanta to issue citations to Georgia Tech on behalf of individual chapters. As a result, a new Memorandum of Understanding was created and approved by all parties that redefined the relationship and

expectations of all parties as it relates to trash management and dumpster operations. The Memorandum of Understanding is attached.

Order of Omega

Order of Omega is a national Honor Society for juniors and seniors in the Greek community. To be considered, you must have at least a 3.0 GPA, be a member of a Panhellenic, IFC, MGC or NPHC fraternity or sorority, and be of junior or senior standing. Members are chosen based on scholastic, leadership, and involvement in the Georgia Tech and Greek Community.

- This group initiated 15 new members during this academic year.
- They strengthened their partnerships with the Alumni Association and other campus partners to host workshops and speakers for their members.
- They hosted the Greek Leadership Breakfast during Greek Week.

Gamma Sigma Alpha Greek Academic Honor Society

In its third year, the Iota Iota Chapter recognizes Junior and Senior fraternity and sorority members who have achieved a cumulative or semester grade point average of 3.85 or above. This year the induction ceremony was added to the Greek Hall of Fame event so as to showcase the academic achievements of its members and 25 new members were inducted throughout the year.

Alumni Advisor Connections

- The Office of Fraternity & Sorority Life held meetings in the fall and spring semester to reconnect with advisors.
    - An additional update was given to GT Greek alumni on national news addressing concerns of the fraternal industry and to give them insight to what GT's community is doing to become proactive about those concerns. Of particular note was extensive conversations around the upcoming national mandates of banning hard liquor from most chapter facilities, along with 5 of our fraternities banning all alcohol from their facilities. In most cases, this mandate begins September 1, 2019.
- The 4th Greek Alumni Hall of Fame event was held on campus on Sunday, October 14, 2018. In There were 5 inductees selected by the committee of campus partners and students. Three inductees represented CPC chapters, 1 from NPHC and the last from an IFC chapter.

Homecoming

The governing councils continued their partnership with the Student Center Programs Council in the planning and programming for Homecoming. IFC and CPC were part of

the Steering Committee and continued to plan the house decoration, banner competitions and Mock Rock competition. 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 2018 titles. NPHC hosted their annual Homecoming Stepshow at the Rialto Theater where each NPHC chapter had a chance to perform through traditional stepping and dancing to alumni, GT community, and friends. Delta Sigma Theta Sorority, Inc. and Alpha Phi Alpha Fraternity, Inc. received the 2018 titles.

Greek Week

The 2019 Georgia Tech Greek Week was held on April 4-11, 2019. An executive board of 16 student leaders planned and facilitated all programs and activities throughout the week including Tug, Greek Sing, pool events, and field events. This year, the Greek Week board introduced a kickoff event that brought together all organizations within fraternity and sorority life and held a keynote event about fearless leadership by Daryl Bellamy. They also continued to strengthen the alliance structure where chapters can form teams across fraternity and sorority and council lines. Chapters competed in these events throughout the week to earn points and Alpha Phi and Theta Chi received the 2019 titles for overall winners.

Progress:

Completed

V. Statistics

Unit Statistics:

Statistics

The Office of Fraternity and Sorority 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

At the end of each academic year, the Office of Fraternity & Sorority 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 Fraternity/Sorority membership at Tech. ***The information is self-reported by chapters***:

- Approximately 89% of Greek members are involved in another campus organization outside their fraternity/sorority.
- 43% of Greek members hold a leadership position in a student organization outside of their fraternity/sorority.
- The following campus departments/organizations were identified as having been utilized with chapter programs: Counseling Center (QPR, coping mechanisms,

group counseling), Center for Career Discovery and Development (C2D2), Health Initiatives (body image/nutrition, For the Kids/Dance Marathon, Hillel, Chabbad, Asian American Student Union, Georgia Tech Society of Black Engineers (GTSBE), CRU, Stamps Health Services, GT Investments Committee, various college based honor fraternities and sororities, Alumni Association, College Diabetes Network, Vietnamese Student Association, Office of Diversity, Sister Love, Inc., Revive, Molecular Gastronomy Club, Institute Communications Social Media Department, Enchanted Encounters, and GT Heros.

Academics

Academic success is very important in the Fraternity and Sorority community. We are 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. Of particular note is the NPHC achieving the highest combined GPA on record this Spring 2019!

CPC Sorority Academic Report

	Fall 2018	Spring 2019
All-Undergraduate Average	3.36	3.35
All-Undergraduate Women's Average	3.38	3.39
All-Sorority Average	3.44	3.49
All-Sorority New Members	3.45	3.44

For Fall 2018:
6 out of 10 Panhellenic Sororities were above the All-Women's Average
For Spring 2019:
7 out of 10 Panhellenic Sororities were above the All-Women's Average

IFC Fraternity Academic Report

	Fall 2018	Spring 2019
All-Undergraduate Average	3.36	3.35
All-Undergraduate Men's Average	3.34	3.33
All-Fraternity Average	3.39	3.43
All-Fraternity New Members	3.40	3.35

For Fall 2018:

17 out of 32 IFC fraternities were above the All-Men's Average
For Spring 2019:
23 out of 31 IFC fraternities were above the All-Men's Average

MGC Chapter Academic Report

	Fall 2018	Spring 2019
All-Undergraduate Average	3.36	3.35
All-MGC Chapter Average	3.30	3.22
All-MGC New Members	3.45	3.28

For Fall 2018:
0 out of 3 MGC fraternities were above the All-Men's Average
1 out of 2 MGC sororities were above the All-Women's Average
For Spring 2019:
0 out of 3 MGC fraternities were above the All-Men's Average
0 out of 2 MGC sororities were above the All-Women's Average

NPHC Chapter Academic Report **Fall 2018 Spring 2019**

	Fall 2018	Spring 2019
All-Undergraduate Average	3.36	3.35
All-Undergraduate African American Average	2.93	2.89
All-NPHC Chapter Average	2.98	3.03
All-NPHC New Members	2.97	3.17

For Fall 2018:
1 out of 4 NPHC fraternities were above the All-AA Undergraduate Average
3 out of 4 NPHC sororities were about the All-AA Undergraduate Average
For Spring 2019:
3 of 4 NPHC fraternities were about the All-AA Undergraduate Average
3 of 4 NPHC sororities were about the All-AA Undergraduate Average

In addition to the semesterly 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 all of these 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

The Interfraternity Council fraternities range in size from 14 to 106 men, with an average chapter size of 66 in fall and 62 in spring. The Collegiate Panhellenic Council sororities range in size from 28 to 209 women, with the CPC Chapter Total set at 204. National Pan-Hellenic Council groups range in size from 3 to 25 members, with an average chapter size of 8 in fall and 12 in spring. The Multicultural Greek Council chapters range in size from 2- to 23 members, with an average chapter size of 14 in fall and 12 in spring.

Fall 2018

Membership in fraternities and sororities comprised 26% of the undergraduate population for a total of 3,877 undergraduate students (a gain of 60 students from previous fall). 24% of male undergraduate students are members of fraternities and 29% of female undergraduate students are members of sororities.

Spring 2019

Membership in fraternities and sororities comprised 26% of the undergraduate population for a total of 3,654 undergraduate students (a gain of 51 students from previous spring). 24% of male undergraduate students are members of fraternities and 31% of female undergraduate students are members of sororities.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

In addition to accomplishments and recognition of staff members, the Office of Fraternity and Sorority Life assisted in various capacities with other departments on campus. The following is a list of contributions of each staff member:

Staff Service:

Dr. Jamison Keller

- Co-Chair, Campus Alcohol and other Drug Advisory Committee
- Coach, Leadership Fellows Program
- Member, Black Student Experience Implementation Committee
- Instructor, GT 1000 Course

Amanda Fishman

- Member, Sexual Assault Prevention
- Member, Institute Landscape Workgroup
- Member, Division of Student Life Employee Engagement
- Dean on Call

Janise McKenzie

- Member, Workforce of the Future
- Facilitator, Men Stopping Violence
- Member, African American Student Union (ASU) 50th Anniversary

- Member, Division of Student Life Ethics Week Committee
- Presenter, Office of Minority Education and Development (OMED) Challenge Day Orientation
- Member, Division of Student Life Employee Engagement

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Dr. Jamison Keller

- Member, Association of Fraternity/Sorority Advisors
    - Judge - Order of Omega Case Study Competition
    - Perspectives Magazine Editorial Board
- Board Member, Gamma Sigma Alpha Greek Academic Honor Society
- Participant, Hazing Prevention Institute
- Fellow, Interfraternity Institute
- Sigma Nu Fraternity
    - College of Chapters, Grand Chapter and LEAD Institute Facilitator
    - Emory University Chapter Advisor
- Professional Consultant and Facilitator
    - Fraternal Community Assessment- San Jose State University
    - Webinar Presenter, Paperclip Communications
    - Facilitator, Delta Upsilon Fraternity Leadership Academy
    - Presenter, Hazing Prevention, Virginia Commonwealth University
    - CAMPUSPEAK, Inc. Lead Facilitator & 2019 Facilitator of the Year
- Southeastern Interfraternity Conference (SEIFC)
- Presenter - Academic Score Card
    - Chair, Order of Omega Case Study Competition
- Association of Fraternal Leadership & Values Conference
    - Presenter

Amanda Fishman

- Member, Association of Fraternity/Sorority Advisors (AFA)
- Recruitment Advisor, Beta Theta Pi – Emory University
- Alumnae Advisor, Pi Beta Phi – Auburn University
- Facilitator, LeadToday - Hosted by Kappa Kappa Gamma
- Facilitator, Critical Conversations Program – Provided by Pi Beta Phi
- Facilitator, Connections Leadership Seminar - Alpha Delta Pi

Mattie Smyth

- Member, Association of Fraternity and Sorority Advisors (AFA)
- Facilitator, Kappa Kappa Gamma LEAD Today

Janise McKenzie

- Member, Association of Fraternity and Sorority Advisors (AFA)
- Participant, Hazing Prevention Institute
- Facilitator, Kappa Kappa Gamma Harm Reduction Program
- Facilitator, Men Stopping Violence Men at Work Curriculum
- Facilitator, University of Mississippi Fraternal Leadership Experience

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Greek Fee

The 2017 Greek life Task Force issued seven immediate recommendations and an additional four considerations. In 2018, the fraternity and sorority community leadership also created a two-year strategic plan that included seven content areas each with three to four strategies to focus on. It was quickly understood that current funding levels would prevent many of these initiatives to be accomplished. As a result, a benchmarking project began to investigate funding levels and sources of other fraternity and sorority communities across the country. Many institutions (LSU, Clemson, Penn, etc.) have implemented a fee for participation in fraternity and sorority life that would help fund staff, educational programming, and leadership development initiatives. A proposal was created alongside the four governing councils and approved by them. The proposal was later approved by the Vice President for Student Life/Dean of Students, John Stein; the Institute President, Bud Peterson; and the USG Board of Regents. The fee will begin this next fall 2019 semester. The approved proposal is attached and includes the planned programs and expenditures of the fee.

Progress:

Completed

Student 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 Affairs, 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

II. Staffing

New Staff:

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

Key Responsibilities:

- Oversee all aspects of the Office of Student Publications and Media;
- Maintain news/editorial/radio operation of high journalistic standards by providing orientation, training, advice, mentoring and support for student staff members;
- Develop and maintain policies, procedures and systems to support effective business operations including budget, goals, records keeping, student staff employment;
- Represent Student Media and serve as the primary contact to the GT administration in concert with the chair of the Student Publications Board when appropriate;
- Support student editor/managers in maintaining organizational sustainability.

Kenisha Allen, Coordinator of Marketing and Sales

Key Responsibilities:

- 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 to a broader advertising market.
- Manage advertising, sales, and underwriting budgets working closely with the Student Organization Finance Office.
- Oversee the distribution of all print publications.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

As a department within the Division of Student Affairs, 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.

Significant Accomplishments:

Some of the most notable accomplishments for the Office of Student Media in 2016-2017 include:

- The *Technique* student newspaper won (7) Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in in February 2019 in Athens, Georgia including First Place for "Best Sports Photograph";
- *The North Avenue Review,* the Institute's free speech publication successfully printed 2 successful magazines for the year and celebrated a ninety percent distribution/pick up rate;

- *WREK Atlanta 91.1 FM* celebrated it's 50th anniversary in March of 2018. The station organized a full day WREKtacular music festival/concert in early April 2019. The event featured 6 bands/artists and was held off campus at a local music venue which donated the space to WREK;
- The office continued to work to develop alternative revenue resource streams for printing and production funding for all of the publications;
- Updated online version of the *Technique* newspaper which saw a continued increase in daily views in 2018-2019;
- Student publications and WREK Atlanta 91.1 FM worked with FASET to coordinate incoming student information sessions through Opportunities at Tech;
- Successfully submitted annual FCC Ownership Report for *WREK Atlanta* (February 2019);
- The Board of Student Publications elected to approve a new student news magazine to become apart of the Board starting in Fall 2019;
- Successfully continued our recycling program with the Atlanta Humane Society for student publications (primarily old issues of the *Technique*) which turned out to be very successful and will continue in future years;
- Updated Media Kit to reflect current pricing, schedules, coupon codes, and uploading new forms;
- The Director continued his weekly radio specialty show with student staff on *WREK Atlanta 91.1 FM;*
- Organized two *Constitution Day/Student Media* events for campus in September 2018 and February 2019 in alignment with all of the student publications.

Progress:

Completed

V. Statistics

Unit Statistics:

Annual Technique Revenue

In FY19 the Technique saw an approximate 20 percent decrease in advertising revenue from FY18. This reduction in income can be attributed to a continued drop in National advertising, a trend seen among a large percentage of college newspapers nationwide. The Advertising and Marketing Coordinator stayed in close communication with other similar peer institutions who also saw drops in advertising revenue. Continued efforts and revenue strategies will be enacted for the 2019-2020 academic year including: possibly outsourcing advertising sales to a third party vendor, reduced pricing for bundle packages for multiple ads, increased communication with ad agencies and a larger canvasing of local businesses and industries. In addition, the Technique student newspaper will be reducing it’s number of printed issues weekly (5,500 to 5,000) in order to conserve revenue.

Student activity fee money for printing and operations

During the Fall of 2018 Spring of 2019 the student publications and WREK Atlanta 91.1 FM radio submitted and defended their FY20 student activity fee request before the Institute's student government association.

In FY19, the student organizations received a significant decrease in funding to operate ($20,000.00 reduction in Technique OS&E/printing funding). A bill was submitted by the Technique in October 2019 for an additional $30,000.00 which was approved by SGA increasing that year's budget for their OS&E. The major change in funding for the coming FY20 fiscal year was a $10,000.00 reduction in The Technique student newspaper's printing (OS&E). The Erato literary journal, the North Avenue Review, The Tower and the T-Book all received the same funding as they had in FY18. WREK Atlanta 91.1 FM's budget was also kept at the FY18 allocation rate.

Work force reduction

Due to declining advertising revenue and the depletion of financial resources from previous revenue collection, the department's Coordinator position was eliminated in February of 2019. Optional forms of revenue management are being considered for 2019-2020.

Progress:

Completed

VI. Service to the Institute

Staff Service:

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

- Volunteer, Dean of Student's on-call duty rotation (since August 2009);
- Chair of the Radio Communications Board;
- Treasurer of the Board of Student Publications;
- Attendee, FASET sessions
- Volunteer, Family Weekend 2018 events
- Student Life Event Planning Committee
- Chair of Division of Student Life "FUN" committee

Kenisha Allen, Coordinator of Marketing and Sales

- Emergency Preparedness Committee
- Student Life Event Planning Committee
- Attendee, FASET sessions
- Volunteer, Family Weekend 2018 events

Progress:

Completed

VII. Professional Development

Staff Professional Development:

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

- Attended Student Affairs professional development meetings
- Attended and participated in the 2018-2019 annual Georgia Collegiate Press Association's conference;
- Attended the Associated Collegiate Press (ACP) national conference (February 2019)

Kenisha Allen, Coordinator of Marketing and Sales

- Attended Student Affairs professional development meetings

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

Progress:

Completed

Counseling Center

I. Mission/Introduction

Essential Function(s) of department:

Section I: Mission/Introduction
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), the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Association of Recovery in Higher Education, and the Association for University and College Counseling Center Outreach (AUCCCO).
The Counseling Center also serves as a training site for graduate practicum students and doctoral interns. The practicum training program offers supervised training experiences in providing direct psychological services to students and the campus community. The doctoral internship training program is the capstone training experience for doctoral students in applied health 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 and Couples Counseling. The Center offers individual counseling for enrolled, degree-seeking students who present with a wide variety of psychological, vocational, and academic concerns. The most frequently assessed concerns are anxiety, depression and relationship issues. In addition, the Center provides couples counseling to students and their partners/spouses. To be eligible for couples counseling, one member of the couple must be a currently enrolled, degree-seeking student. The Counseling Center uses a short-term model of counseling to assist clients in addressing their concerns.

Group Counseling. The Center typically offers about a dozen counseling groups each semester, including more general groups which support students in making positive

changes in their lives, as well as groups based on specific issues or student identities. Our groups program is rich and diverse, and encompasses support groups, therapy groups, and psychoeducational life skills workshops.
Case Management. The Center's Case Manager coordinates community-based services and referrals in order to address longer-term care needs and persistent challenges that may be interfering with a student's ability for optimal functioning. A comprehensive listing of referral resources 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. The Case Manager coordinates referrals as well as coordinates students' transition back to campus.
Outreach and Wellness. The Counseling Center offers a number of educational programs and workshops. These workshops are open to all Georgia Tech students, faculty, and staff. They cover topics such as stress management, anxiety management, relationships, and diversity and inclusion. The Center also provides consultation to a number of campus groups and coordinates services for a variety of campus constituencies.
Emergency and Crisis Services. The counseling staff provides crisis and emergency services during regular office hours as well as after-hours and during the weekend. A major improvement in Center services this year has been contracting for after-hours services with ProtoCall, a national, higher-education-focused call center. ProtoCall is used by more than 400 organizations nationally and helps set the standard of practice for the management of after-hours emergent concerns. After-hours consultation and crisis service is available through the ProtoCall system which is backed-up by the Georgia Tech Counseling Center counselor-on-duty. Emergency walk-in times are available during the week for students experiencing a personal crisis. 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 Psychiatry Department at the Student Health Center. The Counseling Center works closely with the psychiatrists to facilitate referrals for psychiatric evaluations and follow-up as needed.
Testing and 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 screening for drug and alcohol concerns are also provided via referrals from the Office of Student Integrity.

Progress:

Completed

II. Staffing

Current Staff:

Section II: Staffing

Administration

Carla Bradley, Ph.D.
Position: Director, Licensed Psychologist
Key Responsibilities:
• Responsible for overall administration of the Center
• Responsible for direct supervision of senior staff
• 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 provides oversight of the practicum training program
• Responsible for direct supervision of senior staff
• Provide direct service and supervision

Andrew "Andy" Smith, Psy.D.
Position: Associate Director/Clinical Services Director, Group Coordinator, Licensed Psychologist
Key Responsibilities:
• Responsible for the coordination of client clinical services for the Center
• Responsible for coordinating the Center's group programs and life skills workshops
• Responsible for direct supervision of senior staff
• Provide direct service and supervision

Irene Dalton, Ph.D.
Position: Assistant Director of Satellite Clinical Services, Licensed Psychologist
Key Responsibilities:
• Responsible for coordination and administration of the Center's satellite clinical services
• Responsible for direct supervision of senior staff
• Provide direct service and supervision

Janice Harewood, Ph.D.
Position: Assistant Director for Outreach and Wellness, Licensed Psychologist
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

Senior Staff

Drew Adelman, Ph.D.
Position: Coordinator of Diversity and Inclusion, Practicum Supervisor, Licensed Psychologist

Key Responsibilities:
• Responsible for coordination, administration and supervision of the Center's practicum training program
• Responsible for coordinating the Center's diversity and inclusion programming and services
• Provide direct service and supervision

Irene Daboin, Ph.D.
Position: Coordinator Peer Coaching Program, Licensed Psychologist
Key Responsibilities:
• Responsible for coordinating the Center's peer coaching program
• Provide direct service and supervision

Tyler Finklea, Ph.D.
Position: Coordinator of Biofeedback Services, Licensed Psychologist
Key Responsibilities:
• Responsible for coordinating the Center's biofeedback program (in development)
• Provide direct service and supervision

Peter Hauge, Ph.D.
Position: Coordinator of Graduate Student Services, Coordinator of Mindfulness Programming, Pursuing Licensure (Psychologist)
Key Responsibilities:
• Responsible for coordinating the Center's graduate student services
• Responsible for coordinating the Center's mindfulness programming
• Provide direct service

LaRonda Hollis, LPC, CPCS
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

Christina Owens, B.A.
Position: Coordinator of the Collegiate Recovery Program
Key Responsibilities:
• Responsible for coordination and administration of the Collegiate Recovery Program
• Provide mentorship to students in the program

Thad Reece, Psy.D.
Position: Coordinator of Social Media and Technology, Pursuing Licensure (Psychologist)
Key Responsibilities:

• Responsible for coordinating the Center's social media and technology programming
• Provide direct services

Julia Rizzo, Psy.D.
Position: Suicide Prevention and Crisis Response Coordinator, Licensed Psychologist
Key Responsibilities:
• Responsible for coordinating the Tech Ends Suicide Together prevention and education program
• Responsible for coordinating Center response to campus crises
• Provide direct services and supervision

Florin Selagea, Ph.D.
Position: Assessment and Testing Coordinator, Pursuing Licensure (Psychologist)
Key Responsibilities:
• Responsible for coordinating assessment and testing services
• Provide direct services

Administrative Professional Staff

Audrey Childs
Position: Administrative Professional I, Tech Temp
Key Responsibilities:
• Maintain administrative support for Center's operational needs

Shervonda Horn
Position: Administrative Professional II
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

Tawanna Wilson (Resigned May, 2019)
Position: Administrative Professional III, Office Manager
Key Responsibilities:
• Maintain administrative support for Center's operational budget, process travel requests, and process purchasing requests

Doctoral Interns

Megan Faye
Loyola University
Clinical Psychology

Key Responsibilities:
• Provide direct services, outreach, and supervision to practicum students

Stephen Fogleman
University of Georgia
Counseling Psychology
Key Responsibilities:
• Provide direct services, outreach, and supervision to practicum students

Adrian Kunemund
University of Georgia
Counseling Psychology
Key Responsibilities:
• Provide direct services, outreach, and supervision to practicum students

Melanie Landerfelt-Ozbolt
Auburn University
Counseling Psychology
Key Responsibilities:
• Provide direct services, outreach, and supervision to practicum students

Practicum Trainees

Laura Cobourne
Georgia State University
Key Responsibilities:
• Provide direct services

Shola Shodiya-Zeumault
Georgia State University
Key Responsibilities:
• Provide direct services

Haidi Song
Auburn University
Key Responsibilities:
• Provide direct services

Zach Taber
Georgia State University
Key Responsibilities:
• Provide direct services

Temporary Staff Additions

Kevin Buckins, LPC (Term ended 12/18)
Position: Temporary Therapist
Key Responsibilities:
• Provide direct services

Kathleen Clark, LPC (Term ended 6/19)
Position: Temporary Therapist
Key Responsibilities:
• Provide direct services

Erin English, Ph.D. (Term ended 7/19)
Position: Temporary Psychologist, Coordinator for AOD Services
Key Responsibilities:
• Responsible for coordinating the Center's AOD services
• Provide direct services and lead AOD Team

SaDohl Jones, Ph.D. LPC (Term ended 8/18)
Position: Temporary Therapist
Key Responsibilities:
• Provide direct services

Kesi Miller, Ph.D. (Term ended 6/19)
Position: Temporary Psychologist
Key Responsibilities:
• Provide direct services

Jena Parham, LCSW (Term ended 8/18)
Position: Temporary Therapist
Key Responsibilities:
• Provide direct services

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

A Policy and Procedure review was conducted at the beginning of the summer (2019) and it was decided to continue substantive review next summer (2020) after the implementation of GT CARE.

Secondary Employment: The Counseling Center recognizes that it is a common practice in university counseling centers across the nation for some counseling center staff to elect to maintain secondary employment, particularly in the form of a private practice. The Georgia Tech Counseling Center has historically accommodated staff who wish to engage in secondary employment outside their scheduled GTCC work hours. Staff who engage in secondary employment are required to abide by the following provisions:

1. GTCC clinicians are at liberty to engage in secondary employment, particularly their own private practices, as long as they do so outside of their normally scheduled work hours.

2. All GTCC staff must annually disclose secondary employment on the appropriate Institute form.

3. USG property and resources may not be utilized for any GTCC staff private practice activities.

4. GTCC clinicians who maintain a private practice agree not to accept active Georgia Tech students into their practice as this is seen as a conflict of interest with the clinician's primary employment site.

Justification:

It is believed that the summer of 2020 will offer the best opportunity for articulating GT CARE's impact on Counseling Center policies and procedures. The primary impact is anticipated to concern work-flow processes around client intake and assignment.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Section IV: Significant Accomplishments and Challenges

The 2018-19 academic year began with positive growth for the Center, as a new director was on-boarded along with two new senior staff therapists (both seeking licensure as psychologists). The new director, arrived on July 2, 2018 after a 16-year tenure at the University of Colorado at Boulder. She previously served 11 years as the Training Director for UC-Boulder's APA accredited internship and was also her department's Lead Psychologist for 5 years. She will complete a Masters of Engineering (Management) in the late summer of 2019.

The two new senior staff therapists on-boarded in the summer of 2018 began in late August, and currently coordinates graduate student services. He is also developing a coordination area in mindfulness programming. The Coordinator of Graduate Student Services/Coordinator of Mindfullness is particularly interested in working with athletes and mindfulness. The Suicide Prevention and Crisis Response Coordinator began her tenure with the Counseling Center in early September and coordinates Tech Ends Suicide Together, as well as the campus response to crises. She has specialized training in sport psychology and her other professional interests include diversity, equity, and social justice work. She completed her licensure requirements in March (2019) and is now a licensed psychologist.

The 2018-19 academic year continued to present considerable staffing challenges for the Counseling Center despite the new hires. We began the year with an interim Clinical Director. The August, 2018 resignation of a former CC staff left us with an open position for an Alcohol and Other Drug (AOD) specialist. However, they remained with the Counseling Center as a part-time Tech Temp and continued to lead the AOD Team and administer mandated AOD screenings. Her tenure finished in July 2019. Across the course of the academic year, there were 3 failed searches for an AOD Psychologist. As a result, plans are underway for the next search to recruit a Master's level AOD specialist.

There was also an initial failed search for an assessment specialist, but in November 2018 the Assessment and Testing Coordinator was hired at the conclusion of the second search. He completed his postdoctoral fellowship in neuropsychological assessment in the summer of 2018 and is in the process of seeking licensure as a psychologist.

In December 2018 President Peterson announced the funding of 3 new master's level permanent staff positions for the Counseling Center. This offered the opportunity to expand the Center's campus presence into a Satellite program. The Satellite Counseling initiative will be piloted in the fall of 2019.

In December 2018, the Center added an administrative part-time Tech Temp to assist with clerical and logistical needs within the Center as demand for counseling services continues to grow.

In February 2019, one CC Staff accepted the open generalist psychologist position after completing his post-doctoral residency at the Center in December (2018). He is currently seeking licensure as a psychologist and has an interest in social media and technology.

February 2019 saw the culmination of a Georgia Tech student-led effort to examine best practices in mental health with peer institutions nationally. The first ever Intercollegiate Mental Health Conference was organized by the Student Mental Health Coalition and hosted at the Georgia Tech Hotel and Conference Center.

In the spring, an unfilled psychologist position was converted into a Case Manager position. This will be the second Case Manager for the Counseling Center. The search is underway with the plan to fill the position by the late summer of 2019.

During the Fall semester, a unit leadership team comprised of members of the divisions of Student Life and of Campus Services began meeting to discuss the transition of the Office of Health & Well-Being from a specific department to an overall wellness climate and conversation for the campus. The divisions of Student Life and Campus Services now encompass a cross-divisional and shared reporting structure working collaboratively to help guide the campus community toward an increasingly robust conversation about health and wellbeing at Georgia Tech. Team membership includes: the Vice President of Student Life and Dean of Students; the Associate Vice President of Campus Services; the Director of the Georgia Tech Counseling Center; the Senior Director of Health Initiatives; the Director of Campus Recreation; the Senior Director of Stamps Health Services; and the Director of GT CARE.

In the fall of 2018, an Implementation Team comprised of members of the divisions of Student Life and Campus Services began meeting to discuss how to actualize the vision of a separate service department dedicated to assessing students seeking entrée into campus mental health and other support services. The separate department was eventually named GT CARE (Center for Assessment, Referral and Education). Several members of the Counseling Center were on this team. Over the coming AY 2019-20, GT CARE and the Counseling Center will be working closely together to streamline processes for service access and delivery to the campus community.

In May of 2019, one CC Staff completed her tenure as the Counseling Center's Office Manager. Ms. Wilson had been working in the Counseling Center for about 18 months and was a dedicated and valued member of the Division of Student Life for many years. The Administrative Professional I accepted the position of Senior Administrative Assistant and begins her new job on July 14, 2019.

Significant service enhancements were implemented during the year. A new wellness-oriented app called WellTrack was purchased through a grant from the Joint Allocation Committee of the Student Government and was rolled out to the campus in the fall of 2018. This app is provided to clients of the Center as well as any enrolled Georgia Tech student and offers immediate support for depression, anxiety and stress. The app has more than 600 users and continues to grow in popularity. Another significant enhancement to service provision involved the Center contracting with a nationally-known after-hours emergency phone service called ProtoCall. This service provides immediate mental health support for students outside the regular operating hours of the Counseling Center. The Counseling Center staff continue to provide back-up to this system in the event that a local response is required after hours and on the weekend. Other new initiatives supported by grants from the Joint Allocations Committee of the Student Government Association include upgraded and enhanced assessment materials; biofeedback lab equipment; training in Koru mindfulness; and weighted blankets for use during acute anxiety episodes.

In years past, several Counseling Center programs were newly gifted or re-gifted with both endowments and liquid operating funds. These programs include the Collegiate Recovery Program, Tech Ends Suicide Together, and the Peer Coaching Program. The endowment for the Peer Coaching Program continues to grow through the generosity of the Stamps President's Scholars Class Gift and the continued generosity of the benefactor who originally funded the program. Additionally, VP/DOS Stein allocated $50,000 from the Stamps President Discretionary Endowment to several programs within the Counseling Center: Collegiate Recovery Program; Mindfulness Program; Outreach; Peer Coaching Program; and Tech Ends Suicide Together.

During the summer of 2019 the Counseling Center underwent a substantive renovation giving the Center a lovely calming and welcoming ambiance. Both students and campus partners have offered positive reviews of the updates.

As AY19-20 approaches, the Counseling Center looks forward to continuing to serve the Georgia Tech community with our innovative programming, and our dedicated and award-winning staff.

Progress:

Completed

V. Statistics

Unit Statistics:

The Counseling Center continued to provide quality services through AY2018-19, striving to meet the needs of students and the campus by providing a range of counseling and outreach/consultation services. The following tables are aggregate data which offer an overview of client demographics and services rendered by the Counseling Center.

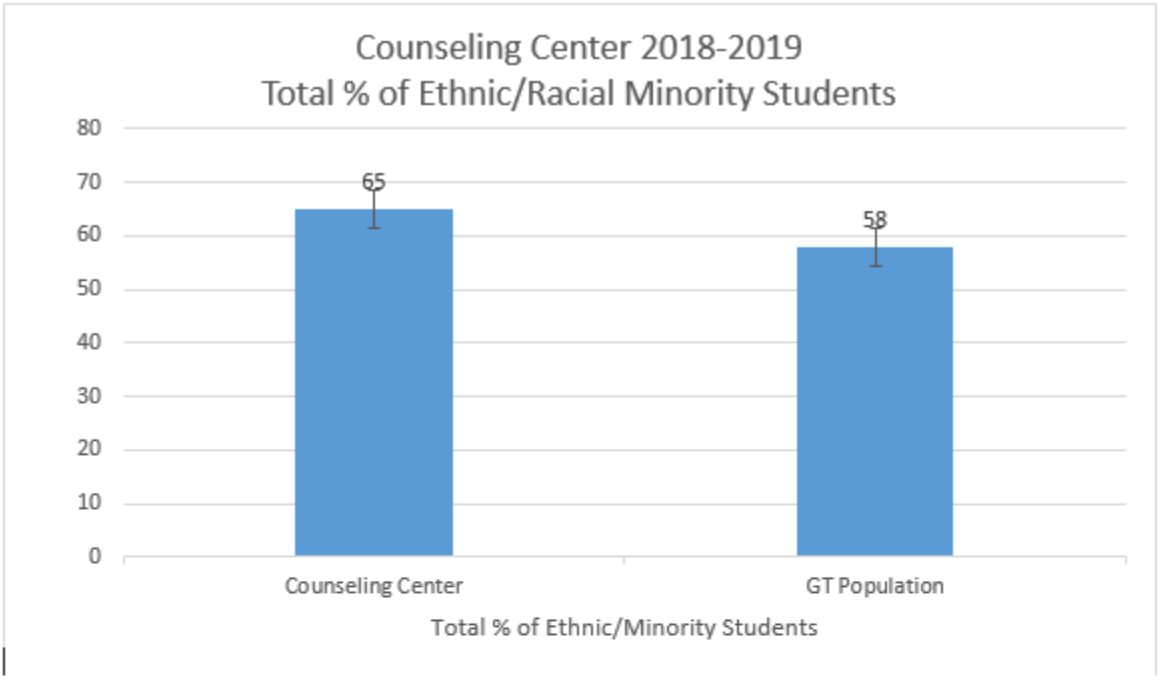
Summary of Counseling Services

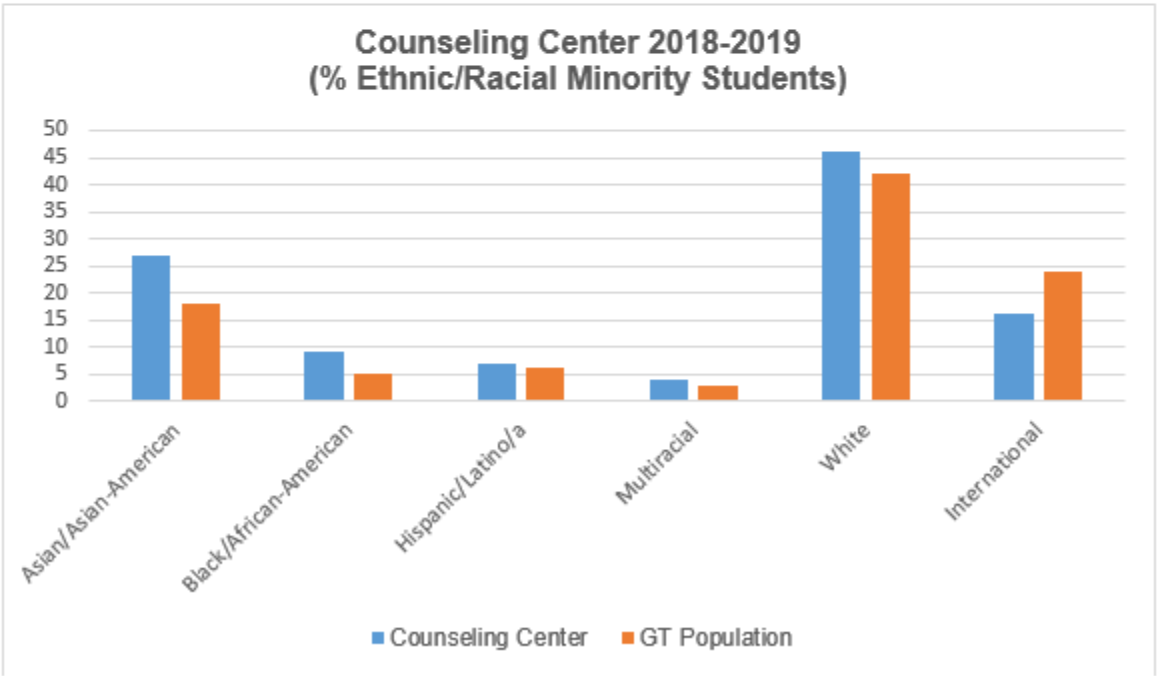
Summary of Counseling Services	
Total Number of New Students	1,814
Total Number of Counseling Appointments	7,793
Total Number of Counseling Hours Provided	11,882
Average Number of Sessions per Client	4.67
Most Frequently Assessed Concerns of Students Referred for Individual Counseling (Top 10)	Anxiety (26%) Depression (18%) Relationships (10%) Stress (5%) Adjustment (5%) Family of Origin (4%) Sexual Assault/Abuse (4%) Self Esteem (3%) Identity Concerns (2%) PTSD (2%)
Total Number of Client Hospitalizations	23 (voluntary 8; involuntary 15)

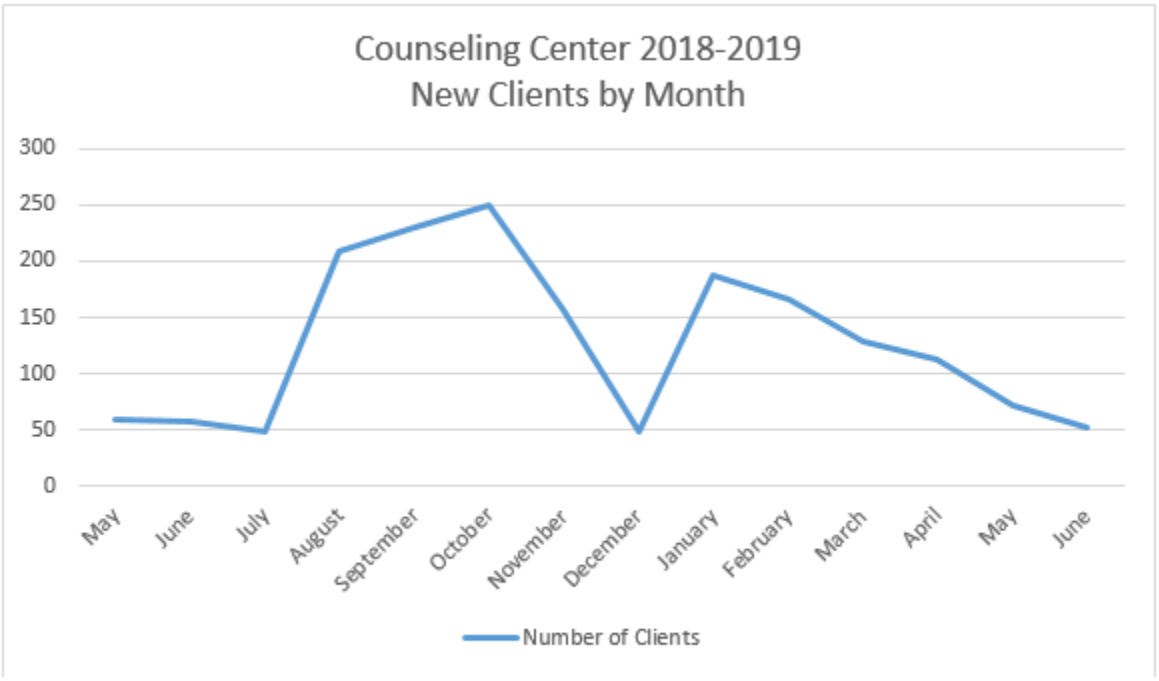
Client Demographics

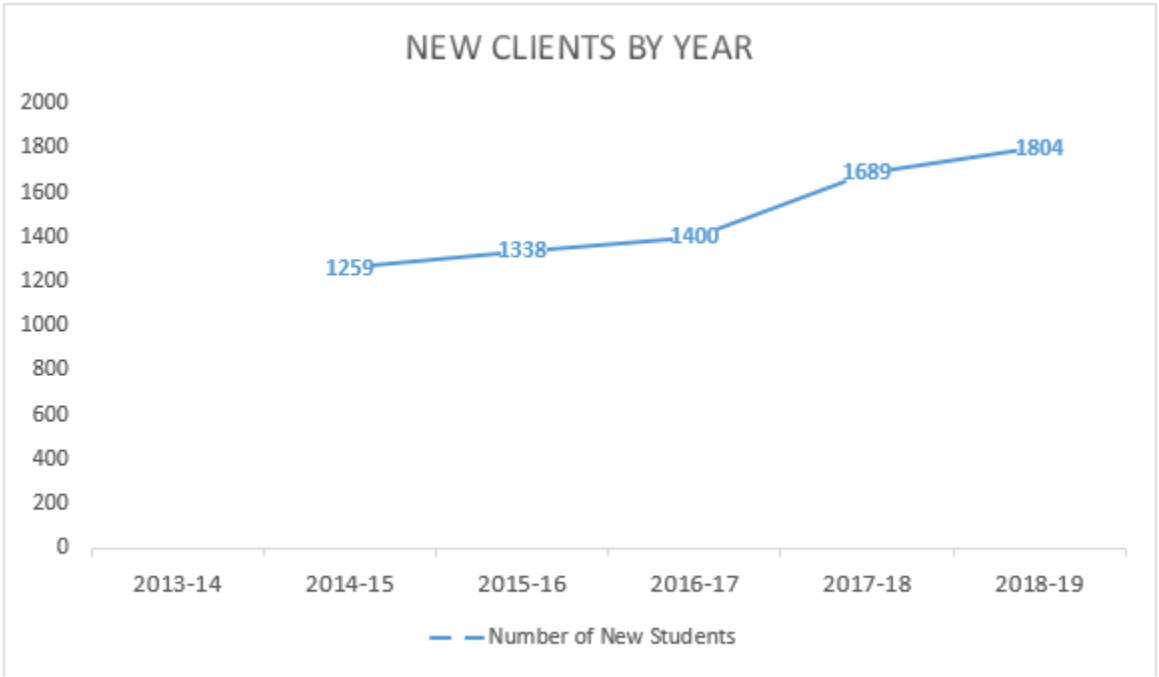
Client Demographics – Student Status	
Student Status:	**Percent:**
1st year	21.2
2nd year	18.0
3rd year	17.3
4th year	15.8
5th year	5.5
> 5th year	1.9
Undergraduate	78.8
Graduate	21.2

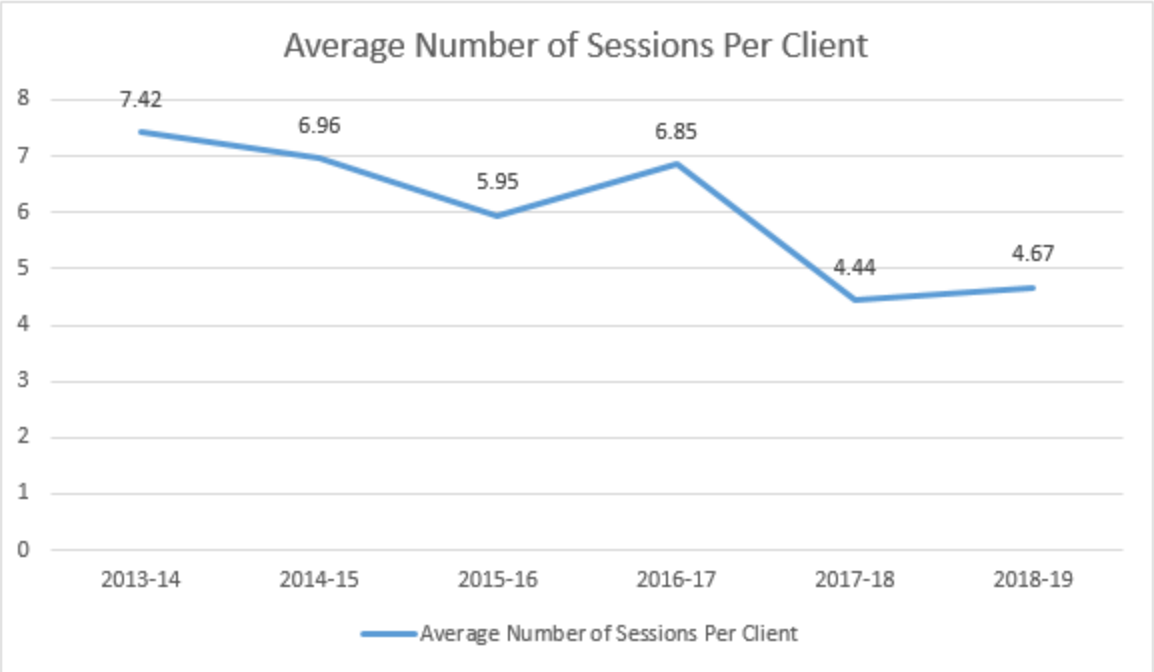
Client Demographics	
Gender Identity:	**Percent:**
Male	49.4
Female	49.7
Other	0.9
Identify with Sex Assigned at Birth	
Yes	90.7
No	0.9
No Response	8.3
Race/Ethnicity:	**Percent:**
African American/Black	8.6
Asian American/Asian	26.6
Hispanic/Latino(a)	6.9
American Indian/Alaskan Native	0.1
White	45.1
Multiracial	3.9
International	15.7
Sexual Orientation (self-identified):	**Percent:**
Heterosexual	66.8
Lesbian	0.9
Gay	2.9
Bisexual	8.1
Questioning	3.5

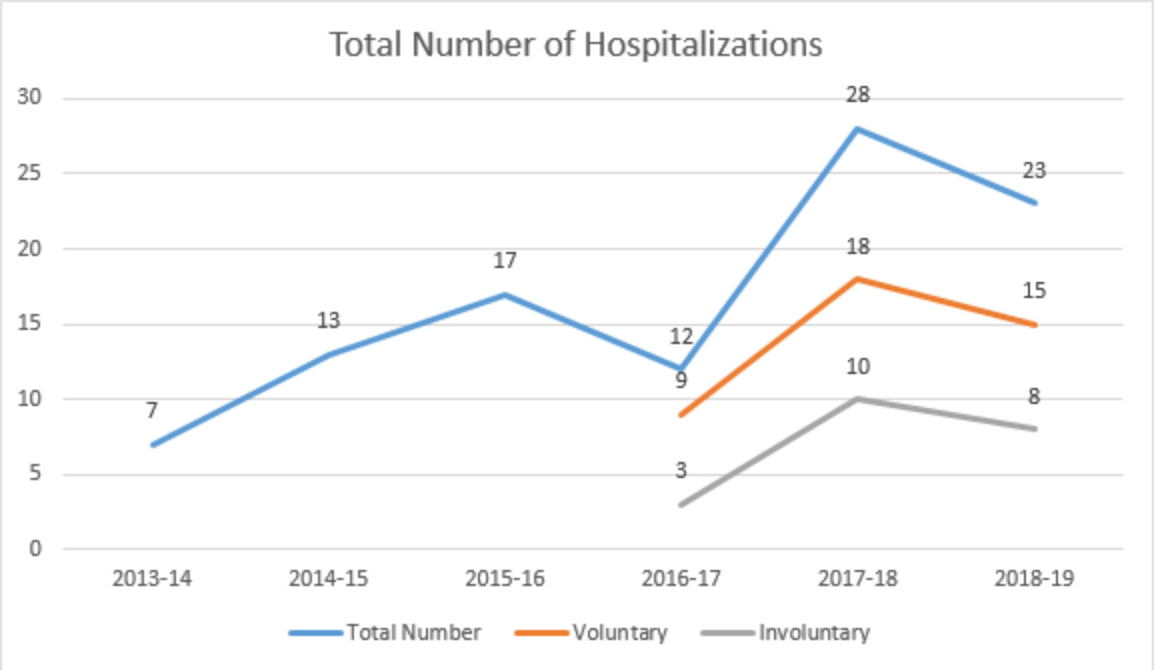

Counseling Center 2018-2019
Total % of Ethnic/Racial Minority Students
80
70
60
50
40
30
20
10
0
65
58
Counseling Center
GT Population
Total % of Ethnic/Minority Students

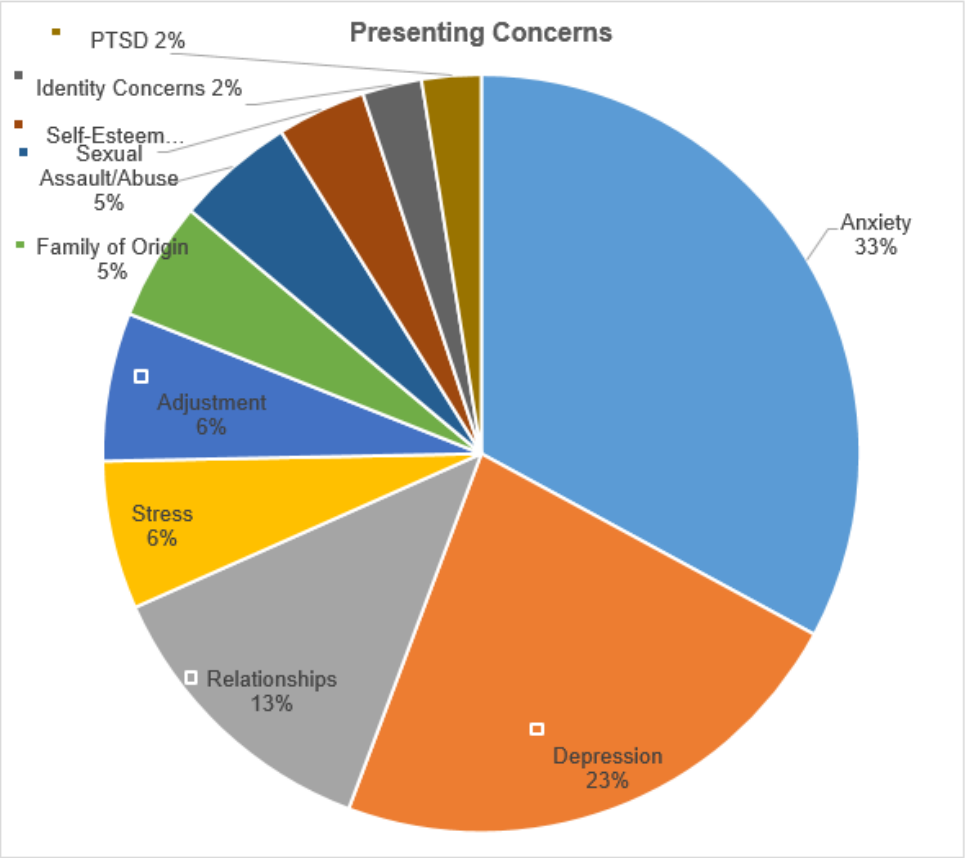

Counseling Center 2018-2019
(% Ethnic/Racial Minority Students)
50
45
40
35
30
25
20
15
10
5
0
Asian/Asian-American
Black/African-American
Hispanic/Latino/a
Multiracial
White
International
Counseling Center
GT Population

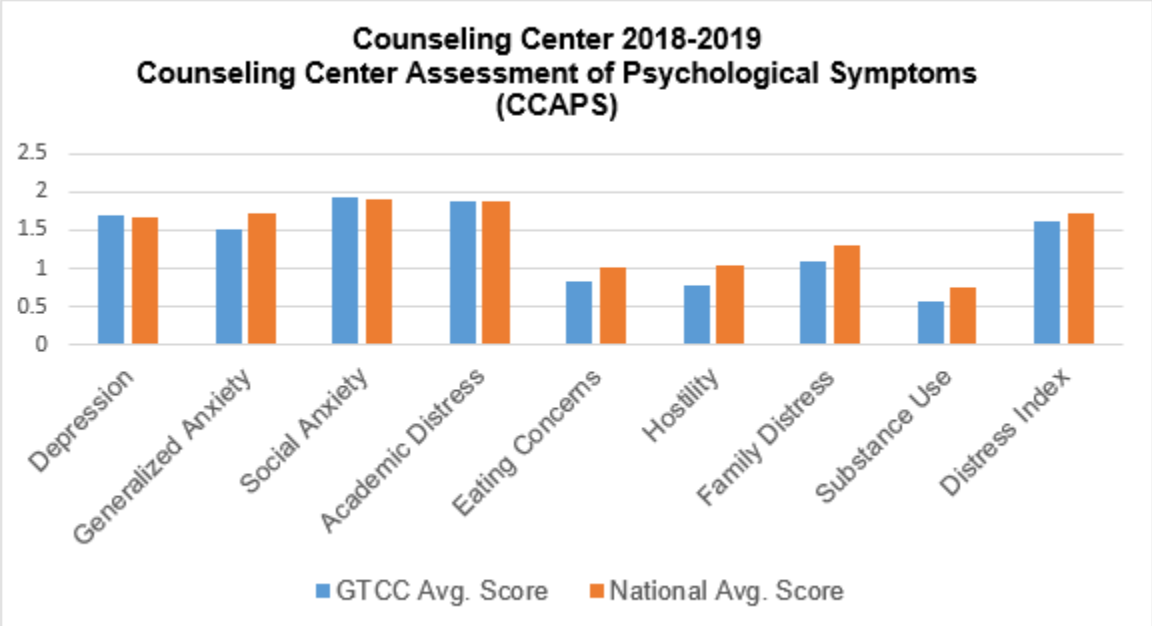

Counseling Center 2018-2019
New Clients by Month
300
250
200
150
100
50
0
May
June
July
August
September
October
November
December
January
February
March
April
May
June
Number of Clients


NEW CLIENTS BY YEAR
2000
1800
1600
1400
1200
1000
800
600
400
200
0
1259
1338
1400
1689
1804
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
Number of New Students


Average Number of Sessions Per Client
8
7
6
5
4
3
2
1
0
7.42
6.96
5.95
6.85
4.44
4.67
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
Average Number of Sessions Per Client


Total Number of Hospitalizations
30
25
20
15
10
5
0
7
13
17
12
28
23
9
18
15
3
10
8
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
Total Number
Voluntary
Involuntary


Presenting Concerns
PTSD 2%
Identity Concerns 2%
Self-Esteem...
Sexual Assault/Abuse 5%
Family of Origin 5%
Adjustment 6%
Stress 6%
Relationships 13%
Depression 23%
Anxiety 33%


Counseling Center 2018-2019
Counseling Center Assessment of Psychological Symptoms (CCAPS)
2.5
2
1.5
1
0.5
0
Depression
Generalized Anxiety
Social Anxiety
Academic Distress
Eating Concerns
Hostility
Family Distress
Substance Use
Distress Index
GTCC Avg. Score
National Avg. Score

Clinical Services

Satellite Clinical Services. A Satellite Counseling initiative is in development at the time of this writing and will be piloted in the fall of 2019. Housing counselors in an academic department provides accessibility to services in a convenient location; additionally, we hope to reach students who would not have typically sought out services. Two licensed mental health clinicians will be hired (Licensed Professional Counselor or Licensed Clinical Social Worker) and placed in satellite locations within the College of Engineering. The specific office spaces are located in the Mechanical Engineering building and the Biomedical Engineering Building. A third counselor, who will have an office in the College of Computing, will be hired several months after the program is piloted. The Counseling Center will be responsible for funding these positions and providing administrative supervision. The logistics and details are still being refined and an agreement between GT Counseling Center and Engineering will be written so that each party has an understanding of privacy, roles and expectations.

Biofeedback Services. The biofeedback initiative is in development and will expand services to students by offering a workshop series. Each group of 8 students will complete three modules over three successive weeks. These modules will include a teaching component about stress, activities, breathing exercises, and time on the biofeedback equipment. The purpose of this initiative is to provide students with concrete data that will show them the benefits of utilizing stress reduction techniques.

New Workshop Series: Anxiety Toolbox. The Counseling Center piloted a new, three-session Anxiety Toolbox workshop as an additional service for clients of the Counseling Center who were dealing with anxiety concerns. The workshop provided information about symptoms of anxiety and focused on teaching practical anxiety-management skills. Anxiety Toolbox also included workbooks for each client to use to practice skills between sessions. One Anxiety Toolbox workshop was offered in Fall 2018, and three were offered in Spring 2018. The pilot of Anxiety Toolbox indicates that it was useful to clients and well-received by them. Overall, 19 students started with the Anxiety Toolbox program, with 14 completing the program. Of the 14 who completed the program, 86% said it was “very true” or “slightly true” that they learned what they needed to effectively address their concerns, 85% reported that it was “very true” or “slightly true” that the program helped them, and 93% said it was “very true” or “slightly true” that they would recommend Anxiety Toolbox to a friend. The Counseling Center plans to continue offering Anxiety Toolbox and to pilot similar three-session workshops for clients within the coming year.

Counseling Center Clinical Services Outcome Data. The Counseling Center engages in ongoing assessment of client experiences at the Center. Each year, the Center randomly surveys its clients during 2 weeks in the Fall and Spring semesters to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction with their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). In sum, clients

indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.

	Average Rating
How satisfied are you with the services you have received at the Counseling Center?	4.26
How satisfied were you with your initial screening appointment?	4.18
How satisfied are you on your progress with the concerns that brought you to counseling?	3.84
How satisfied have you been with your counselor?	4.58
How satisfied are you that your counselor understands the nature of your concerns?	4.49
How satisfied are you with how your counselor respects your culture and identity?	4.85
How satisfied are you with the assistance of the Front Desk staff?	4.61
How helpful has counseling been to you in supporting your academic progress?	3.80
How helpful has counseling been to you in remaining at Tech?	4.03
How likely would you be to recommend our services to a friend?	4.42

Client Experience of Counseling. Clients were also asked to provide open feedback and comments about their experience at the Counseling Center. Below is a sample of client comments:

- "My counselor is amazing, caring, and super supportive! She made all of my fears of therapy disappear. An amazing woman."
  • "Ever since I began utilizing the counseling center at Tech, I have seen a massive increase in productivity for myself and a positive outlook that I have not been able to maintain for the last few semesters."
  • "The counseling department seems to do an excellent job helping students find the right resources."
  • "I appreciate all the help. My counselor is an amazing therapist. Thank you!"
  • "Helped tremendously over the semester, I'm very thankful for having this resource available."
  • "I appreciate the counseling center's services despite the recent backlash. Ya'll are doing great work."
  • "I like my counselor very much. She understands me, is empathetic to my concerns and I felt heard from her in both the way she allows me to speak and in the way she asks questions. I very much hope to stay with her throughout my

time here. The staff is also very friendly and kind. I very much felt welcome from day 1 and [the Counseling Center] gave me options of alternative treatment while I waited to be matched with a counselor."
• "My counselor is amazing. I'm so grateful to have spent my time with her this semester. She gave me a way better perspective on things and let me feel like I could really help myself get to a better place. I am so satisfied with the counseling center. Thank you so much for the help this semester."
• "Counseling helped me so much in ways I didn't even imagine, thank you all!"
• "Staff is super friendly! I feel comfortable telling my counselor any and everything and she's always patient and kind to me, especially when I'm super emotional and irritable. I love coming to see my counselor and my mood always improves afterwards ☺ Thank you for sticking w/ me and listening to me!!"
• "There's no way I could've completed my grad degree without counseling. I think if the resources are there, it should be mandatory for all PhD students to have at least one therapy session every 3-6 months. I am forever grateful for the services I received here from my counselor. She deserves a raise. I received better therapy than from an outside provider in which I had to pay a copay for."
• "My counselor is amazing, the best therapist I have ever had. She goes above and beyond to help me stay on track. I have benefited so much from the counseling center."
• "I have really appreciated your services during a difficult last year at Tech. I think that the counseling services have been unfairly criticized by the student body, at least based on my experience. Thank you for your help."

Of note, there were a number of comments from clients about how to improve services. These comments may be instrumental in refining services as new directions for Clinical Services are explored. Constructive criticism and suggestions included:

- "Literally the only thing I did not like was the surveys before each session because it would make me anxious about what I put last time or who was going to see my results."
  • "I feel as though this counseling center assumes that you have ample time outside of classes to focus on your mental health, which I know is definitely not the case. I think I would have rather received better advice on how to take care of things in the moment instead of more preventative measures for self-care. I am satisfied in some aspects but not satisfied in others."
  • "The initial wait for an appointment was long but understandable. My sessions have not only been therapeutic, but overall enjoyable."
  • "I am concerned that I will be forced out of counseling to an off-site service before I am ready. It was really hard to get help and I'm making progress, but this worries me. I've put in a lot of effort with my current therapist."
  • "Definitely time limited. Could have a lot of potential with multiple semesters."
  • "I like the service received here very much, but I also think the counseling resources for the GT community is still insufficient."
  • "The number of counselors is still extremely low, and it takes too long to setup an appointment. With the high stress environment of Tech, appointments should

be more readily available."
• "Long wait until I was able to start counseling, but I am very satisfied with my counseling."
• "Already I've recommended counseling to others on campus. Great work. I would like to see slightly more integration between counseling and psychiatry, though. Sometimes it feels like I see two separate helpers when it would be good to all be on the same page, especially since I am not particularly good at explaining the long term goals and expectations."
• "I am not sure you all already have a presence on gatech Reddit thread but it might help if you all could see what current and past students talk/vent about regarding the culture here at tech. Both academic and mental."
• "My experience with my counselor has been great. The only part of the process I was dissatisfied by was the amount of time between my initial consultation and being assigned a counselor. However, all that being said, it was worth the wait and I am overly satisfied with the experience and the things I have learned."

Group Counseling. Group counseling continued to be offered by the Counseling Center. Group counseling is offered through 2 service types: Life Skills psychoeducational workshops and psychotherapy groups. For 2018-2019, the Center was successful in offering 11 groups in the Fall, 13 groups in the Spring, and 3 groups in the Summer semester. The groups program resulted in 1,444 client hours. Senior staff facilitated a number of groups throughout the year. Groups were also facilitated/co-facilitated by interns and practicum students.

Mindfulness Groups. Mindfulness is described as "Awareness of the present moment, with nonjudgment," and is an effective treatment for a host of clinical concerns including stress, anxiety, depression, performance issues, and emotional regulation. The Counseling Center offers several different services of increasing length and intensity that help Georgia Tech students develop mindfulness skills through the introduction and practice of formal mindfulness meditation. The "Intro to Mindfulness Workshop" is a one-hour workshop in which a clinician provides students with psychoeducation about mindfulness and its benefits and leads students in an introductory meditation. "Koru Mindfulness" is an empirically-supported four-session mindfulness course. A skills-oriented course, Koru teaches students a variety of meditation techniques and promotes the development of mindfulness skills through readings, psychoeducation, and discussion among group members. The "Mindfulness for Managing Stress Group" is the Counseling Center's most rigorous mindfulness-based treatment. The group takes place over the course of an entire semester. In addition to learning and practicing mindfulness meditation skills, students in this group have the opportunity to engage in more in-depth discussions about their personal concerns, receive feedback from group members, and actively learn how to apply mindfulness in their lives to improve their well-being.

Group Counseling Summary	
Total Number of Groups Offered	11 (Fall) 13 (Spring) 3 (summer)
Total Number of Clients	152
Total Number of Contact Hours	2,184

Group Counseling Outcome Data. In 2018-2019, clients were asked to provide their evaluation of their group experience. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). In sum, clients indicated that they were satisfied with their overall group counseling experience and that group counseling was helpful in improving or maintaining their academic performance. The results from each survey item are presented as follows:

	Average Rating
How satisfied are you with the services you have received at the Counseling Center?	4.44
How satisfied were you with your initial consultation appointment?	4.32
How satisfied are you with the assistance of the Front Desk staff?	4.37
How satisfied have you been with your group counselor(s)?	4.68
How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.66
How satisfied are you that your group counselor(s) respects your culture and identity?	4.73
How satisfied are you on your progress with the concerns that brought you into group counseling?	4.02
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.24
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.66
How helpful has counseling been to you in improving or maintaining your academic progress?	4.05
How helpful has counseling been to you in remaining at Tech?	4.19
How likely would you be to recommend our services to a friend?	4.63

Client Experience of Group Counseling. In addition, clients were also asked to provide open feedback and comments as to their group counseling experience at the Counseling Center. Below is a sample of the client comments:

• “I thought it was best that I was able to voice my concerns in a safe environment. It also helped being able to hear that other people who are my peers are going through the same things that I am going through.”
• “Group counseling has been a good opportunity to open up to strangers. I still have some difficulty relating to other people’s problems. A positive is that I now realize how important it is to express my feelings and opinions.”

• “Everyone from the counselors to the other students in the group helped me immensely throughout the semester.”
• “I have had an amazing experience in group. It fosters growth and communication. Thank you!”
• “Group was very valuable to me in many aspects. However; one area that I got frustrated with was the common complaining about Tech. That helped for a bit and solutions were offered, but sometimes I felt we focused too much on the negatives about Tech instead of the positives.”
• “I believe group counseling and the Counseling Center are extremely valuable resource for students at Tech.”
• “I really appreciated the sessions in which my counselors were very direct in keeping us focused on interpersonal communication within the group. Those sessions were challenging but very useful.”
• “My group counselor has been fantastic. He truly has helped me so much through these sessions.”

Case Management Services. The Counseling Center continued to offer case management services as an integral part of the stepped-care model and an effective intervention that promotes continuity of care. Case management is a specific form of service which assists students with longer-term care needs and/or persistent challenges that may be interfering with their ability for optimal functioning at Georgia Tech.

During the Fall 2018 and Spring 2019 semesters, thirty-five students were internally referred for case management services. The caseload consisted primarily of clients with a higher acuity who required longer-term individual counseling. The case management process included weekly contacts with clients, assistance with obtaining an off-campus therapist and/or psychiatrist, facilitation of phone calls and necessary client paperwork, and consultation with appropriate mental health providers. In addition, the Case Manager regularly assisted Counseling Center staff clinicians with identifying the appropriate referral options for clients that were not assigned specifically for case management services. Upon request, the Case Manager consulted with parents, students, and colleagues at other institutions who sought connection with mental health providers in the surrounding communities.

The Case Manager assisted in the facilitation of voluntary and mandated assessments of clients by an Emergency Receiving Facility (ERF). During the academic year, there were eight voluntary hospitalizations and fifteen involuntary hospitalizations facilitated by the Counseling Center during business hours. The coordination of care included maintaining contact with the facility upon admission, requesting regular follow-ups with the treating clinician, and assisting in discharge planning. The Case Manager facilitated the development of a Memorandum of Understanding with two Emergency Receiving Facilities in the Atlanta area.

The Case Manager continued to serve as a liaison with the Psychiatry Clinic in Stamps Health Services and worked closely with the department’s Care Coordinators. The Case Manager led a weekly meeting with the Care Coordinators that encouraged continued

collaboration, clinical consultation, treatment recommendations, presentation of difficult client cases, and professional development.

The Case Manager is the primary contact between the Counseling Center and off-campus clinicians who serve as referral sources for therapy and psychiatric care. During the course of the year, the Case Manager organized two Coffee Hours for community mental health providers who were interested in joining the Referral Database. The networking event was co-hosted by the Psychiatry Clinic. As a result, over forty-five (45) clinicians were added as a referral source.

Testing and Assessment Services. The Counseling Center continued to provide a variety of assessment services through 2018-2019, including screenings and psychoeducational evaluations for Attention-Deficit/Hyperactivity Disorder and Learning Disabilities. In addition, a range of other assessment services, including interest inventories, personality, and psychological testing are available based on students' needs. Mandatory AOD assessments are also provided via referrals from the Office of Student Integrity.

Assessment and Testing 2018-2019	
Psychoeducational Evaluations	21
ADHD/Learning Disability Screenings	39
Autism Spectrum Screenings	2
Other Mental Health Assessments	2
Alcohol and Other Drug Evaluations	64
Total Assessments	**126**

AOD Services. The Alcohol and Other Drug Treatment Team provides client care, staffing, consultation and support for clinicians providing AOD services (both voluntary and mandated) through the GTCC. Facilitated by the department's AOD Specialist, the team is multidisciplinary and comprised of psychologists, a Stamps psychiatrist, a post-doctoral resident and three psychology doctoral interns. The team offers treatment recommendations for clients who present with substance use concerns, even in cases where alcohol and/or other drug use is not perceived by the client to be a primary presenting issue. The AOD Treatment team also offers ongoing education/training related to substance use.

Members of the AOD Treatment Team complete comprehensive mandated evaluations for students who are referred to the Georgia Tech Counseling Center (GTCC) from the Office of the Dean of Students or Housing for alcohol and drug-related infractions. Recommendations based on the results of these evaluations may range from simple education to referrals for intensive outpatient treatment or higher, depending on the client's needs. Between July 1, 2018 and June 30, 2019, 64 mandated evaluations were completed by 3 clinicians.

Collegiate Recovery Program. The Collegiate Recovery Program (CRP) offers a safe and welcoming community for undergraduate and graduate students in recovery from substance use disorders. Recognizing that social isolation and high levels of stress may threaten sobriety and trigger relapse into high-risk drinking or drug use, the Collegiate Recovery Program provides social and emotional support, recovery-focused educational seminars, and connections with other campus resources. An institutional member of the Association for Recovery in Higher Education, Georgia Tech's CRP is part of a rapidly expanding recovery advocacy movement in institutions of higher education nationwide that provides high quality programs and services for students who are working to achieve academic success while maintaining hard-earned sobriety. The values of the Collegiate Recovery Program include: wellness through sober and healthy living, academic excellence, leadership and civic engagement, and connection through meaningful relationships. Involvement in the Collegiate Recovery Program requires that students maintain a minimum of 90 days of continuous sobriety, demonstrate a commitment to academic progress, consistently attend the weekly educational seminar, and actively participate in a community 12-step program. Admission is contingent upon the completion of an application and an interview with program staff.

Recognizing that social isolation and high levels of stress may threaten sobriety and trigger relapse into high-risk drinking or drug use, the Collegiate Recovery Program provides social and emotional support, recovery-focused educational seminars, and connections with other campus resources. In an environment where high-risk alcohol and other drug use can be prevalent, normalized and woven into the fabric of the campus culture, high quality programs and services for students who are attempting to achieve academic success while maintaining sobriety are essential. Providing students with programming such as retreats and social events normalizes their college experience and reduces the stigma surrounding their recovery. This programming also strengthens their bonds to other students who are in the unique position to understand exactly what it feels like to be a college student in recovery.
The Collegiate Recovery Program is administered through the Counseling Center and by a Collegiate Recovery Program Coordinator. A total of 22 students participated in the CRP during 2018-2019.

Overview of Programs and Services
During the 2018-2019 school year, members of the CRP participated in a number of programs and offered a number of services, including the following:

• Offered weekly recovery focused seminars.
• Maintained on-campus 12-step meeting "Buzzed on Service."
• Maintained on-campus SMART Recovery meeting.
• Hosted December 2018 graduation reception for students and families.
• Hosted May 2019 graduation reception for students and families.
• Offered sober social events: trampoline park, paint balling, Atlanta United game; ice skating; Top Golf.
• Established a wellness activity component; rock climbing, mindfulness classes.
• Conducted campus outreach, including FASET and other tabling events to raise

awareness.
• Participated in a community bike ride to raise awareness for addiction and recovery.
• Enhanced student professional development through attendance at the Association of Recovery in Higher Education Conference.
• Implemented the Coffee Bike Project and offered multiple outreaches across campus.
• Implemented a CRP Dungeons and Dragons club.
• Secured priority registration for program members to schedule their class schedule around seminar.
• Conducted weekly individual consultations.

Accomplishments
• Eleven new students were admitted to the program during the 2018-2019 school year.
• Five new students who were admitted and arrived in early recovery (less than 6 months) sustained their recovery and academic progress with the support of the CRP.
• Two students graduated in December 2018.
• Five students graduated in May 2019.
• The Coffee Bike was featured in the Daily Digest.
• The CRP hosted Riley's Wish Lecture Series, which focused on how to better serve co-occurring disorders, including substance use disorders, obsessive-compulsive disorder and eating disorders, in various settings and help families support their loved ones.

Recovery Program Outcome Data
• A total of 22 students participated in the CRP during AY2018-2019. For those students involved, evaluations were administered to assess their experience in the program.

Results included the following responses:
• 100% of students said the CRP "moderately" or "very much" helped them to focus on maintaining sobriety.
• 100% of students said that participation in the CRP "very much" provided sober social support.
• 86% of students identified the on-campus meeting as "very important."
• 80% of students said that participation in the CRP "very much" or "moderately" helped them to succeed academically.
• All students identified dedicated space as an additional support service that would be particularly beneficial to them.
• All students identified scholarships as an additional support service that would be particularly beneficial to them.
• In addition, students were asked to provide open feedback and comments as to their CRP experience. Below is a sample of student comments from 2018-2019:
• "It has been crucial to my ongoing recovery to have an active support group that is on campus that provides specific support for Tech students and this past semester I have learned how to successfully have healthy sober relationships."
• "The most rewarding part of my participation in the CRP has been learning the tools to build a healthy routine. The CRP has helped me build a support network and I would not have been able to succeed without that."

• “This year I learned that, with the support of the CRP, if I put in the time and the effort I can’t be stopped.”
• “It’s important to have people around you that understand recovery in a high achieving academic setting and the CRP is a place where I can be of service, share my wins and losses and receive help.”
• “The CRP was my first experience with sobriety and without this program I’m not sure where my path would have led. Finding a supportive community that is understanding of what I went through and continue to struggle with has made all the difference.”

Student Demographic Data (since fall 2018, N=22)	
Average GPA	3.3
Student Status	3 graduate; 19 undergraduate
Ethnicity	18 white; 2 Indian; 2 Asian American
Gender	4 women; 18 men
Time in Recovery	Average: 1.2 years (range: 3 months to 3 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business; College of Sciences; College of Liberal Arts; College of Design
Sexual Orientation	22 heterosexual
Age	Median: 22 (range: 18-26)
Gender Identity	22 cisgender

Student Demographic Data (aggregate since fall 2014, N=44)	
Average GPA	3.4
Student Status	5 graduate; 39 undergraduate
Ethnicity	36 white; 5 Indian; 3 Asian American
Gender	9 women; 35 men
Time in Recovery	Average: 3.1 years (range: 3 months to 7 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business; College of Sciences; College of Liberal Arts; College of Design
Sexual Orientation	43 heterosexual/straight; 1 gay
Age	Median: 23 (range: 18-65 years)
Gender Identity	43 Cisgender; 1 Transgender

Outreach and Wellness Services

Outreach and Wellness Services. Outreach and wellness services are an integral part of the Counseling Center's mission, serving students, faculty and staff through educational programming, mental health screenings, crisis support, consultation, and collaboration. Outreach and wellness services are preventive, teaching skills for the enhancement of mental wellness and the prevention of significant mental health concerns; increasing students' willingness to seek help if needed; increasing awareness of Counseling Center services; expanding access to services; and facilitating the development of a campus environment that supports the wellbeing of Georgia Tech students. The Counseling Center's Crisis Response and Suicide Prevention Programs, Graduate Student Services, Diversity and Inclusion, and Social Media and Technology Programming are all a part of Outreach and Wellness Services.

During AY2018-19 the Counseling Center continued to successfully provide quality outreach and wellness services. A total of 215 outreach and wellness programs and activities were provided to the campus community, serving a total of 6055 individuals. Programs and activities included those proactively offered to the campus, and those requested by various members of the campus community and campus partners.

Campus Outreach and Wellness Summary[1]	
Total Number of Programs Offered	215
Total Number of Contact Hours	332
Total Number of Persons Served	6055

Workshops

Our most frequently requested workshops focused on providing general information about the Counseling Center and mental health issues, and stress management. Other popular outreach topics included suicide prevention, grief, crisis response, and diversity issues.

The Wellness and Stress Management workshop series was again offered in Fall 2018 and Spring 2019 semesters and was open to all members of the campus community on location. Workshop topics for this series included the following:

- Stress Management 101
- Manage Your Time, Manage Your Stress
- Boosting Your Academic Self-Confidence
- Mindfulness and Meditation
- Using Psychology to Enhance Your Academic and Test Performance
- Stress Management for International Students
- Assertiveness Skills for Effective Communication
- Creating Healthy Relationships
- Staying Healthy as a Graduate Student Scholar

These, and other workshops, were also available to be requested by members of the campus community throughout the year. Additionally, Georgia Tech Counseling Center trainees developed and offered a number of unique workshops, including Creativity as a Means of Managing Stress; A Discussion on Women of Color, Mental Health, and Healing through Shared Narratives; Conversations to Promote Well-being and Care for One Another; and, Man vs Food: Eating, Body Image, and Substance Use in Men.

Mental Health Screening

Mental health screening can increase mental health awareness and identify persons who might be experiencing difficulties, but who might not yet have connected with appropriate treatment. The Counseling Center hosted two Depression Screening Day events, screening 109 students in Fall 2018 and Spring 2019, with an additional number of students receiving information about depression without completing the screening. Eighty-five of the students screened were recommended for follow-up evaluations.

Mental Health Screenings	
Depression Screening Day (Fall, 2018 and Spring, 2019)	109
Students Recommended for Follow-up	85 of 109

Let's Talk

After a period of contraction in the 2017-2018 year, the Counseling Center expanded the Let's Talk walk-in consultation program to the campus community in 2018-2019. Let's Talk is an outreach program designed to engage students by providing informal, brief, confidential walk-in consultations with Counseling Center counselors at locations across campus. Let's Talk is intended to reach students who might be unlikely to seek traditional mental health services at the Counseling Center. Let's Talk is different from counseling in that there is no clinical paperwork to complete, no formal intake process, and no scheduled appointments. The service is open to all graduate and undergraduate Georgia Tech students on campus. Locations for regularly scheduled Let's Talk hours in the past year included the Communication Center in Fall 2018 and Spring 2019, the LGBTQIA Resource Center in Fall 2018, and the Center for Engineering Education and Diversity (CEED) office in April 2019. Additional ad-hoc Let's Talk hours were provided during times of crisis on campus (e.g., Fall 2018 Open Door Day). A total of 66 walk-in consultation hours were offered to the campus, with 33 individuals attending Let's Talk over the course of the year, representing a 65% increase in the number of students seen in the 2016-2017 year, when Let’s Talk was last offered in both the fall and spring semesters.

Let’s Talk for AY2018-19	
Walk-in Consultation Hours Available	66
Individuals Accessing Let’s Talk	33

Collaboration and Campus Support

The Counseling Center continued to join with a number of campus organizations and

departments (e.g., Residence Life; New Student & Transition Programs; Graduate Resource and Information Network; Office of International Education; Women's Resource
Center) to provide programs to students, staff, and faculty. For example, Counseling Center staff participated in FASET and International Student Orientation. Health Initiatives and the Counseling Center collaborated to provide a program to library staff on fostering student resilience and help-seeking. The Counseling Center also provided staffing support and debriefing for a number of campus-wide programs related to mental health distress and grief, including co-coordinating the response for Open Door Day (community crisis response and support), and participating in Take Back the Night (sexual assault awareness and prevention), When the Whistle Blows, and The LGBTQIA Resource Center and Pride Alliance Scout Schultz Memorial (remembrance events).

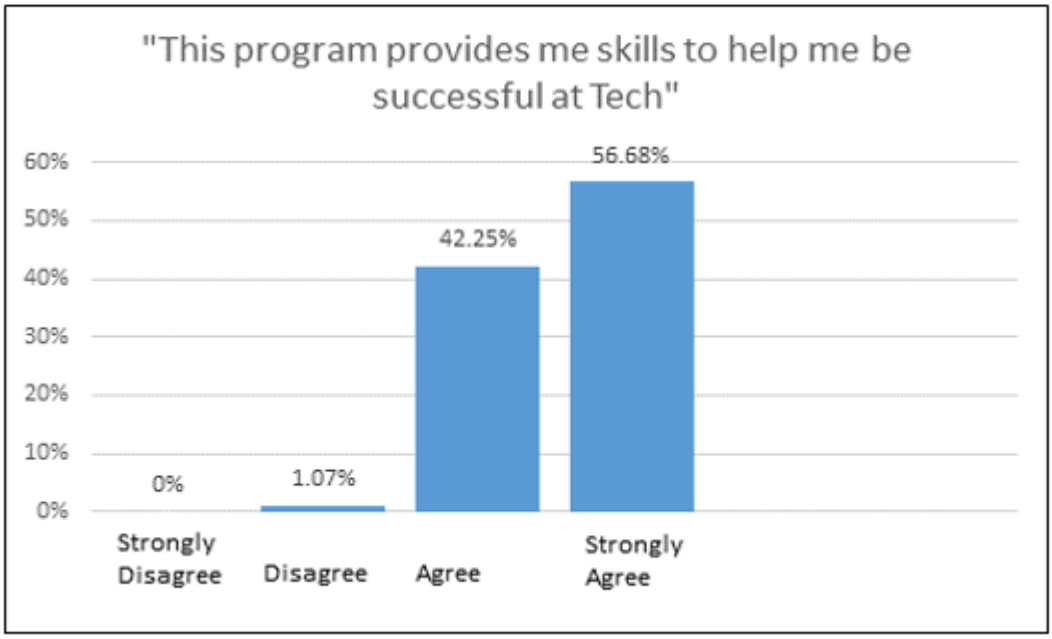
Initiatives/Special Projects

• Health Initiatives and the Counseling Center partnered for the campus' first Fresh Check Day, a mental health and suicide prevention fair.
• The Counseling Center has been involved in two curriculum infusion projects. Postdoctoral Fellow Leah Misemer, Ph.D., created a first-year writing course focused on the theme of "Graphic Medicine: Comics and Mental Health," and invited two members of the Counseling Center staff to evaluate and provide feedback for the mental health content of the comics developed by students.
• In response to interest expressed by the Student Government Association (SGA) in including mental health information in GT 1000, and following consultation with SGA and the Center for Academic Enrichment, the Counseling Center began development of a curriculum infusion resource for GT 1000 and GT 2000, with program piloting expected for Fall 2019.
• The Counseling Center developed a Residence Life Work-Life Balance workshop series focused on stress management and well-being for Residence Life student staff members.
Outreach and Wellness services brought their assessment processes in line with those of the Division of Student Life by piloting the use of Baseline software for evaluation.

Outreach Outcome Data

Evaluations were conducted for outreach programs provided to students and the campus. Ratings are based on a 5-point Likert scale (1=poor, 5=excellent). The past year's evaluation results indicate that the Center's outreach programs continue to be effective in engaging with attendees, increasing mental health awareness and teaching skills (i.e., mental health learning goals), and enhancing students' academic functioning.

Outreach Ratings for AY2018-19	
Breadth of coverage	4.46
Personal/practical relevance for attendee	4.54
Effectiveness of workshop	4.42
Presenter knowledge of topic	4.79
Presenter preparation	4.73
Engagement of participants	4.36
Attainment of workshop's mental health learning goals	4.57



Diversity and Inclusion. Diversity and Inclusion is an area within the Counseling Center's Outreach and Wellness Services charged with providing education and advocacy for the mental health needs of students at Georgia Tech, particularly those with marginalized social identities. This advocacy involves both internal education, assessment, and staff development around multicultural competence, and external programming geared towards constituents including faculty, staff, and parents, but primarily towards students. Accomplishments during 2018-2019 included:

• Heavily involved with planning SGA Diversity Brown Bag Series.
• Conducted program "Women in Tech at Georgia Tech" on Oct. 11
• Conducted program "Implicit Bias" on Nov. 8
• Conducted program "Diversability Day" on Dec. 3
• Conducted program "Intentions & Interfaith" on Feb. 20
• Conducted program "Sexual Assault at Georgia Tech" on Mar. 15
• Heavily involved with planning Student Life Diversity Film Series
• Conducted screening of "Audrey & Daisy" on Oct. 29
• Conducted screening of "The Hate U Give" on Apr. 8
• Provided assessment of 2017-2018 utilization by URM identified clients for GTCC

• Provided intercultural communication training for Housing student staff – Aug. 8
• Provided intercultural communication training for Diversity Ambassadors –Sept. 10
• Provided intercultural communication training for Q-Chat Facilitators and student leaders in the LGBTQIA Resource Center – Aug. 24
• Assisted in Memorial planning for Scout Shultz
• Facilitated 4 Safe Space Trainings
• Facilitated 4 Trans 101 Trainings
• Completed Title IX Training – Oct. 2
• Facilitated LGBT Parenting Panel for the Pride Resource Group – Nov. 6
• Assisted with facilitation of Trans Training Day – Dec. 17
• Planned and facilitated 2018 GTCC Diversity Retreat – Dec. 20
• Facilitated Workshop for the SGA Inclusivity Conference – Apr. 7
• Represented the Counseling Center at Lavender Graduation – Apr. 11
• Participated in AUCCD (Association for University Counseling Center Diversity Officers) web meeting – May 3
• Established and elaborated existing relationships with various campus partners (Health Initiatives; SGA CDAC; Women's Resource Center; LGBTQIA Resource Center, International Student Services; Institute Diversity, Veterans Resource Center; Office of Student Diversity Programs; Housing; Office of Minority Education; Women in Science and Technology).

Graduate Student Services. The Graduate Student Services area is charged with attending to the comprehensive needs of graduate students through the provision of various counseling services. Accomplishments during 2018-2019 included:
• Heavily involved with planning and participating in Graduate Student Appreciation Week.
• Served on the steering committee to plan Graduate Student Appreciation Week events.
• Provided tabling for the "Grad Carnival."
• Provided drop-in counseling on campus for graduate students as part of Graduate Student Appreciation Week.
• Continued engagement with Graduate Student Government Association (SGA) members.
• Provided information and input to support and inform the Joint Allocation Committee (JAC) about the particular needs of graduate students.
• Met numerous times with SGA representative to develop a richer understanding of the needs of Georgia Tech students.
• Met semi-weekly with two Grad SGA members to provide guidance regarding a new program, "Grad Chats," including advice on broader implementation and on group facilitation techniques and practices.
• Collaborated with other graduate service coordinators at monthly Graduate Resource and Information Network (GRIN) meetings to enhance the experience and well-being of graduate students.
• Collaborated with the Office of Graduate Studies and Grad SGA on "Grad Groups;" provided presentations on stress management for students in Grad Groups; gave a video interview on "Imposter Syndrome" to be included in Grad Groups' online modules.

• Established and elaborated existing relationships with various campus partners (Office of Graduate Studies; Health Initiatives; Grad SGA; Graduate and Family Housing; Graduate Academic Coordinator, School of Mathematics; Assistant Director of Graduate Career Development, Office of the Vice Provost for Graduate Education & Faculty Development.)
• Interviewed by “Grad Buzz” re: stress management for graduate students.
• Provision of Graduate Interpersonal Process Groups.
• Developed and provided “Koru Mindfulness for Graduate Students,” a 4-session mindfulness course offered outside of the Counseling Center to graduate students.
• Provided presentations for graduate students on various topics, at the request of faculty or student groups.

Social Media and Technology Programming. The area of Social Media and Technology was revitalized during AY2018-19 with the addition of a staff member skilled in coordinating the area. The Coordinator currently utilizes the following social media platforms to assist the Counseling Center in maintaining its campus profile.
• Facebook. The Counseling Center maintains a Facebook account (@GTCounselingCenter) to provide information regarding available services and upcoming programs. Additionally, the Counseling Center uses the Facebook platform as a way to facilitate communication with the Georgia Tech community regarding mental health issues, connection on a more personal level, and stigma reduction. The Counseling Center has a total of 53 “likes” and 66 “follows.”
• Twitter. The Counseling Center maintains a Twitter account (@GTCounseling) to provide information regarding available services and upcoming programs. In addition, The Center provides information regarding mental health issues and topics pertinent to Tech. Since its establishment in 2011, the Center has a total of 613 followers.
• YouTube. The Counseling Center maintains a series of topical videos designed to provide additional information to students, faculty, and staff related to various topic areas. Topic areas range from providing an overview of counseling and how to make an initial appointment, to addressing stress and adjustment issues for international students. The videos are accessible via the Counseling Center’s webpage or the Counseling Center YouTube channel (youtube.com/user/GTCounseling). The Counseling Center’s YouTube channel has 30 subscribers.

Suicide Education/Prevention and Crisis Response. The Counseling Center continued to engage in campus-wide suicide education and prevention efforts through a number of programs and initiatives throughout 2018-2019, including campus-wide implementation of Tech Ends Suicide Together, a Zero-Suicide initiative. The Question, Persuade, Refer (QPR) Gatekeeper Training (an educational program designed to teach individuals to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help) was offered to faculty, staff, and students in general campus training sessions and as requested for groups. In addition to QPR Training, the Counseling Center hosted or participated in the following events:

• Attended the Intercollegiate Mental Health Conference as a vendor to provide resources for attendees.

• Facilitated self-study training for 4 doctoral interns to become certified QPR instructors.
• Hosted Dr. Lacy Currie, master QPR trainer, to provide training for 14 additional trainers for the campus in January 2019.
• Consulted with institutions in Canada (University of Calgary; Brant County Health Unit, Ontario Ministry of Health), Mexico (Tec de Monterrey), and the United States to support their adaptation of Zero Suicide to the unique needs of their institutions.
• A delegation of GT staff attended the Georgia Department of Behavioral health and Developmental Disabilities Suicide Prevention Conference.
• Provided information about suicide prevention and promoted Tech Ends Suicide Together through interview with The Whistle and Technique
• Consulted with student groups for academic project and campus community programs.

The Counseling Center is also available to provide emergency response to campus incidents and events as needed. During the 2018-2019 academic year, the Center was particularly busy providing the following support services to the campus community:

• Provided consultation services to academic departments, student groups, classroom debriefings, and consultation to faculty in the aftermath of student deaths.
• Provided classroom debriefings and campus support in the aftermath of student deaths.
• Provided weekend support to individuals affected by crises.
• Collaborated with other institutions to initiate support services for students affected by crises.

QPR Training for Academic Year 2018-2019		
	Training Sessions	Individuals Trained
Fall 2018	27	253
Spring 2019	22	363

Total Numbers QPR Trained Since Program Inception*	
Training Sessions	199
Individuals Trained	3043

*November, 2014

Training Programs

During the 2018-2019 academic year, the Counseling Center's training program continued its doctoral training program in psychology and its postdoctoral residency. Highlights of the year included adding a fourth intern for the first time, hiring a new assessment coordinator and having several senior staff complete their licensure process. One Counseling Center (CC) Staff was hired in October and took over the supervision of the psychological assessment training for the doctoral interns. He has

invested considerable time and energy in enhancing the assessment training for the interns and meets with them each week for assessment seminar. We were able to obtain additional funding for updated assessment materials from a Student Government Association grant. Several of the senior staff obtained their license this year as well so our pool of supervisors for the interns is now up to eight. The Counseling Center also accepted a number of graduate students in counseling and psychology from area institutions for its practicum training program.

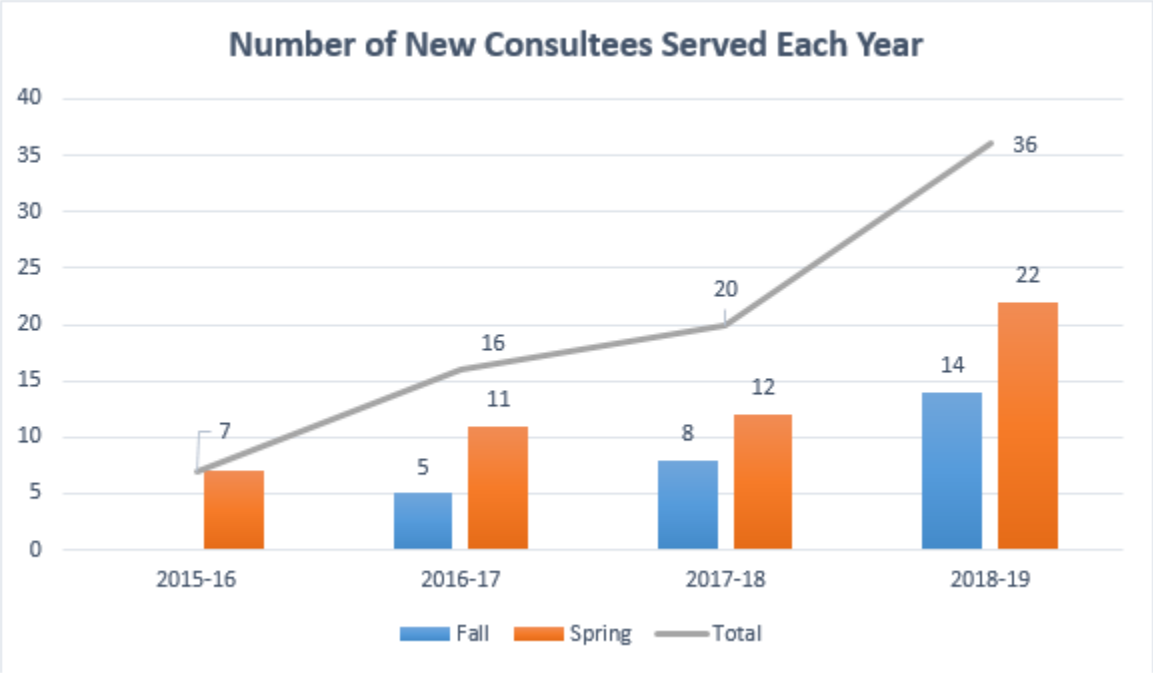
Internship. One CC Staff, Internship Training Director, served as liaison to academic training directors; coordinating the orientation, training and supervision of interns; and evaluation of the internship. He was assisted this year by the Assistant Director of Satellite Clinical Services who coordinated the practicum program until the end of AY18-19.

Practicum Training. In addition to the internship program, the Center continues to sponsor a practicum training program for graduate students in counseling and psychology. Throughout the 2018-19 academic year, the Assistant Director of Satellite Clinical Services served as the Practicum Coordinator in recruitment and selection of practicum candidates, serving as liaison to academic training directors, and coordinating the orientation, training and supervision of practicum students, and evaluation of the program. During 2018-2019, 4 graduate students were accepted as practicum trainees.

During their time at the Center, practicum students take part in conducting individual and group counseling under the supervision of senior counseling staff or a postdoctoral resident. In addition, practicum students may become involved in outreach opportunities presented to the Center. As part of the training experience, senior staff provide weekly orientation and training seminars for interns and practicum trainees.

The Coordinator of Diversity and Inclusion took on responsibility for the Practicum training program in May 2019.
Peer Coaching Program: The Peer Coaching Program, now at the end of its fifth academic year (and having had four training cohorts), continues to grow. To date, 38 students have been trained as peer coaches, including five graduate students (new as of fall 2017), and 11 students (both undergraduate and graduate) who completed their training this past fall (2018). In the 2018-19 academic year, five coaches were active in the fall and nine coaches were active in the spring (providing peer coaching services to consultees and participating in group supervision). To date, 79 student consultees have received peer coaching services (since the official implementation of services in spring 2016), with 6 students receiving services for more than one semester. Most recently, in the past academic year, 36 new students utilized the program (14 students in the fall, and 22 students in the spring).

	Fall 2015*	Spring 2016*	Fall 2016*	Spring 2017*	Fall 2017	Spring 2018	Fall 2018	Spring 2019	TOTAL
New coaches trained (# of graduate students)	15	-	6	-	6 (2)	-	11 (3)	-	38 (5)
Active coaches	-	7	4	10	6	7	5	9	-
Active consultees (# of new consultees)	-	7 (7)	5 (5)	11 (11)	8 (8)	15 (12)	14 (14)	25 (22)	(79)
Average number of consultees per coach	-	1	1.25	1.1	1.33	2.14	2.8	2.78	-

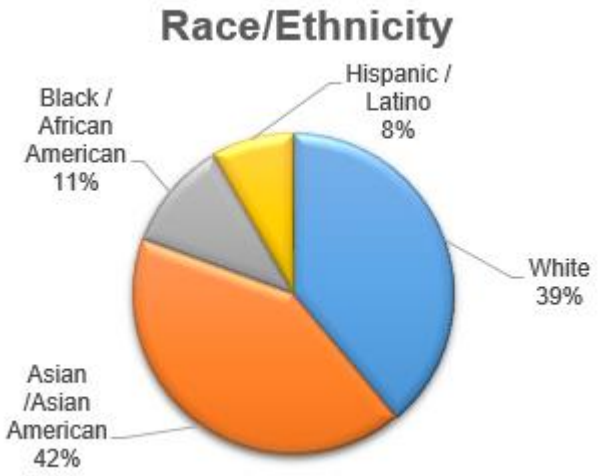


As of June 2019, of all 79 students who have received peer coaching services thus far, only 14 (18%) have needed additional/more intensive services (whether it be individual or group counseling, crisis intervention, or referrals) for the same presenting concerns or related issues within one year after terminating peer coaching. This percentage is even lower (only 8%) when we exclude the data from before the program's screening criteria was formalized and included in the Counseling Center's Policies and Procedures

Manual. Additionally, only one student to-date has had to discontinue and interrupt peer coaching services while in progress in order to transition to more intensive services (and this occurred before the program's screening criteria was added to the Counseling Center's Policies and Procedures Manual).

2018-19 Consultee Demographics

For the 36 students who received peer coaching services this past academic year, the mean age was 21 (with ages ranging between 18 and 27). Additionally, 53% identified as male, while 47% identified as female (none identified as transgender or gender non-conforming). Moreover, 28% of consultees were international students, and 92% identified as straight/heterosexual (with only 6% identifying as bisexual and 2% identifying as asexual). The following graphs further capture consultees' class standing, race/ethnicity, and religious/spiritual identity.



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2018-19 Accomplishments
In the past academic year, the PCP also achieved the following milestones:
• A 78% increase in utilization from fall 2018 to spring 2019 (from 14 to 25 active consultees).
• A 69% increase in program utilization compared to the previous academic year (2017-18).
• Two additional coaches became certified QPR (Question, Persuade, and Refer) instructors (as part of Tech Ends Suicide Together) and offered suicide prevention trainings across campus, and
• The development of the "Peer Coach Self-Assessment Survey," for coaches to self-assess their knowledge and skills, and further identify personal and program strengths, and areas for improvement.

Two additional sources of funding were secured, including the Stamps Presidents Scholars class gift (thanks to generous donations from the graduating class of 2019), and a $10,000 fund from President Bud Peterson's office, as allocated by Vice President for Student Life and Brandt-Fritz Dean of Students Chair.

Additionally, the Peer Coaching Program (PCP) contributed to the Counseling Center's and other Health and Wellbeing departments' outreach efforts, by tabling during the fall and spring Depression Screening Day events, Health Initiative's Fresh Check Day (Spring 2019), and offering information about the Peer Coaching Program at invited events / presentations.

Additional Accomplishments
• To-date, the PCP has also achieved the following:
• The launching of the program's website and online screening / self-referral form in spring 2017 (which has contributed to 13% of the program's total referrals / consultees).
• A 61% increase in the program's utilization since the PCP Coordinator's appointment
• The addition of graduate student peer coaches as of fall 2017.
• A $25,000 endowment fund, thanks to our generous donor and GT alum, Allen Chang, with a yearly spending allocation of approximately $1000 (as of July 1, 2018).
• Updated and formalized the program's screening criteria (in the Counseling Center's Policies and Procedures Manual) in collaboration with the Center's leadership team and staff.

• New, updated brochures designed in collaboration with Director of Communications within the Division of Student Life.
• Four peer coaches total are now QPR (Question, Persuade, and Refer) certified instructors (as part of Tech Ends Suicide Together) and offering suicide prevention trainings across campus.
• Several featured articles/mentions, including four in the Daily Digest, and one in the Whistle.

Future Directions
Moving forward, the Peer Coaching Program intends to expand and improve by:
• Continuing to increase program utilization through increased marketing:
o Ordering new marketing materials including buttons and one-page flyers / postcards.
• Increasing the number of coaches by recruiting coaches and holding applications twice a year, and providing trainings twice a year (both in the fall and in the spring, instead of just in the fall).
• Providing each peer coach with a personal copy of the training textbook in addition to the traditional graduation gift (a Peer Coaching Program t-shirt) at the end of their training.
• Implementing the newly developed Peer Coach Self-Assessment Survey, to further monitor and ensure quality of services and coaches' knowledge and skill levels.
• Engaging in further collaboration with the Counseling Center and other departments to expand outreach and peer education efforts (including participation in Fresh Check Day, Suicide Prevention Week, Depression Screening Day, etc.)
• Improving the program's data collection and record-keeping to be able to analyze historic demographic trends (beyond the last academic year), as well as most common presenting concerns, and identify majors/departments to target in future marketing efforts.
• Expanding the program's online presence through social media campaigns in collaboration with the Counseling Center's social media coordinator.

Additionally, the program is considering other potential avenues for growth, including:
• Developing a training manual to further facilitate and streamline program implementation.
• Further increasing access to the program by offering peer coaching services in the summer.
• Offering office/walk-in hours in our own, dedicated space outside of the Counseling Center.
• Collaborating with the Department of Housing to have "in-house" coaches in the dorms.
• Exploring additional referral sources in collaboration with other departments across campus.

Furthermore, the program coordinator is currently in ongoing conversations with GA Tech's Student Government Association about a potential collaboration, focused on developing a campus-wide training for student leaders across campus to learn the fundamentals of providing peer-to-peer help.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Drew Adelman, Ph.D.
• Beautification (Renovation) Committee
• Black Student Experience Committee
• Certified QPR Instructor
• Chair, Diversity Committee Summer Work Group
• Chair, Staff Psychologist Search Committee (Summer, 2018)
• Family Weekend Volunteer
• Intern Interview Committee
• Member, Women's Resource Center Coordinator Search Committee
• Practicum Interview Committee
• Staff Psychologist Hiring Committee (Summer and Fall, 2018)
• Teaching PSYC 2005A
• Training Committee
• Training Committee Summer Work Group
• 2019 Inclusive Leaders Academy

Mack Bowers, Ph.D.
• Administration Committee Summer Work Group
• Certified QPR Instructor
• Chair, Training Committee Summer Work Group
• Counseling Center Leadership Team
• Employee Resource Group: Web of Brilliance Staff Liaison
• Family Weekend Volunteer
• Golden T Award (25 Years of Service to the Institute)
• Spirit of Georgia Tech Award (April, 2019)
• Training Committee

Carla Bradley, Ph.D.
• A Path Forward Institute Working Committee
• A Path Forward SGA Graduate and Undergraduate GTCC Working Committee
• Administration (Chair) and Diversity Committees, Summer Work Group
• Beautification (Renovation) Committee
• Biannual Review Committee
• Certified QPR Instructor
• Chair, Alcohol and Other Drugs Psychologist Search Committee; Assessment

Psychologist Search Committee; Associate Director for Clinical Services Search Committee; GTCC Case Manager Search Committee; GTCC Senior Administrative Assistant Search Committee; Generalist Psychologist Search Committee; Post-doctoral Resident Search Committee
• Director, Counseling Center Leadership Team
• Division of Student Life Cabinet Member
• ESA (Emotional Support Animals) Working Committee, Disability Services
• Ethics Awareness Week Committee (Institute-wide)
• Family Weekend Volunteer
• GT CARE Director Search Committee
• GT CARE Implementation Team
• Health and Wellbeing Unit (Student Life & Campus Services) Leadership Team
• Invited Subject Matter Expert Reviewer, Institute Diversity Mental Health Stories Collection
• JED Foundation Campus Certification Working Group member
• SAFAC (Student Academic and Faculty Affairs Committee)
• Staff Advisor, Student Mental Health Coalition
• Students of Concern Team member

Irene Daboin, Ph.D.
• Activities related to seeking licensure as a psychologist (became licensed 10/2018)
• Alcohol and Other Drugs Psychologist Search Committee
• Certified QPR Instructor
• Diversity Committee Summer Work Group
• Division of Student Life Award of Excellence
• Family Weekend Volunteer
• Member, Sexual Violence Prevention Alliance (SVPA)
• Member, Alcohol and Other Drugs Treatment Team
• Outreach Committee Summer Work Group
• Teaching PSYC 2803 (summer 2019)
• Training Committee Summer Work Group
• Women's Resource Center Director Search Committee

Irene Dalton, Ph.D.
• Associate Dean of Students Search Committee
• Beautification (Renovation) Committee
• Chair, Practicum Selection Committee
• Clinical Services Committee Summer Work Group
• Counseling Center Leadership Team
• Family Weekend Volunteer
• Sexual Violence Educator Search Committee
• Training Committee (year-round)
• Training Committee Summer Work Group

Jane Tyler Finklea, Ph.D.
• Associate Director for Clinical Services Search Committee

• Clinical Services Committee Summer Work Group
• Diversity Committee Summer Work Group
• Family Weekend Volunteer
• Intern Selection Committee
• Suicide Prevention Staff Clinician Search Committee

Janice Harewood, Ph.D.
• Chair, Outreach Summer Planning Committee
• Chair, Staff Psychologist Search Committee (Spring and Summer, 2018)
• Clinical Services Committee Summer Work Group
• Counseling Center Leadership Team
• Division of Student Life Assessment Working Group member
• Division of Student Life Ethics Week Awareness Committee
• Georgia Tech Staff Council Employee Health & Well-being Committee
• GT CARE Clinical Case Manager Search Committees
• GTCC Senior Administrative Assistant Search Committee
• QPR Instructor

Peter Hauge, Ph.D.
• Clinical Services Committee Summer Work Group
• Family Weekend Volunteer
• Intern Selection Committee
• Member, Graduate Student Appreciation Week Steering Committee
• Member, GRIN (Graduate Resource and Information Network)
• Training Committee Summer Work Group

LaRonda Hollis, LPC, CPCS
• Beautification (Renovation) Committee
• Clinical Services Committee Summer Work Group
• Counseling Center Case Manager Search Committee
• Counseling Center Staff Psychologist Search Committee, Summer 2018
• GT CARE Implementation Team
• GT CARE Case Manager Search Committee
• Outreach Committee Summer Work Group

Christina Owens, B.A.
• Alcohol and Other Drugs Psychologist Search Committee
• Family Weekend Volunteer
• Outreach Committee Summer Work Group

Thad Reece Psy.D.
• Clinical Committee Summer Work Group
• Family Weekend Volunteer (Fall, 2018 football game)
• Outreach Committee Summer Work Group

Julia Rizzo, Psy.D.
• Associate Director for Clinical Services Search Committee

• Diversity Committee Summer Work Group
• Family Weekend Volunteer
• Member, Internship Search Committee
• Outreach Committee Summer Work Group

Florin Selagea, Ph.D.
• Activities related to seeking licensure as a psychologist
• Clinical Committee Summer Work Group
• Member, Intern Search Committee
• Training Committee Summer Work Group

Andy Smith, Psy.D.
• Beautification (Renovation) Committee
• Chair, GTCC Clinical Services Summer Work Group
• Family Weekend Volunteer
• GTCC Leadership Team
• GTCC Practicum Interview Committee
• Member, GT CARE Implementation Team
• Member, Sexual Violence Prevention Alliance (SVPA)
• Search Committee, GTCC Alcohol and Other Drugs Psychologist
• Search Committee, GTCC Assessment Psychologist
• Search Committee, Director of Disability Services
• Search Committee, Director GT CARE
• Search Committee, GTCC Staff Psychologist
• Search Committee, GTCC Case Manager
• Training Committee Summer Work Group

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Drew Adelman, Ph.D.
Continuing Education:
• Counseling Center Case Conference
• Georgia Psychological Association Annual Meeting

Meetings/Conferences Attended:
• Georgia Psychological Association Annual Meeting
• Inclusive Leaders Academy
• Koru Mindfulness Training

Invited Presentations:
• Cultural and Diversity Affairs Committee (CDAC) Diversity and Inclusivity Conference

• GT1000 Trainings
• Intercollegiate Mental Health Conference
• One Day Training on White Privilege and Race Relations with GT Housing Professional Staff
• Student Staff Training for Residence Life

Professional Leadership and Memberships:
• American Group Psychotherapy Association
• American Psychological Association
• Georgia Psychological Association
o Chair, Membership Committee
o Member, Public Interest Review Committee

Mack Bowers, Ph.D.
Continuing Education:
• Best Practices for an Online World
• Counseling Center Case Conference
• Ethical Issues in Mentoring Relationships

Meetings/Conferences Attended:
• American Psychological Association
• Georgia Career Development Association

Research Publications/Conference Presentations:
• Cultivating Cultural Competency among Trainees with Diverse World views, Beliefs, and Religious Values. (2019). Discussion at American Psychological Association Annual Conference. San Francisco, CA.

Invited Presentations:
• AIB Present: A New Beginning (Program on preparing for college aired on AIB Cable Television Network, 8/15/18)
• Career Counseling/Coaching and Psychotherapy: Collaborative Practices for Unlocking Clients' Potential (Panel discussion presented at Georgia Career Development Association Conference 3/15/19)
• Parenting in the Digital Age (Parenting seminar for Parkway Baptist Church, Duluth, GA 10/28/18)
• True Grit at Georgia Tech (Panel discussion presented at faculty seminar organized by Deloitte Consulting for Georgia Tech, 5/6/19)

Professional Leadership and Memberships:
• American Psychological Association
o Member, Division 17: Society of Counseling Psychology
o Member, Division 36: Division of Psychology of Religion and Spirituality
• Association of Counseling Center Training Agencies

Carla Bradley, Ph.D.
Continuing Education:
• Counseling Center Case Conference
• Georgia Tech Institute Diversity Inclusive Leaders Academy
• Question, Persuade, and Refer (QPR) Gatekeeper Training.
• Riley's Wish Foundation, Second Annual Lecture Series.
• Title IX Training
• Transgender Student Health Symposium

Meetings/Conferences Attended:
• Association for University and College Counseling Center Directors (AUCCCD) Annual Conference
• Garrett Lee Smith Suicide Prevention Conference
• Intercollegiate Mental Health Conference

Research Publications/Conference Presentations:
• Intercollegiate Mental Health Conference Panel on Mental Health Resource Accessibility, February 15, 2019

Invited Presentations:
• Georgia Tech Arts Board—Invited Remarks on Art and Mental Health, October 25, 2018.
• Inclusive Leaders Academy—Invited Remarks, Closing Ceremony, May 22, 2019

Professional Leadership and Memberships:
• Association for University and College Counseling Center Directors (AUCCCD)
• Regents Administrative Committee: Georgia Counseling Director's Association

Irene Daboin, Ph.D.
Continuing Education:
• Competencies for Effectively Counseling Transgender and Gender Nonconforming Young Adults
• Counseling Center Case Conference
• Externship in Emotionally Focused Couples Therapy

Meetings/Conferences Attended:
• GA Psychological Association 2019 Annual Meeting

Invited Presentations:
• Psychology and the Pursuit of Happiness—College of Computing
• Psychology and the Pursuit of Happiness—Pride Employee Resource Group

Professional Leadership and Memberships:
• American Psychological Association

Irene Dalton, Ph.D.
Continuing Education:
• Counseling Center Case Conference
• Counseling Grief Clients: Practical Interventions from New Theoretical Insights
• Ethical Principles in the Practice of GA Mental Health Professionals
• Title IX Training

Jane Tyler Finklea, Ph.D.
Continuing Education:
• Counseling Center Case Conference

Meetings/Conferences Attended:
• American Psychological Association Division 39 Spring Meeting Conference
• Processing the Current Political Climate with Clients

Professional Leadership and Memberships:
• American Psychological Association Division 39

Janice Harewood, Ph.D.
Continuing Education:
• Counseling Center Case Conference
• Clifton Strengths Workshop (for Supervisors of Professional Staff members)
• Competencies for Effectively Counseling Transgender and Gender Nonconforming Young Adults (Kennesaw State University)
• DBT Skills (Marsha Linehan/Behavioral Tech)
• National Association of College and University Attorneys (NACUA) online training, "Student Mental Health: New Challenges, New Expectations."
• "Processing the Current Political Climate with Clients" (Avant Training)
• PR 101: Building Your "Elevator Speech" for Groups (Atlanta Group Psychotherapy Association)
• "Supercharge Your Online Presence: Public Speaking" (American Psychological Association)
• The Trust Workshop Sequence IX: Ethics & Risk Management in Complex Clinical Conundrums
• OrgSync 101 for Campus Partners (Fall, 2018)

Meetings/Conferences Attended:
• 2019 AUCCCO Conference: Big Ideas in the Big Easy
• 2018 Georgia Suicide Prevention Conference

Invited Presentations:
• Georgia Tech Society of Black Engineers—Black Women in STEAM mental health Table Talk facilitator

Professional Leadership and Memberships:
• American Psychological Association

• Association for University and College Counseling Center Outreach
• Georgia Psychological Association and member of the Public Education Committee

Peter Hauge, Ph.D.
Continuing Education:
• Counseling Center Case Conference
• Koru Mindfulness Certification training

Meetings/Conferences Attended:
• Social Justice Conference at Texas A&M University

LaRonda Hollis, LPC, CPCS
Continuing Education:
• Advanced Counselor Training & Supervision for Certified Professional Counselor Supervisor
• Counseling Center Case Conference
• Licensed Professional Counselors Association Convention Workshop
• New Developments in Understanding and Treating Eating Disorders
• Processing the Current Political Climate with Clients

Meetings/Conferences Attended:
• Licensed Professional Counselors Association (LPCA) 31st Annual Convention and Regional Conference: “Vision of the Future”
• GT Legal Department Webinar: Student Mental health: New Challenges, New Expectations
Professional Leadership and Memberships:
• Certified Professional Counselors Supervisor (CPCS) in LPCA-GA
• Higher Education Case Managers Association (HECMA)
• Licensed Professional Counselors Association of Georgia (LPCA-GA)

Christina Owens, B.A.
Continuing Education:
• Completed second year of MSW program at UGA

Meetings/Conferences Attended:
• Association of Recovery in Higher Education Conference
• Critical Issues Facing Children and Adolescents Conference
• Riley’s Wish Lecture Series

Professional Leadership and Memberships:
• Association of Recovery in Higher Education

Thad Reece Psy.D.
Continuing Education:
• Counseling Center Case Conference

Invited Presentations:
• Presentation to the Southwest Virginia Psychology Doctoral Internship Consortium on Treating Online Gamers

Professional Leadership and Memberships:
• American Psychological Association
• Georgia Psychological Association

Julia Rizzo, Psy.D.
Continuing Education:
• Counseling Center Case Conference

Meetings/Conferences Attended:
• Counseling Center Case Conference
• Department of Behavioral Health and Developmental Disabilities (DBHDD) Georgia Suicide Prevention Conference

Florin Selagea, Ph.D.
Continuing Education:
• Counseling Center Case Conference

Andy Smith, Psy.D.
Continuing Education:
• American Group Psychotherapy Association
• Association for the Coordination of Counseling Center Clinical Services
• Counseling Center Case Conference
• Koru Mindfulness Training

Meetings/Conferences Attended:
• American Group Psychotherapy Annual Conference
• Association for the Coordination of Counseling Center Clinical Services
• Koru Mindfulness Training

Invited Presentations:
• Reducing Stress with Mindfulness for Georgia Tech's Be Well Program

Professional Leadership and Memberships:
• Member, American Group Psychotherapy Association
• Member, Atlanta Group Psychotherapy Society
o Board Member, Atlanta Group Psychotherapy Society

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Section VIII: Institute Effectiveness

Our first annual goal focused on client symptom relief. Assessment results indicated that Counseling Center services remain effective in alleviating client presenting concerns, as measured by the CCAPS (Counseling Center Assessment of Psychological Symptoms).

Our second annual goal involved measuring the impact of GT CARE on the utilization of the Counseling Center's triage hours. Because GT CARE did not open during the 2018-19 year, we were unable to measure this goal.

Our third annual goal focused on supporting the implementation of GT CARE which we were able to do through regular Counseling Center participation on the Implementation Team for GT CARE on a weekly basis beginning in January (2019). Counseling Center personnel also participated on Search Committees to hire a GT CARE Director and GT CARE Case Managers, and consulted on Titanium usage with the Director of GT CARE.

Progress:

Completed

Dean of Students Main Office/Vice President for Student Life

I. Mission/Introduction

Essential Function(s) of department:

Mission Statement:

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

Vision Statement:

The Division of Student Life will lead our profession by providing innovative programs and services for the technological research university of the 21st century. Georgia Tech students will be strategically positioned to lead, influence, and contribute to their communities locally, nationally, and globally for the improvement of the human condition.

Progress:

Completed

II. Staffing

Current Staff:

John M. Stein, Vice President for Student Life & Dean of Students– Dean Stein has been a part of the Division of Student Life (formerly known as the Division of Student Affairs) for the past 17 years in a variety of roles: Director of Success Programs, Assistant/Associate Vice President & Dean of Students and Vice President & Dean of Students. In his current role VP/Dean Stein oversees 20 departments that comprise the Division. He represents the student voice and opinion on a number of faculty and administrative committees including President's Cabinet. This position works collaboratively with faculty, staff and students. The VP/Dean of Students has direct supervision of 12 staff and oversees over 112 professional and administrative staff, with the new addition of Health Initiatives.

Julia Whitfield, Assistant to the Vice President & Dean of Students – Julia has been a Georgia Tech staff member for 23 years, the last 101with the Main Office, serving as the Assistant to the Vice President & Dean of Students. 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.

Colleen Riggle, Associate Dean of Students – Dr. Riggle has been at Georgia Tech for 13 years. Colleen provide leadership for the Orientation, Transition and Persistence cluster which includes New Student and Transition Program, Disability Services, Parent and Family Programs, and Student's Temporary Assistance and Resources (STAR). Additionally, Colleen her main responsibilities include seeing students for general/crisis appointments, managing the Dean on Call process and follow up, and serving on various Institute wide committees.

New Staff:

April Nolan, previously served as Administrative Professional in Center for Career Development and Discovery, came to the main Student Life Office in fall 2018 as Administrative Professional III.

Dionne Chears, previously served as an Administrative Professional in the main Student Life Office left the division in May 2018, then came back to the main Student Life Office in February 2019.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

N/A

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

- This year we launched the new LGBTQIA Resource Center in the Smithgall Student Services Bldg. This space is over XYZ square foot with a meeting room, Oasis, and several professional staff offices.
- The Division of Student Life established the blueprint for GT CARE. The center will open August 2019.
- Health Initiatives was reorganized to be within the Division of Student Life

- The reorganization of health and well-being to a matrix model that include the Campus Recreation Center, The Center for Assessment, Referral and Education (CARE), Counseling Center, Stamps Health Center, and Health Initiatives
- The Division Staff worked to raise $3,367,034.30 in foundation funds.

Progress:

Completed

V. Statistics

Unit Statistics:

Unit Statistics
Main Office
Summer 2018

05/08/18 – 08/13/18

Total Unique Students Seen: 297

Total Student Contacts: 336

Staff Member	Total Contacts*	Percentage of Total
Colleen Riggle	109	32%
Cynthia Jennings	0	0%
Dionne Chears	44	13%
John Stein	44	13%
Julia Whitfield	10	3%
Stephanie Ray	37	11%
April Nolan	0	0%
Jamison Keller	10	3%
Gerome Stephens	16	5%
Bonnie Taylor	17	5%
Georgia Braxton	3	<1%

*Total in the chart might differ than the Total Student Contact figure as more than one staff member might work on a student matter.

Fall 2018

08/14/18 –12/31/18

Total Unique Students Seen: 1533

Total Student Contacts: 1743

Staff Member	Total Contacts*	Percentage of Total
Bonnie Taylor	46	3%
Colleen Riggle	480	28%
Cynthia Jennings	71	4%
Dionne Chears	n/a	n/a
Jamison Keller	46	3%
John Stein	133	8%
Julia Whitfield	62	4%
Stephanie Ray	164	9%
April Nolan	516	30%
Gerome Stephens	49	3%
Georgia Braxton	16	<1%
Melanie DeMaeyer	1	<1%
Katie Fahn	4	<1%

*Total in the chart might differ than the Total Student Contact figure as more than one staff member might work on a student matter.

Spring 2019

01/01/19 – 05/03/19

Total Unique Students Seen: 1388

Total Student Contacts: 1578

Staff Member	Total Contacts	Percentage of Total
Bonnie Taylor	42	3%
Colleen Riggle	164	10%
Cynthia Jennings	41	3%
Dionne Chears	296	19%
Gerome Stephens	39	2.5%
Jamison Keller	49	3%
John Stein	98	6%
Julia Whitfield	20	>1%
Stephanie Ray	118	7%
April Nolan	613	39%

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%
2009 – 2010	1092	9%
2010 – 2011	1062	3%
2011 – 2012	1210	14%
2012 – 2013	1371	13%
2013 – 2014	1570^	15%
2014 – 2015	1947	24%
2015 – 2016	2084	7%
2016 – 2017	2291	10%
2017 – 2018	2665	8.5%
2018-2019	3321	21%

Grade Substitutions Processed

2012 – 2013	60
2013 – 2014	523
2014 – 2015	445
2015 – 2016	318
2016 – 2017	204
2017 – 2018	287
2018-2019	320

Online Referrals

Academic Year	Total Referrals	Total Increase/Decrease
2010 – 2011	180	
2011 – 2012	141	21%
2012 – 2013	229	62%
2013 – 2014	185	19%
2014 – 2015	291	57%
2015 – 2016	327	12%
2016 – 2017	295	9.79
2017 – 2018	328	9%
2018-2019	425	31%

Leave of Absence Requests

Academic Year	Total Requests	Total Increase/Decrease
2018-2019	79	*

Alcohol Request Forms

Academic Year	Total Requests	Total Increase/Decrease
2018-2019	467	*

*Denotes first year tracking

**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 Division of Student Life. 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 2018	Total Fall 2018	Total Spring 2019	% Total Summer	% Total Fall	% Total Spring
Colleen Riggle	109	480	164	45%	30%	12%
Cynthia Jennings	0	71	41	0%	4.5%	2.8%
Dionne Chears	n/a	n/a	296	0%	0%	20%
John Stein	44	133	98	19%	8.4%	6.7%
Julia Whitfield	8	62	20	3.3%	10.3%	8%
Stephanie Ray	37	164	118	15.2%	10%	8%

Bonnie Taylor	14	46	42	5.8%	2.9%	2.9%
Jamison Keller	12	46	39	5%	2.9%	2.9%
Gerome Stephens	15	49	39	5.8%	2.9%	2.9%
Georgia Braxton	3	16	n/a	1%	1%	0%
April Nolan	n/a	516	613	0%	32.5%	42%
Melanie DeMaeyer	n/a	1	0	0%	0%	0%
Katie Fahn	n/a	4	n/a	0%	<1%	0%
Total*	242	1588	1470			

* These students may be seen more than once a semester but are only counted once in the “unique” statistic.

Additional Demographic Statistics

Deans Appointments/Contacts

A total of 3725 students had contact with the Division of Student Life. The information below represents the demographic information of those students calculated at the conclusion of Spring, 2019.

Average Grade Point Average of students seen	**2.899**	
Reason for Meeting/Contact	**Total Students**	**% of Total Student Interactions**
Wellness Check	95	2.5%
Study Abroad Matter	12	<1%
Student Organization Related	2	<1%
Re-Enrollment Advice	23	<1%
Personal Matters (Death in the Family, Mental Health)	231	6.2%
Online student (non academic issue)	19	6.2%
Online student (academic issue)	14	<1%
Missing Student	8	<1%
Leave of Absence (Form Related Only)	46	½%
Klemis Kitchen	6	<1%
Issue of Concern (Non-Academic)	190	5%
Issue of Concern (Academic)	348	9.3%
Hip Pocket Loan	34	<1%
Harassment/Discrimination	19	<1%

Greek Specific	1	<1%
General Questions	46	1.2%
Financial Distress	42	1.1%
Family Emergency	7	<1%
Faculty/Staff Referral	143	3.8%
Emergency Transport (Non-Duty, medical, mental health, etc.)	169	4.5%
Domestic Matters	2	<1%
Deceased Student	3	<1%
Dean on Call Report ** Make sure to enter information under Dean On Call ONLY!	241	6.5%
Class Absence (Excuses)	1696	45%
Arrest/Jail	5	<1%
Academic II (Study Skills, Struggling in Classes)	74	2%
Academic I (Drop, Withdrawal, Issues with Course Instructor, Incompletes)	261	7%
Sex		
Male	1948	
Female	1786	
Top Majors	Total Students	
CS	811	
ME	367	
IE	346	
BMED	289	
BA	207	
AE	187	
Class	Total Students	
MASTERS	434	
JUNIOR	821	
SENIOR	1167	
FRESHMAN	430	
SOPHOMORE	767	
DOCTORATE	100	
Unknown	3	
Ethnicity	**Total students**	
Hispanic	364	
White	1601	
Black	463	
Asian	1046	
Two or More Races	155	
Unknown	102	
Hispanic	364	

Unknown	31
Academic Standing	**Total Students**
Academic Dismissal/Drop	11
Good Standing	914
Probation	72
Probation from Dismissal	5
Probation from Review	4
Review	4
Warning	92
No Status	34
Degree Candidate	**Total Students**
No	1092
Yes	48
Athletes	**46**
Fraternity/Sorority Members	**1071**

Dean/Student Life Staff on Call

During Summer, 2018 14 staff served in the Dean/Student Life on Call capacity. During Fall, 2018 14 staff served on call and Spring, 2019 13 staff served in the on call capacity. Having an increased pool of staff serving in an on call capacity for the Division has been a great benefit to staff morale and professional development. A total of 23 calls were received Summer, 2018, Fall, 2018, and Spring, 2019. Below is a detailing of calls received.

Category/Classification of Call	Number of Calls
Summer, 2018 (May 8, 2018 – August 13, 2018)	
Study Abroad Matter	10
Transport - Medical	6
Information/Inquiry - NO ACTION REQUIRED - GTPD	2
Transport - Alcohol	3
Information/Inquiry - ACTION REQUIRED - GTPD	1
Information/Inquiry – NO ACTION REQUIRED - Housing	3
Information/Inquiry - NO ACTION REQUIRED - Staff	2
Information/Inquiry – ACTION REQUIRED – Faculty	1
Total Summer, 2017	27

Category/Classification of Call	Number of Calls

Fall 2018 (August 13, 2018 – December, 31, 2018)

Transport - Medical	31
Transport - Alcohol	25
Information/Inquiry - NO ACTION REQUIRED - GTPD	10
Transport - Mental Health	15
Information/Inquiry - ACTION REQUIRED - GTPD	4
Information/Inquiry - NO ACTION REQUIRED - Housing	3
Transport - Jail/Arrest	10
Information/Inquiry - NO ACTION REQUIRED - Staff	2
Information/Inquiry - ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - ACTION REQUIRED - Staff	3
Information/Inquiry - NO ACTION REQUIRED - Parents/Family	2
Student Death	2
Attempted Robbery	1
Information/Inquiry - ACTION REQUIRED - Housing	5
Information/Inquiry - ACTION REQUIRED - Parents/Family	1
Mental Health (No Transport)	8
Illegal Substance/Drugs	1
Total, Fall 2016	124

Category/Classification of Call

Spring, 2019 (January 1, 2019 – May 5, 2019)

Transport - Medical	20
Transport – Alcohol	17
Attempted Robbery	5
Information/Inquiry - ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - ACTION REQUIRED - Parents/Family	1
Information/Inquiry - ACTION REQUIRED and GTPD	1
Information/Inquiry - NO ACTION REQUIRED and GTPD	9
Information/Inquiry - NO ACTION REQUIRED and Housing	2
Information/Inquiry - NO ACTION REQUIRED and Facutly	1
Information/Inquiry ACTION REQUIRED and Staff	4
Mental Health (No transport)	0
Student Death	1
Study Abroad	0

Transport - Jail/Arrest	1
Transport - Mental Health	13
Suicide	1
Transport – Illegal Substances and Drugs	2
Total, Spring 2019	79

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

Staff Member	Total Summer 2018	Total Fall 2018	Total Spring 2019	Total Per Person
Colleen Riggle	2	7	6	15
Mac Pitts	1	7	5	13
Stephanie Ray	5	14	9	28
Cynthia Jennings	2	13	1	16
Bonnie Taylor	0	23	9	32
Tim Edmonds-King	0	4	7	11
Debbie Dorsey	0	5	6	11
Laci Weeden	0	9	8	17
Jamison Keller	2	9	8	18
Gerome Stephens	4	19	9	32
Melanie DeMaeyer	4	6	5	15
Aby Parsons*	n/a	4	1	5
Amanda Fishman*	3	n/a	n/a	3

* This staff member left Georgia Tech.

This staff member either was not serving in the Dean o

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

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

Served as a member of the following committees during the 2018-2019 academic year:

- Athletic Academic Steering
- Faculty Senate
- Campus Center Planning Group
- Campus Center Leadership Team
- Alumni Association Trustee Board
- Arts Advisory Board
- Serve-Learn-Sustain Strategic Advisory Council
- Institute Policy Steering
- Compliance and Risk Management Network
- Institute Undergraduate Curriculum
- Study Abroad Review
- Study/Work Abroad Warning
- Diversity Symposium Planning Group
- Commencement Reflection Selection
- Division of Student Life Parent Advisory Board
- GTAB-Georgia Tech Advisory Board
- Rules and Regulations
- Welfare and Security
- Mandatory Student Fee
- Diversity Champion Awards Selection Committee
- Georgia Tech Athletic Association (GTAA) Board of Trustees
- Ethics Point Admin Group
- Leading Women at Tech Advisory Board
- Path Forward Executive Sponsor
- Health & Well-Being Planning Group
- GT CARE Planning /Implementation Team
- Instructor, GT1000
- Various Search Committees including Chairing the AVP for Campus Services Search

Colleen Riggle, Associate Dean of Students

Attended, Banner Training
Member, Diversity Symposium Planning Committee
Member, search committee, Executive Director of Housing and Residence Life
Co-chair, Director of the LGBTQIA Resource Center
Chair, Assistant Dean/Director of Disability Services
Chair, search for Testing Center Coordinator
Chair, search for Testing Center Administrative Assistant
Member, Compliance and Risk Management Network
Member, Institute Survey Coordination Committee
Member, Assessment Committee in Student Life

Member, Work Day action group in Student Life
Member, Biannual Review Committee
Julia Whitfield, Assistant to the Vice President & Dean of Students:

Committee / Meetings:
Alcohol Policy Development Team – Alcohol Request Form

Department Coordinator:
Coordinate Meetings for: Front Office Admin Meeting
Coordinate Collaborated on the Development Team – New Kiosk for Main Office
Coordinate, Student Death Notification Letter
Coordinate, Grade Substitution, Leave of Absence Forms
Coordinate, VP Mental Health Talk to Campus via online Speaking Request Form
Coordinate, Readmission Request for VP signature
Coordinate, Faculty / Staff Referral Form

Facilitator:
Summer Student Assistant Training & Development
Co-Facilitator, Campus Alcohol Request Form
Lead, Excel Program

Conference / Workshop / Training:
Participant – Fundamentals of Travel Policys Training
Participant – Fundamentals of Accounts Payable Training
Participant – Division's End of Year Meeting
Participant – Alcohol Forms Launch Meeting
Participant – OHR Service of Excellence Course
Participant – Smart Hire Training Course
Participant – TES Training with Valarie Thomas
Participant – CARS Focus Group
Participant – Advocate Car/System Training
Participant – Grade Substitution & Leave of Absence Training w/ Registrar's Office

Volunteer / Recruitment:
Participant – Family Weekend
Participant – FASET Orientation (Recruitment Table)
April Nolan, Administrative Assistant III
Participant, Service Excellence
Volunteer, GT Family Weekend (Atlanta Zoo)
Participant, Banner Training
Consultant, Advocate CARE request kiosk installation
Participant, Care advocate training
Participant, Leave of Absence
Volunteer (MLK) Focus Diversity
Volunteer, Tower Awards

Dionne Chears, Administrative Assistant II
Banner Training
Workday
Clifton Strengths

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Staff Professional Development:
John Stein, Vice President for Student Life and Dean of Students

Attended/Presented at the following conferences, trainings, etc.
Co-Presenter for ½ day pre-conference for NASPA Mental Health Strategies Conference
President's Leadership Retreat
Presenter, New Faculty Orientation
Presenter, Brittain Fellows Orientation
Presenter, Professor Diane Leader's Psychology Course
Presenter, SGA Cultural Diversity and Affairs Inclusive Leadership Conference
Presenter, State-wide Suicide Prevention Conference
Presenter, Mental Health information*
Attended the Intercollegiate Mental Health Conference
Panelists for Georgia Tech Academic Advisors Network (GTAAN)
Presenter, Study Abroad Trainings for faculty and staff
Panelist for Balancing Research and Family for Ph.D students and post-docs
Title IX Training
USG RACSA Meeting-fall semester
ACC VP Roundtable
QPR Training
Lunch and Learn-Atlanta Compliance and Ethics Roundtable
Yield Events for Admission in Boston and New York

*Mental Health Presentations:
School of Architecture – January 10, 2019
CEE Faculty Meeting – February 12, 2019
Aerospace Engineering – February 19, 2019
Alumni Association Board Meeting – February 22, 2019
GT Foundation Trustee Board – March 15, 2019
Interactive Computing - March 26, 2019
School of Music – April 2, 2019
School of History & Sociology – April 16, 2019
Sam Nunn School of International Affairs – April 30, 2019

School of Industrial Design – May 6, 2019
Woodruff School of Mechanical Engineering – May 9, 2019
Material Science Engineering – May 21, 2019

Colleen Riggle, Associate Dean of Students
Mentor, Mentor Tech
Coach, Leading Edge Coaching

Julia Whitfield, Assistant to the Vice President & Dean of Students

Participant – (ESP), Empower, Successful, Purposeful - (Executive Administrative Network)
Coordinated – Administrative Assistant III, Division of Student Life

April Nolan, Administrative Assistant III
Service Excellence
GT Family Volunteer (Atlanta Zoo)
Banner Training
Advocate CARE request kiosk installation
Care advocate training
Leave of Absence
Focus Diversity Volunteer
IAAP (connections and Cocktails)
Tower Awards
IAAP Workshop (Dealing with Difficult People)

Dionne Chears, Administrative Assistant II

Division of Student Life – End of the Year Social Committee

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

In the fall 2018 semester, the main Student Life Office implemented a kiosk for students to submit a request for assistance, and forms including but not limited to grade substitute and leave of absence forms. Assessment of the new kiosk and information has been gathered regarding the redesign and perceptions regarding efficiency and functionality were obtained.

Progress: Completed

Development, Parent Giving & Student Life

I. Mission/Introduction

Essential Function(s) of department:

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

Progress:

Completed

II. Staffing

Current Staff:

Current Staff

Director of Development: Emily Takieddine

- Identify, cultivate, solicit and steward major gift donors for contributions of $25,000 or to all areas within the Division of Student Life
- Identify, cultivate, solicit and steward current parent and past parent donors to the Institute for the their contributions to all areas within the Institute
- Assist student organizations with their fundraising efforts to insure Institute policies and procedures are followed
- In partnership with Dean Stein, facilitate the Institute's Parents Board – comprised of 35 current parents and charged to serve as advocates and philanthropists in the community.

Parent Fund Coordinator: Will McKenna

- Solicits annual contributions from current and former parents to the Parents Fund for Student Life and Leadership through individual contacts, direct mail, and electronic communications
- Manages the stewardship process to insure that Parent Fund gifts are properly acknowledged and that donors are aware of how their contributions impact students and student organizations on campus
- Oversees the Parent Fund Grant and Student Leadership Grant programs

New Staff:

Arts Coordinator-Lizzie Millman (Hired on August 1, 2018)

- Solicit contributions from Alumnae, Parents, and Friends of Georgia Tech in support of the Office of the Arts within the Division of Student Life
- Manage the grant writing process to obtain additional funding for the Office of the Arts within the Division of Student Life
- Steward current and past donors to insure that they are aware of the impact their philanthropy had on the Arts at Georgia Tech

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Updated and expanded the procedures for Parent Fund and Student Leadership Grant allocations

- Created a website that can only be accessed by Parents Board members that they use to submit their individual grant allocation submissions.
- Introduced “Signature Event” to provide funding over a longer period to one event. This event is voted on by the Parents Board and receives full funding for two academic years.
- Beta tested the MOVE funding initiative. This initiative uses a panel of faculty, staff, and students to allocate Parent Fund dollars in the form of smaller grants (less than $1,000) to service organizations.

Justification:

The above changes were made so that the Parent Fund Grant process would become more efficient and easier for members of the Parents Board to complete.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of Development works with the Division of Student Life to meet the funding goals of each department, student organizations, and other special programs.

Significant Accomplishments:

- By partnering with the Office of Student Engagement, the Parents Fund has increased its presence on campus and issued 61 Parent Fund Grants totaling $149,893.57 and 47 Student Leadership Grants totaling $13,870.00.
- Significant gifts this year include:
    - $35,000 in support of a fund to help student afford plane tickets home
    - $25,000 in support of the STAR Program
    - $500,000 in support of the cheerleading program
    - $75,000 raised in support of the Peer Coaching Program from the graduating Stamps Scholars along with a $35,000 challenge grant
    - $75,000 in scholarships for students with spinal cord injuries
    - $150,000 in support of student veterans
    - Current solicitation for $200,000 in support of homeless and at-risk students.
    - Five new Family Legacy Endowments

Progress:

Completed

V. Statistics

Unit Statistics:

Parent Giving

- 72 Donations of $1,000 or more were received for the Parents Fund, up from 71 in FY18
- 26 Donations of $2,500 or more were received for the Parents Fund, up from 24 in FY18

Statistics

- $4,381,668.11 was raised in FY19. There was a total of 2,583 donors in FY19, this is a 26% increase from FY18 (1,923 donors in FY18)
- The Parents Fund raised $289,960.87. This is a 14% increase from FY18 ($251,041.84 raised in FY18)

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Director of Development Parent Giving and Student Affairs

- Committee member, Arts@Tech Marketing Manager Search Committee
- Committee member, Preparing for the New President, Student Life Committee
- Facilitated, Development Coordinator for the Arts Search Committee
- Volunteer, Title Nine Hearings

Arts Development Coordinator

- Committee Member, Director of the Arts Search Committee

Parent Fund Coordinator

- Committee Member, Blackbaud Conversion committee for the Office of Development
- Committee Member, Development Coordinator for the Arts Search Committee
- Committee Member, Parents and Family Programs Coordinator Search Committee
- Committee Member, Division of Student Life Workday Conversion Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Director of Development Parent Giving and Student Affairs

- Attended Parents Fundraising Conference in Syracuse, Ney York in July 2018

Parent Fund Coordinator

- Attended Parents Fundraising Conference in Syracuse, Ney York in July 2018

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Effectiveness of the department is based on the amount of money raised for Division priorities and the number of donors who contributed.

Progress:

Completed

GT C.A.R.E

I. Mission/Introduction

Essential Function(s) of department:

CARE is providing a single point of entry for access to all mental health resources and services on campus and in the community. The CARE intake process is designed to be simple and easy for students to connect with the right resources.

Progress:

Completed

II. Staffing

Current Staff:

- **Tiffiny Hughes-Troutman, Ph.D.-**Director, Center for Assessment, Referral, and Education (CARE)
- **Martana Eldridge-**Clinical Case Manager
- **Charles Wright-**Clinical Case Manager
- **Tameka Collins-**Clinical Case Manager

New Staff:

- **Tiffiny Hughes-Troutman, Ph.D.-**Director, Center for Assessment, Referral, and Education (CARE)
    - As of June 10, 2019
- **Martana Eldridge-**Clinical Case Manager
- **Charles Wright-**Clinical Case Manager
- **Tameka Collins-**Clinical Case Manager

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

One a student walks into CARE, they complete some paperwork and are immediately given an appointment with a licensed therapist. After that meeting, they are given an individualized treatment plan that point them in the right direction.

Visits are free for all undergraduate and graduate students at GT and are confidential. CARE is staffed by licensed therapists who specialize in college mental health and assessment. No appointment is needed. All students simply walk in and can be seen.

Justification:

The Center for Assessment, Referral & Education (CARE) opened on August 19, 2019

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

CARE is providing a single point of entry for access to all mental health resources and services on campus and in the community. The CARE intake process is designed to be simple and easy for students to connect with the right resources.

Significant Accomplishments:

The Center for Assessment, Referral & Education (CARE) opened on August 19, 2019 and has assisted over 450 students to date.

Progress:

Completed

V. Statistics

Unit Statistics:

The Center for Assessment, Referral & Education (CARE) opened on August 19, 2019 and has assisted over 450 students to date.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Not Applicable because GT C.A.R.E. opened on August 19th, 2019.

Staff Service:

Not Applicable because GT C.A.R.E. opened on August 19th, 2019.

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Not Applicable because GT C.A.R.E. opened on August 19th, 2019.

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable because GT C.A.R.E. opened on August 19th, 2019.

Progress:

Completed

Health Initiatives

I. Mission/Introduction

Essential Function(s) of department:

Health Initiatives provides upstream, innovative, and relevant programs, services and initiatives to help students and employees thrive. The team creatively designs prevention and education efforts to promote, nurture, and enrich the Georgia Tech community of health, well-being, and caring. Services include health and well-being educational programs, events and workshops, nutrition counseling, and sexual violence prevention, education and response.

Mission

Health Initiatives cultivates a thriving environment that enhances lifelong well-being among students and employees who live, learn, and work in the Georgia Tech community. The department influences and empowers the campus community to practice healthy lifestyle behaviors by providing inclusive and innovative prevention-based programs, individual and group support services, and co-curricular learning experiences through strategic collaboration.

Progress:

Completed

II. Staffing

Current Staff:

Staffing

Joi Alexander, Director of Health Promotion

Joi started in October 2018 and came to Georgia Tech from Florida State University where she previously worked as the Interim Director for the Center for Health Advocacy and Wellness and Assistant Director.

- Provides supervision to Health Educators and Nutrition team in alignment with HI mission, vision, values, and planning, directing health education services
- Develop and implement programming in alignment with dimensions of well-being
- Collaborates with campus partners on programming and events to ensure a flourishing campus culture and achieving health and wellbeing goals

Stacy Connell, Senior Director of Health Initiatives

- Provide overall leadership and direction for Health Initiatives department.
- Develop and support a comprehensive strategic plan for the Department, collaborate with the department's staff and a variety of interdisciplinary campus partners to enable the development and implementation of key programs and initiatives and to achieve a flourishing campus culture for student, staff and faculty health and well-being.
- Supervise staff, manage and coordinate budget process, HR processes, policies and programs.

Lauren Dennis, Administrative Professional III

- Manages office administrative processes including but not limited to purchasing and expense tracking, procurement, and scheduling
- Provides training and supervision of dept. student staff
- Reviews and resolves complex administrative related questions and issues

JaPeera Edmonds, Health Educator

- Responsible for upstream, innovative and relevant programs, services and initiatives to combat top health impediments to student and employee success for the diverse Georgia Tech community
- Develops, implements, and analyzes periodic student health surveys that (1) provide baseline and follow-up health and well-being data, (2) identify program needs and priorities, (3) evaluate the effectiveness of programs and services, and (4) track trends in student health status and behavior.
- Collaborates with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health and well-being for students

Jennifer Gagen, VOICE Advocate

- Provides support and advocacy services to victims of sexual assault, including supporting with Georgia Tech's 24-hour on-call system for emergency response with relevant training and consultation
- Develops and implements an advocacy protocol, including providing support for survivors navigating campus and court investigation and judicial processes
- Coordinates campus and community resources to support survivors of sexual assault

Tiffiny Hughes-Troutman, Director of Health Behavior. *Left position June 7, 2019 to take position as Director of GT CARE.*

- Provide focused leadership to upstream mental health and wellbeing education, leading resilience, grit, mindfulness and positive psychology efforts in collaboration with campus partners
- Manage and lead the VOICE team and one health educator
- Facilitate the department's assessment and evaluation efforts

Amber Johnson, Nutritionist

- Provides student clinical dietary consultation services
- Serves on Eating Disorder treatment team for GT students
- Develops and implements nutrition-centered programming and outreach to GT campus

Elaine Miller, Health Educator

- Responsible for upstream, innovative and relevant programs, services and initiatives to combat top health impediments to student and employee success for the diverse Georgia Tech community
- Develops, implements, and analyzes periodic student health surveys that (1) provide baseline and follow-up health and well-being data, (2) identify program needs and priorities, (3) evaluate the effectiveness of programs and services, and (4) track trends in student health status and behavior.
- Collaborates with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health and well-being for students

Sarah Morales, Health Educator

- Responsible for upstream, innovative and relevant programs, services and initiatives to combat top health impediments to student and employee success for the diverse Georgia Tech community
- Develops, implements, and analyzes periodic student health surveys that (1) provide baseline and follow-up health and well-being data, (2) identify program needs and priorities, (3) evaluate the effectiveness of programs and services, and (4) track trends in student health status and behavior.

- Collaborates with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health and well-being for students

Amanda Planchard, VOICE Advocate

- Provides support and advocacy services to victims of sexual assault, including supporting with Georgia Tech's 24-hour on-call system for emergency response with relevant training and consultation
- Develops and implements an advocacy protocol, including providing support for survivors navigating campus and court investigation and judicial processes
- Coordinates campus and community resources to support survivors of sexual assault

Jocelyn Resnick, Health Educator. *Left position June 7, 2019.*

- Responsible for upstream, innovative and relevant programs, services and initiatives to combat top health impediments to student and employee success for the diverse Georgia Tech community
- Develops, implements, and analyzes periodic student health surveys that (1) provide baseline and follow-up health and well-being data, (2) identify program needs and priorities, (3) evaluate the effectiveness of programs and services, and (4) track trends in student health status and behavior.
- Collaborates with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health and well-being for students

Leah Galante Roper, Nutritionist

- Provides student clinical dietary consultation services
- Serves on Eating Disorder treatment team for GT students
- Develops and implements nutrition-centered programming and outreach to GT campus

Deontez Wimbley, Health Educator – Sexual Violence Prevention

Deontez started in September 2018 and came to Tech from Planned Parenthood in Atlanta where he previously worked as a Health Educator.

- Develops and implements education programs and communication campaigns related to sexual assault/relationship violence prevention.
- Coordinates campus and community resources to support survivors of sexual assault
- Co-chairs the Sexual Violence Prevention Alliance and collaborate with campus partners on VOICE related programming and workshops

New Staff:

Joi Alexander, Director of Health Promotion

Joi started in October 2018 and came to Georgia Tech from Florida State University where she previously worked as the Interim Director for the Center for Health Advocacy and Wellness and Assistant Director.

- Provides supervision to Health Educators and Nutrition team in alignment with HI mission, vision, values, and planning, directing health education services
- Develop and implement programming in alignment with dimensions of well-being
- Collaborates with campus partners on programming and events to ensure a flourishing campus culture and achieving health and wellbeing goals

Deontez Wimbley, Health Educator – Sexual Violence Prevention

Deontez started in September 2018 and came to Tech from Planned Parenthood in Atlanta where he previously worked as a Health Educator.

- Develops and implements education programs and communication campaigns related to sexual assault/relationship violence prevention.
- Coordinates campus and community resources to support survivors of sexual assault
- Co-chairs the Sexual Violence Prevention Alliance and collaborate with campus partners on VOICE related programming and workshops

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Policy/Procedure

- Developed Health Initiatives communication plan for planned and unplanned office absences
- With transition from Campus Services to the Division of Student Life, Health Initiatives implemented two new policies:

- Casual Friday Dress Code
- Summer Flex Hours Policy

Summer Flex Schedule Guidelines:Time Frame: May 6, 2019 and ending on August 9, 2019

- The employee should initiate a request for a flextime schedule by submitting a proposal to their supervisor by **Friday, April 19th**
- The employee shall work the hours agreed upon and obtain approval from the supervisor in advance of working alternate hours for the summer
- The supervisor shall maintain open communication, ensure that the employee's hours of work do not fall below the normal workweek hours and discuss with the employee any concerns as they arise
- All core services shall still be provided in sub-units from 8 a.m. to 4:30 p.m., Monday -Friday
- Expectations will continue for staff to attend staff and sub-unit meetings despite compressed schedules
- In addition to your normal job responsibilities you also need to record your days off on your Outlook Calendar and ensure deadlines are met and workload is covered, regardless of your schedule
- Provide two options for your summer schedule if you are interested in a compressed schedule
- Flextime schedule arrangements may be initiated and or discontinued at any time at the request of either the employee or supervisor. The department reserves the right to immediately suspend the arrangement in the event of unanticipated circumstances regarding employee performance or operational needs.
- Speak with your team (Community Nutrition, Health Education, VOICE, and Administration) to identify and compare coverage and schedules
- If you choose to participate, please submit the "Flexible Working Arrangement Agreement" with your supervisor's approval by **Friday, April 26th**.

http://www.policylibrary.gatech.edu/flexwork-arrangements

**Reminder: There should always be two health educators, one dietitian, one advocate, one member of the leadership team, and front desk coverage at all times. **

EXAMPLES of compressed schedules:

- 5 day workweek: 9 hrs. per day for 4 days and 4 hrs. on the short day
- 4 day workweek (any day M-F can be the day off)
- 7am-4pm or 9am-6pm

Employees on flex schedules may take any vacation, or sick leave charged but this must be consistent with the number of hours normally scheduled for work on the day leave is taken (e.g., employee is out on sick or personal leave on a day that they are

scheduled working 9 or 10 hours should submit a leave request for 9 or 10 hours of sick or vacation).

HI Internal Communication Plan

- Planned Absences
  - Keep calendar up to date with all appointments and planned absences
  - Email Lauren with upcoming absence by 12pm on the Tuesday prior to absence to be included on team meeting agenda
- Unplanned Absences
  - Team members individually contact supervisor to notify them about unplanned absence
  - Supervisor emails team to share that team member is out
- Inclement Weather
  - After receiving Georgia Tech Emergency Notification Service (GTENS) alert about campus closure or inclement weather, individual should contact their supervisor as needed if they are impacted or need to work remotely
- Brief Departures from the office
  - Send Lauren a message to let her know you are stepping out on Skype for Business
  - Update Skype for Business away message
- Crisis/Emergency Plan
  - Leadership will use HI Emergency GroupMe to communicate campus emergencies

Health Initiatives Summer 2019 – Friday Casual Dress Policy

Policy Statement: During the summer, the dress code on Fridays may be relaxed to provide a more practical and comfortable clothing standard.

Time Frame: Beginning May 6, 2019 and ending on August 9, 2019.

Individuals Affected by this policy: All individuals who work in Health Initiatives

The dress code for Fridays during the aforementioned time frame in the summer may include, in addition to business casual attire, the following:

- Denim jeans that are neat, clean, and stain-free
- Collared or polo-style shirts or golf shirts Appropriate:
- Denim jeans in dark-wash blue, black, white, or other traditional color
- Collared, polo-style shirts

Inappropriate:

- “Jeggings” (leggings made out of denim)
- Yoga or athletic pants or bottoms made out of denim
- Wrinkled jeans
- “Distressed” jeans with fraying, raw hems, holes, rips, or patches anywhere
- Bleached or faded jeans
- Skinny jeans that fit very tightly like a legging
- Jeans that fit so loosely that they hang below the natural waistline
- T-shirts, with the exception of Georgia Tech branded t-shirts approved for special events
- Off-the-shoulder tops, or shirts with cut-outs on the shoulders or sleeves (“cold shoulder” tops)
- Collared or polo-shirts with inappropriate graphics or emblems, or logos from other businesses, organizations, colleges, or universities

Supervisors reserve the right to revise or revoke this policy at its discretion. Radical departures from conventional dress or personal grooming standards will not be permitted. When attending meetings or events with leadership, customers, and the public on Fridays, your attire should be business casual and consistent with a positive business image. If you are giving a presentation or meeting with parents on a Friday (e.g., FASET), you must wear business casual dress. Requests for advice and assistance in administering or interpreting this guidance should be directed to supervisors.

Enforcement

Managers are responsible for monitoring and enforcing this policy. The policy will be administered according the following action steps:

1. If questionable attire is worn in the office, the manager will hold a personal, private discussion with the employee to advise and counsel the employee regarding the inappropriateness of the attire.
2. If an obvious policy violation occurs, the department manager will hold a private discussion with the employee and assist the employee with ideas on how to come into compliance with the dress code through modification (e.g., find a sweater or jacket to cover a top).
    - If the employee can go home and return within a short amount of time to change their attire immediately, this will be permitted.
    - If the employee cannot go home and return within a reasonable amount of time, then the employee will be sent home without pay for the remainder of the day.
3. Repeated policy violations will result in the employee’s inability to use this relaxed summer policy.

Justification:

Allow employee(s) and supervisor to establish individual schedules that meet the business needs of each area, while still offering employees the flexibility of a compressed schedule during the summer.

Health Initiatives recognizes the growing popularity of casual business dress and the positive effects of a relaxed attire to boost morale, improve well-being, and create a more comfortable work environment during the summer months. Therefore, casual business attire will be permitted on Fridays during the summer.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Health Initiatives cultivates a thriving environment that enhances lifelong well-being among students and employees who live, learn, and work in the Georgia Tech community. The department influences and empowers the campus community to practice healthy lifestyle behaviors by providing inclusive and innovative prevention-based programs, individual and group support services, and co-curricular learning experiences through strategic collaboration.

Significant Accomplishments:

- Health Initiatives created a department mission statement, vision statement and strategic plan in summer 2018.
- Health Initiatives was a key campus partner in carrying out the work of the Path Forward Together initiative the senior director was charged with the responsibility of several objectives (e.g. peer education strategies, new technologies, etc.).
- In February of 2019, a reimagined matrixed partnership was developed that led to Health and Wellbeing at Georgia Tech (HW@GT), a teaming structure that created a broader mission, added new resources, and recognized that campus health and well-being spanned divisions. On March 1st, Health Initiatives began to report directly to the Division of Student Life with a secondary reporting line to Campus Services, and this alignment reflected the close interdependencies of the student-focused educational and care mission of Health Initiatives and other Student Life units,
- Health Initiatives provided new opportunities for the campus community to support and promote health and well-being.
    - The Senior Director of Health Initiatives was invited to be a part of the pre-convocation festivities and shared strategies for self-care and help-seeking to yield a successful first year at Tech to incoming first year students at Convocation.
    - Health Initiatives presented during seven graduate student orientation trainings, reaching approximately 800 graduate students in total. Also,

topic-specific presentations were provided to academic schools, and Health Initiatives participated in the graduate student picnic, served during the Graduate Expo, and volunteered during Graduate Student Appreciation Week.
    - Health Initiatives and the Counseling Center co-sponsored Georgia Tech's 1st annual Fresh Check Day, an uplifting mental health promotion and suicide prevention event from the Jordan Porco Foundation that includes interactive expo booths, peer-to-peer messaging and the support of multiple campus departments and student groups.
    - Health Initiatives, in partnership with the Counseling Center and Stamps Psychiatry, provided several trainings on how to support students' mental health and well-being to the campus community including GT1000 instructors, Housing staff, Athletics staff and Administration & Finance staff.
    - Health Initiatives also launched three new programs and services this year:
        - Healthy Jacket Peer Education - The Healthy Jacket Peer Educators are student leaders who serve as healthy lifestyle role models to their peers. They are extensively trained volunteers who give presentations on a variety of health topics, design and implement health programs for students and collaborate with campus partners to create a healthy community.
        - Wellness Coaching - Students meet with professional health coach to optimize their health and well-being through goal-setting, forward-thinking, reflection, and self-discovery
        - Transit Financial Wellness – an online course designed to provide students with the skills to understand their finances and successfully transition in and out of the college experience.
- Health Initiatives received an evidence-based practice grant from the National Consortium for Building Healthy Academic Communities to implement a program in the Georgia Tech community to improve sleep habits within students. A "Sleep Week" campaign kickoff in March that covered different topics important to improving sleep habits such as circadian rhythm, bedroom environment, the connection between sleep and academics, napping, and myths around sleep. Education, interactive activities, and giveaways were provided to engage Georgia Tech students.
- Health Initiatives published the executive results of the Spring 2018 mental health and wellbeing surveys.
- Health Initiatives partnered with the School of Psychology for a second year providing senior capstone experiences to students in Applied Experimental Psychology (PSYC 4031). The two research projects were:
    - To understand students' perceptions of resiliency and resilient behaviors on campus, and to identify factors that can promote resiliency in students at Tech

    - To understand students' engagement in mindfulness and mindfulness behavior, and to identify feasible ways to cultivate mindfulness on the Tech campus.
- The Alcohol & Other Drug Action Committee, co-chaired by Stacy Connell and Jamison Keller, assistant dean and director of Sorority & Fraternity Life, received the Division of Student Life Matter of Degree Award. This award acknowledges an individual, campus group, or organization whose efforts demonstrate the positive impact of actively reducing high-risk drinking and improve their campus community.
- In May 2019, President Peterson charged a new Employee Wellbeing Council, co-chaired by a GTHR Staff and the Senior Director of Health Initiatives, to create and maintain a culture that supports and promotes the overall well-being of Georgia Tech faculty and staff. The University System of Georgia (USG) requires that all campuses have a council focused on the health and well-being of staff and faculty. This Employee Well-being Council fulfills this expectation. The Employee Well-being Council is charged with the identification, design and implementation of activities and strategies geared to improve the health and well-being of employees and to create a healthier workplace. They will increase awareness of and engagement in on-campus and USG-provided initiatives as well as develop and review proposals related to employee well-being.

Progress:

Completed

V. Statistics

Unit Statistics:

Direct Programming (lifestyle enhancement programs, special events and outreach)

- 400 offerings reaching 24,103 students and employees
- 20% increase in engagement from FY18

Indirect Programming (Certified Healthy, Wellbeing Activators)

- Total engagement in indirect programming 7,783 students and employees
- 90% increase in engagement from FY18

3,453 Parents Engaged via the Parent Handbook distributed in Summer 2018

Individual Services

- VOICE Advocates supported 165 victim-survivors.
- Nutrition Counseling served 380 unique students via 751 nutrition counseling appointments.

- Wellness Coaching supported 26 students in 86 appointments in the first year of this new support service.

10,621 students engaged in online programs (Alcohol Edu, Sexual Assault Prevention, Transit Financial Wellness)

- 34% increase compared to FY18

Facility Activity

- Healthy Space Activations = 324 total programming hours
- Health Initiatives Suite Activity = 1,638 students served in HI suite

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Service to the Institute

Stacy Connell, Senior Director of Health Initiatives

- Biennial Review Committee
- Dining Request for Proposal (RFP) Evaluation Committee
- Campus Center Design Committee
- Alcohol and Other Drug Action Committee – Co-chair
- Staff Awards Committee
- Employee Wellbeing Council – Co-chair
- National Hazing Prevention Week – Judge
- USG Wellbeing Liaison
- Campus Wellbeing Advisory Council for American Cancer Society, Jed Foundation and Partnership for a Healthier America
- National Consortium for Building Healthy Academic Communities
    - Board of Directors – Membership Chair
    - 2019 Summit Planning Committee
- National Intermural-Recreational Sports Association (NIRSA): Leaders in Collegiate Recreation
    - Health and Wellbeing Community of Practice Convener
    - Health and Wellbeing Task Force – Co-chair
- American College Health Association (ACHA)

    - Faculty and Staff Wellness Coalition
    - Wellness Coaching Work Group
- Panelist on Campus 2050 Consortium Webinar, “Resilience”. July 2018.
- Speaker at GT Convocation Ceremony. August 2018.
- Co-presenter, Athletic Business Conference, “Collegiate Recreation: A Cornerstone for Integrated Health and Well-Being”. November 2018.
- Presenter, A&F Speaks “State of Student & Employee Health and Well-Being: Key Findings from Data” (November 2018)
- Panelist on ACHA Webinar: “Continuing the Conversation with Universities that are Addressing Employee and Student Health and Wellness” (December 2018)
- Panelist, “The Future of Recreation Facilities: Building on Synergies to Promote a Culture of Integrated Wellness.” NIRSA National Conference. Boston, MA. February 2019.
- Roundtable Facilitator, “Health and Wellbeing.” NIRSA National Conference. Boston, MA. February 2019.
- Panelist, “Getting Involved with BHAC”. 2019 National Consortium for Building Healthy Academic Communities Summit. Columbus, OH. May 2019.
- Panelist, “Well-being: Implementing an Integrated Approach to Well-being that Impacts Student Success.” National Association of Student Personnel Administrators (NASPA) Strategies Conference. Washington, DC. January 2019.
- Plenary Speaker and Facilitator. “Integrated Health and Wellbeing.” Florida State Summit. Tallahassee, FL. June 2019.

Lauren Dennis, Administrative Professional III

- Sexual Violence Prevention Alliance

JaPeera Edmonds, Health Educator

- Graduate Resource and Information Network
- GT1000 Instructor, Summer 2019

Jennifer Gagen, VOICE Advocate

- Georgia Tech Police Department’s 2018 Community Partnership Award
- Sexual Violence Prevention Alliance, Co-Chair
- Students of Concern
- LGBTQIA Resource Center Liaisons
- Students’ Temporary Assistance and Resources (STAR) Housing Committee
- People Against Unwanted Sexual Experiences (PAUSE), Advisor
- Presented on the Neurobiology of Trauma at the annual Georgia Tech Title IX Training

Tiffiny Hughes-Troutman, Director of Health Behavior

- Inner Guide Mindfulness Committee
- Sexual Violence Prevention Alliance
- Georgia Psychological Foundation (GPF) Board of Trustees
- Georgia Psychological Association (GPA) Executive Council
- Georgia Psychological Association (GPA) Nominations Committee
- Division of Student Life “Preparing for a New President” Committee
- Georgia Tech Human Resources (GTHR) Professional Development Circles Management training
- RESILIENCE Employee Resource Group (ERG) Leadership Team
- GRIT Team
- Panelist, “Mental Health in the Workplace.” National Association of African Americans in Human Resources (NAAAHR). Atlanta, GA. May 2019
- Podcast Featured Speaker, “Radical Acceptance for Employees.” GTHR Workplace Learning & Professional Development. Atlanta, GA. February 2019
- Amber Johnson, Nutritionist
- Body Image Committee, Co-chair
- Eating Disorder Treatment Team

Elaine Miller, Health Educator

- Alcohol and Other Drugs (AOD) Committee
- Stamps Health Services Morale Committee
- Panelist, “Health Coaching in All Sizes: Health Coaching Models for Different Campus Sizes, Structures and Needs”. AOD and Wellness Summit. Athens, GA. May 2019.
- GT1000 Instructor, Summer 2018.

Sarah Morales, Health Educator

- Alcohol and Other Drugs Committee
- Stamps Health Services Infection Control Committee
- GT1000 Instructor, Summer 2018.

Amanda Planchard, VOICE Advocate

- Georgia Tech Police Department’s 2018 Community Partnership Award
- Sexual Violence Prevention Alliance
- Students of Concern Team
- STAR Housing Committee
- Fulton County Family Violence Task Force, Co-Chai
- Presenter, “Utilizing the GCFV Task Force Toolkit to Create A Local Domestic Violence Court Watch Program” at the Georgia Commission on Family Violence annual statewide conference
- Presenter, “The Neurobiology of Trauma” at the annual Georgia Tech Title IX Training

- Presenter, “Trauma and Crisis Intervention and Advocacy with Survivors of Sexual Assault” at Georgia Victim Assistance Academy
- Georgia Victim Assistance Academy Faculty member and Presenter on Trauma and Crisis Intervention, May 2019.

Jocelyn Resnick, Health Educator

- GTHR Employee Engagement Committee
- GT1000 Instructor, Summer 2018

Leah Galante Roper, Nutritionist

- Eating Disorder Treatment Team

Deontez Wimbley, Health Educator – Sexual Violence Prevention

- Sexual Violence Prevention Alliance, Co-Chair

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Professional Development

Joi Alexander, Director of Health Promotion

- Meetings/Conferences Attended
  - AOD and Wellness Summit. May 2019.
  - EVERFI College Prevention Summit, June 2019.
- Webinars/Trainings
  - International Students and Mental Health
  - Traffic Safety Culture and Driving Under the Influence of Cannabis and Alcohol in Washington State
  - Transforming the lives of 20 million students by 2030
  - Inclusive Leadership Academy
  - Strengths Training
  - QPR Instructor Training

Stacy Connell, Senior Director of Health Initiatives

- Meetings/Conferences Attended
  - Wake Forest Well-Being Collaborative
  - ACHA Well-Being Summit

    - Athletic Business Conference
    - NASPA/NIRSA/ACHA Well-Being Research Summit.
    - NASPA Strategies Conference
    - NIRSA Annual Conference.
    - Building Healthy Academic Communities (BHAC) Summit
    - GT Intercollegiate Mental Health Conference
    - GT Organizational Effectiveness Conference
- Webinars/ Training and Certifications
    - Collective Well-being: Our Field's Growing Ambitions in Research and Practice
    - Wellness and Beyond: New Spaces for Integrating Wellness and Campus Recreation
    - The Future of Mental Health and Well-Being in Higher Education
    - The Future of Sexual Violence Prevention in Higher Education
    - Our Role in the #MeToo Era: Culture of Respect
    - ACHA Collaborative Health & Wellbeing: Breaking Silos Across Campus
    - 12 Things to Know about College Cannabis Use
    - National Association of College and University Attorneys (NACUA) Webinar | Student Mental Health
    - Wolfpack Wellness: Building a Thriving Academic Community Through Wellness Programs and Interventions
    - Wellness Incentive Laws
    - Understanding Technology to Future Proof Your Wellness Center
    - 3 Steps to Supporting Your Employee Mental Well-being
    - Ethics Workshop
    - Ethical Leadership
    - Title IX Training
    - Recertified for Certified Wellness Practitioner credential

Lauren Dennis, Administrative Professional III

- Webinars/ Training and Certifications
    - Business Strategies to Grow Your Career as an Admin Professional
    - Mastering Microsoft Excel Pivot Tables
    - Finance 101 for Non-Financial Managers
    - Giving and Receiving Feedback course

JaPeera Edmonds, Health Educator

- Meetings/Conferences Attended
    - Garrett Lee Smith - Suicide Prevention Conference
    - Building Healthy Academic Communities 2019 Summit
    - RespectCon Conference
    - Everfi College Prevention Network Conference
- Webinars/ Training and Certifications
    - Certified Health Education Specialist (CHES)

    - Certified Diabetes Lifestyle Coach (CDC)
    - Facilitation Training
    - KORU Mindfulness Training
    - QPR Training
    - Safe Space Training
    - Trans 101 Training
    - Everfi: The Future of Diversity & Inclusion in Higher Ed
    - Practical Public Health Ethics: Making Good Decisions about Challenging Issues Confirmation
    - Wolfpack Wellness: Building a Thriving Academic Community Through Wellness Programs and Interventions
    - Talking about mental health at work: combating stigma, reducing burnout, and promoting well-being
    - Grad Students & The Growing Mental Health Crisis: Address Challenges & Provide Support
    - Disability: Accessibility Workshop
    - Stories for Change: Hidden Stories of Men, Women and a World of Myriad Marginalized Identities
    - Building Resilience Through Self-Care
    - The Science of Happiness

Jennifer Gagen, VOICE Advocate

- Meetings/Conferences Attended
    - NASPA Strategies Conference
    - Emory University RespectCon Conference
- Webinars/ Training and Certifications
    - LGBTQIA Resource Center Liaison for Health Initiatives
    - EverFi – The Future of Higher Education Prevention – webinar
    - LGBTQIA Resource Center Liaison training
    - GT Title IX Training
    - Futures Without Violence – Creating and Implementing Sexual Violence and Sexual Harassment Prevention Programs with Graduate Students: Principles and Practices – webinar
    - Raksha – Forced and Child Marriage in the U.S.: Identifying, Screening, and Supporting Individuals at Risk & Survivors
    - Transgender Student Health Symposium
    - LGBTQIA Resource Center Level Up Training Part 2
    - National Organization for Victim Assistance (NOVA) Trauma Informed Management webinar
    - NOVA Campus Advocacy: Proposed Changes to Title IX webinar
    - National Association of Social Workers (NASW) Tools for Social Workers to Prevent Gun Violence webinar
    - NOVA From the Front of the Room: Helping Prepare Survivors for Public Speaking webinar

Tiffiny Hughes-Troutman, Director of Health Behavior

- Meetings/Conferences Attended
  - Harvard Symposium on Academic Resilience in Higher Education
  - Georgia Psychological Association (GPA) 2019 Annual Meeting.
  - Georgia Tech 2nd Annual Organizational Effectiveness Conference.
  - Examining Domestic Violence & Sexual Assault in the African American Community.
  - Intercollegiate Mental Health Conference
  - NASPA Strategies Conference
- Webinars/ Training and Certifications
  - QPR Gatekeeper Instructor
  - Mindfulness-Based Cognitive Therapy Certification
  - Title IX Training
  - Inclusive Leaders Academy Training (Institute Diversity)
  - QPR Gatekeeper Instructor
  - EverFi Webinar: The Future of Mental Health and Well-Being in Higher Education (9/27/18)
  - EverFi Webinar: The Future of Sexual Violence Prevention in Higher Education (10/18/18)
  - Webinar: Creating and Implementing Sexual Violence and Sexual Harassment Prevention Programs with Graduate Students: Principles and Practices Webinar (10/24/18)
  - EverFi Webinar: The Future of AOD in Higher Education (11/15/18)
  - Ethics Webinar: Ethics and Boundaries in Victim Services (12/13/18)
  - Webinar: Practicing Pubic Health Ethics (12/17/18)
  - How to Leverage Technology as a Bridge to Human Connection (1/15/19)
  - NACUA Webinar/ Student Mental Health (1/31/19)
  - Mental Health on Campus: Supporting First Year Students (2/13/19)
  - Substance Abuse and Mental Health Services Administration (SAMSA)/ Suicide Prevention (2/27/19)
  - NeuroLeadership Institute DECIDE (4/11/19)
  - NeuroLeadership Institute INCLUDE (4/30/19)
  - Virgin Pulse/ Employee Mental Wellbeing (5/2/19)
  - Multicultural Competence in Wellness (5/21/19)
  - Mindfulness-Based Cognitive Therapy Certification

Amber Johnson, Nutritionist

- Meetings/Conferences Attended
  - Let's Talk About Treating Eating Disorders in Diverse Populations
  - The 7th Annual Veritas Collaborative Symposium on Eating Disorders
  - Healthy Campus Summit
- Webinars/ Training and Certifications
  - Level Up 1 and 2; Georgia Tech LGBTQIA Center
  - Transgender Health Symposium; Georgia Tech LGBTQIA Center

    - The Role of Nutrition in Health Promotion and Disease Prevention; Commission on Dietetic Registration
    - Intuitive Eating Training
    - Goal Diggers: Helping People Change Habits with Positivity and a Non-Diet, Values-Driven Approach
    - Weight Stigma and Body Mass Index (BMI)

Elaine Miller, Health Educator

- Meetings/Conferences Attended
    - ACHA National Conference
- Webinars/ Training and Certifications
    - University of North Carolina Greensboro Health Coach Training
    - Safe Space Training
    - Trans101 Training
    - QPR Training
    - CliftonStrengths Coaching Training
    - EverFi Webinar: The Future of Diversity and Inclusion in Higher Education
    - Health Enhancement Research Organization (HERO) on Fearlessness & Psychological Safety at work
    - 12 Things to Know About College Cannabis Use
    - Women in Leadership: The Journey to the Top
    - Community Dialog on Human Trafficking
    - Science of Happiness

Sarah Morales, Health Educator

- Meetings/Conferences Attended
    - MarTech Conference: Using Technology to Enhance Customer Experience
    - Social Marketing & Health Communication Workshop (SOPHE) Annual Conference
    - ACHA Annual Conference
    - Campus Prevention Network Summit (EverFi) – Nashville, TN
- Webinars/ Training and Certifications
    - Koru Mindfulness Training
    - University of North Carolina Greensboro (UNCG) Health Coach Training
    - Social Marketing & Health Communication Workshop (SOPHE)
    - EverFi Webinar: The Future of Diversity & Inclusion in Higher Ed
    - EverFi: The Future of Alcohol and Other Drug Prevention
    - Cultivating Natural Mindfulness: Benefits and Practices for Ourselves and Others
    - 10 Coaching Skills Every Leader Should Master
    - Continuing Competency for CHES and MCHES
    - Cecil B. Day Program for Business Ethics: "Ethics, Judgement and Decision Making"

    - Cecil B. Day Program for Business Ethics: “Ethical Lessons In My Leadership Journey”
    - Women in Leadership: The Journey to the Top – Scheller
    - Stories for Change: Hidden Stories of Men, Women and a World of Myriad Marginalized Identities – Resilience ERG Workshop
    - Analytics Workshop: An Introduction to Tableau
    - Strengths Discovery Course
    - Science of Happiness

Amanda Planchard, VOICE Advocate

- Meetings/Conferences Attended
    - Emory University RespectCon Conference
    - Ethical Review for the Mental Health Professional
    - Building Law Enforcement’s Capacity to Support and Work Effectively with LGBTQIA Victims of Crime
    - The Challenges: Drug/ Alcohol Facilitated Sexual Assault, Georgia Network to End Sexual Assault (GNESA)
- Webinars/Training and Certifications
    - Everfi Webinar: The Future of Diversity & Inclusion in Higher Ed
    - Creating and Implementing Sexual Violence and Sexual Harassment Prevention Programs with Graduate Students: Principles and Practices Webinar
    - Georgia Tech Title IX Training
    - Trans 101
    - Transgender Student Health Symposium
    - Ethics and Boundaries in Victim Services, National Organization for Victim Assistance
    - Trauma Informed Management, National Organization for Victim Assistance
    - Campus Advocacy: Proposed Changes to Title IX and How to Comment Effectively, National Organization for Victim Assistance
    - Addressing Alcohol’s Role in Campus Sexual Assault
    - Slut Shaming and Rape Culture, National Organization for Victim Assistance
    - From the Front of the Room: Helping Prepare Survivors for Public Speaking, National Organization for Victim Assistance
    - QPR Instructor Trained

Jocelyn Resnick, Health Educator

- Meetings/Conferences Attended
    - SOPHE Annual Conference
    - NASPA Strategies Conference
- Webinars/Training and Certifications
    - Wellcoaches Training and Certified

- Koru Mindfulness Training
- QPR Instructor Training
- SOPHE GA Social Marketing Workshop at Georgia State
- Strengths Finder Workshop
- Weight, Stigma, and the Problem with BMI
- Mindset in the Workplace – Evolve
- Leah Galante Roper, Nutritionist
- Meetings/Conferences Attended
- Eating Disorder Registered Dietitians and Professionals (EDRDPRO) Symposium 2019
- Sports, Cardiovascular, and Wellness Nutrition (SCAN) Symposium - Navigating the Path of Wellness
- Webinars/Training and Certifications
- Everfi Webinar: The Future of Diversity & Inclusion in Higher Ed
- Plant-Forward Family Meals
- Digestive Health, Gut Microbiota and Fermented Foods: what does the science say?
- Weight Stigma and the Problem with BMI
- Sweeteners and Health: The State of Science
- Recipe Testing
- Transgender Health Symposium
- Trans 101

Deontez Wimbley, Health Educator – Sexual Violence Prevention

- Meetings/Conferences Attended
  - NASPA Strategies Conference
  - Emory RespectCon Conference
- Webinars/Training and Certifications
  - Title IX training
  - QPR Training
  - Safe Space Training
  - Trans 101 Training
  - Alcohol and other drugs Facilitated Sexual Assault Training
  - Men Stopping Violence Training
  - GNESA Survivor Advocacy training
  - Bringing In The Bystander Training

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Student mental health is a priority for Georgia Tech elevated through the work of the President's Action Teams and Path Forward Together from the 2017-2018 academic year. In spring 2018, Health Initiatives in partnership with the Division of Student Life, the Counseling Center and Campus Services, conducted four surveys to evaluate student mental health and well-being and the annual campus services satisfaction survey. As a result of these findings plus the institutional prioritization of student mental health, it became even more important to Health Initiatives to support student mental health and well-being as much as possible in the 2018-2019 academic year. Health Initiatives provided new and innovative programming, educational trainings and outreach to Georgia Tech students to promote their well-being and to demonstrate how Georgia Tech cares. These include a connection to stress management, purpose, financial wellness, mindfulness and social connectedness as well as education on help-seeking and resource navigation.

Taking into account the 2014 and 2017 white papers about sexual violence at Georgia Tech coupled with our own data related to the victim-survivor advocacy, VOICE presented and successfully received funding through JAC for two new initiatives that will begin rollout in 2018-2019:

- Men Stopping Violence Curriculum Implementation
    - A team of key campus partners have been trained to facilitate a two-hour program to men identified students throughout campus. The program will roll out in Fall 2019 and is designed to give men identified students the resources, confidence, and skills to effectively join into the work of ending sexual violence.
- Culture of Respect Collective
    - Georgia Tech will apply in Fall 2019 to join NASPA's Culture of Respect Collective, an ambitious two-year cohort-based program that evaluates and reorganizes the institution's programs, response, policies, and systems related to sexual violence.

As a result of the Campus Services Conversations With focus groups, the Campus Services Satisfaction Survey findings and the success that Georgia Tech had with successfully completing the Partnership for a Healthier Campus Initiative, it was prioritized to make sure that healthy food options are an integral part of the RFP for the new dining vendor. Health Initiatives led the effort by drafting Health and Wellbeing guidelines for food and nutrition. This was the first time that Georgia Tech has had formalized guidelines and expectations for the food service vendors to provide healthy, sustainable food options that can accommodate all students. Specifications include offering more produce, plant-based proteins, whole grains, in house–made, and locally sourced options. This is a great example of how Georgia Tech has taken a "health in all policy" approach to business decision-making.

Progress:

Completed

Human Resources Business Partner

I. Mission/Introduction

Essential Function(s) of department:

The HR Business Partner for Student Life serves as the key Strategic HR Advisor to the Vice President of Student Life/Dean of Students and Management Team. Also serve as a senior leader and active member of the Division of Student Life Cabinet. In collaboration with the unit leadership and Office of Human Resources (OHR), help the unit increase both employee and manager performance. Optimize and advance the business interest of the units without compromising the interests
or strategic direction.

Progress:

Completed

II. Staffing

Current Staff:

- Easter Worden, HR Business Partner for Student Life
- Kathleen Borsh, HR Coordinator for Student Life (temporary, part time)

New Staff:

- Kathleen Borsh, HR Coordinator for Student Life (temporary, part time)

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Student Hiring: Due to a change in institute guidelines, all Units were instructed by business services and finance to ensure compliance of student's employment status. The HRBP in collaboration with Division Finance and Directors, we successfully hired and transitioned 300-400+ students from stipend payments via to student employees paid bi-weekly. Trained administrative staff on the PSF and Smart Hire system to ensure efficiency of the time to hire students into Student Life departments and programs.

Biweekly Payroll: Successfully transitioned 300+ students from paper timesheets to Tech Time. This procedure update increased HR operational efficiency by reducing the administrative workload, reducing human errors and ensuring our student employees are paid on time.
Onboarding: In collaboration with the Director of Administration for Student Life, improved tools available for Hiring Manager and created a recommended onboarding plan.
One USG: One USG (ongoing): is a system wide initiative to develop and implement a consistent approach to policies, procedures and technology solutions that benefits the University System of Georgia (USG), in an effort to support the Chancellor's strategic imperative of accountability, efficiency and innovation.

Justification:

Due to a change in institute guidelines, all Units were instructed by business services and finance to ensure compliance of student's employment status.

Changed policies increase HR and USG efficiency.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The HR Business Partner for Student Life serves as the key Strategic HR Advisor to the Vice President of Student Life/Dean of Students and Management Team. Also serve as a senior leader and active member of the Division of Student Life Cabinet. In collaboration with the unit leadership and Office of Human Resources (OHR), help the unit increase both employee and manager performance. Optimize and advance the business interest of the units without compromising the interests or strategic direction.

Significant Accomplishments:

- During a major year of attrition and transition, HR Business Partner partnered with leaders to create a transition plan to include: temporary pay increases, interim appointments, hiring temps and reclassifying some positions as needed
- Assisted with the recruitment and hiring of 32 permanent employees, 13 temporary employees, 50 affiliates and 447 students from July 1, 2018 –June 30, 2019
- Partnered with GTHR Compensation Consultant to adjust salaries for 32 employees (temporary pay, interim pay, reclassifications and new hire)
- Benefits consultation = approximately 18
- Workforce Planning= 6 Promotions and Job Reclassifications
- Employee Relations = approximately 15

- Consulted with all Supervisors on Performance Management and Goal Setting. Reviewed Performance Evaluations for consistency and best practices
- Served as a HR Advisor on the reorganization of Health Initiatives move from Campus Services to Student life. Monitored all necessary steps were taken to ensure a smooth transition.
- Served as a HR Advisor on the reorganization and newly created GT CARE Center Monitored all necessary steps were taken to ensure a smooth transition. Assisted with the hiring of the Director. In process of hiring 4 new Case Managers and 1 Administrative Professional to support the new center.
- Improved communication for onboarding new employees. Created a Supervisor onboarding checklists to be used by Division Hiring Manager
- Counseled managers on best practices, employee issues and rule violations. Collaborated with Performance Consultants and Legal Affairs when major rule violations occurred.
- Counseled employees on Benefits options during Open Enrollment
- Increased effectiveness, accuracy and understanding of GTHR transactions and functions by acting as Liaison between Division employees and GTHR

Progress:

Completed

V. Statistics

Unit Statistics:

- From 07/01/2018 - 06/30/2019, the Division of Student Life has hired 32 permanent employees, 13 temporary employees, 350 affiliates and approximately 300 -4000
- Benefits consultation = approximately 18
- Workforce Planning= 6 Promotions and Job Reclassifications
- Employee Relations and Conflict Resolution = approximately 15

Progress:

Completed

VI. Service to the Institute

Staff Service:

Easter Worden-OHR Business Partner for the Division of Student Life

- Ethics Awareness Week (EAW), November 11-17
- Contributed to the events and activities for EAW
- Facilitated in the identification of the OHR compensation consultant and recruiter
- Coordinated the compliance and approval process for Flex Time and the Division of Student Life

- Contributer to the division of Student Life, comprehensive on-boarding and orientation plan

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Easter Worden

- Integrity and Compliance Campaign
- Training, Impartial Board of Review (IBR)

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

A procedural change was made in the division of student life relative to the assurance of Office and Departmental Coverage during holidays and other institute breaks.

Progress:

Completed

Inclusion, Support, and Advocacy

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

I. Mission/Introduction

Essential Function(s) of department:

Mission/Introduction

The LGBTQIA Resource Center coordinates programs and support services for LGBTQIA employees and students, facilitates workshops and trainings for the campus community, and advises Institute leadership on policies and practices pertaining to LGBTQIA inclusion.

Mission
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.

Vision
We envision a campus community where people of all genders and sexual identities are respected and affirmed.

Core Values

Intersectionality
We recognize that gender identity, gender expression, and sexual orientation are interconnected and interdependent with race, ethnicity, disability, faith/spirituality, socioeconomic status, nationality, immigration status. We work to create spaces where each person can fully embrace and express all facets of their identities and be their whole, authentic selves without judgment or condition by centering our work within an intersectional framework.

Healing, Reconciliation, and Liberation
We strive to heal the rifts that homophobia, biphobia, transphobia, heterosexism, and cissexism have created within our own communities. We recognize the ways in which LGBTQIA oppression is interconnected with racism, classism, ableism, sexism, and ageism. We work to heal the damage that these systems of oppression have perpetuated by:

- Commemorating and celebrating LGBTQIA lives, experiences, accomplishments, relationships, and communities

- Creating and protecting closed/exclusive spaces for marginalized groups to gather, work, and heal together
- Centering queer voices in our work, including those that are the most silenced and marginalized
- Adopting and promoting a culture of self-care for both students and employees

Intentional Community
We engage LGBTQIA people and allies in creating and fostering communities of belonging that sustain and uplift us by:

- Encouraging members to hold themselves and others accountable for their words, assumptions, and actions
- Uniting different groups under a shared vision of inclusion and justice
- Creating protected spaces for unique community needs to foster a larger culture and framework for inclusion
- Supporting our campus partners in creating inclusive and intentional communities across all areas of campus, including housing and residence life, Greek life, campus ministries, athletics, student organizations, academic and tutoring settings, offices, laboratories, and other work, study, and play spaces
- Promoting allyship as both a desirable and necessary practice in which students and employees are invited and expected to engage
- Striving for the highest degree of accessibility in all of our operations and spaces

Development and Futurity
We work with our vision and values at the forefront of our efforts to ensure the strategic growth and development of the Center. We value both individual and collective growth within our LGBTQIA communities on campus, and we foster such growth by:

- Building a robust framework of allyship and accountability for our students, colleagues, and alumni
- Promoting opportunities for experiential leadership, cultivating leadership of different styles and experiences, and centering leadership from within communities
- Engaging alumni in fundraising, mentoring, leadership, and community building opportunities
- Creating sustainable practices and infrastructure for the Center, its programs, and its student organizations to thrive
- Pooling diverse resources with on- and off-campus partners
- Identifying emerging leaders and providing opportunities for them to develop the knowledge and skills to take on leadership roles within their community

Progress:

Completed

II. Staffing

Current Staff:

Staffing

Aby Parsons, Ph.D., Director (April 2014 – May 2019)
With the Center's professional staff team expanding, Aby's priorities shifted towards an emphasis on faculty and staff engagement, including launching and managing the LGBTQIA Faculty/Staff Liaison program, the Reading Rainbows: Diversity and Inclusion Reading Group, the Pride Employee Resource Group (ERG), and Level Up. Aby continued to work on major campus-wide LGBTQIA events and annual days of recognition alongside the coordinator, Camilla Brewer. Aby also oversaw the expansion of the Center's new space, advised Pride Alliance and Grad Pride, and consulted with the Path Forward Advisory Board and the Department of Housing on LGBTQIA initiatives.

Camilla Brewer, Coordinator (May 2018 - present)
Camilla Brewer joined the team in May 2018 as the Center's first coordinator. Her responsibilities include student programming (Q Chats, Southern Queer Fridays, the Queer Health and Wellbeing Workshop Series, Greek Allies, and Safe Space: Peer Education), coordinating Trans 101 and Safe Space logistics, co-facilitating Level Up, supporting major events such as the Welcome Reception, OUT Week, and Lavender Graduation, and managing the Center's newsletter and social media. Camilla assisted with the hiring and training of the student assistant team, and co-supervised them alongside Aby.

Student Assistants
The Center employed a team of undergraduate student assistants throughout the fall and spring semesters to run the front desk of the Center, set up for events, perform data entry, and carry out general administrative duties. The students are:

Robert Leising
Hyatt Bao
Chelsey Gao
Miranda Munoz
Bonnie Watkins
Olivia Murk Caya (fall only)
Connor Mikell (spring only)

Armaan Malde worked as the Center's Graphic Design Assistant in the fall '18 semester.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The LGBTQIA Resource Center coordinates programs and support services for LGBTQIA employees and students, facilitates workshops and trainings for the campus community, and advises Institute leadership on policies and practices pertaining to LGBTQIA inclusion.

Significant Accomplishments:

New Center

We opened the new LGBTQIA Resource Center in August 2018 with a crowd of over 100 people attending the Grand Opening.

Endowment

We fully funded our endowment. We currently have just over $25,000 in the account with another $15,000 in pledges expected over the next year and a half.

Trans Student Health Symposium

We partnered with Transformation Journeys Worldwide to host a symposium focused on transgender student health and wellness for health practitioners and other helping professionals. Staff from Morehouse, Spelman, and Agnes Scott attended as well as staff from Stamps and the Counseling Center and campus chaplains.

LGBTQIA Resource Center Liaisons

We recruited 25 faculty and staff from across campus to serve as liaisons to the Center. The liaisons developed collaborative events and advanced projects outlined in the strategic plan including developing resource lists, planning a faculty focus group, and devising inclusive graduate recruitment initiatives.

Rising Up

We launched a new weekly resilience skills group with funding from the Joint Allocations Committee. Two cohorts have now completed the 12-week course.

Other events and programs:

- Hosted another successful LGBTQIA Student Welcome Reception for 125 attendees
- Hosted the inaugural Big Gay Brunch for OUT Week with 70 students, faculty, and staff in attendance
- Hosted the 7th Lavender Graduation honoring 25 graduates and the 5th Lavender Awards
- Continued Greek Allies (in partnership with the Office of Fraternity and Sorority Life), Safe Space, SSPE, Trans 101, and Q Chats
- Enrolled two more cohorts in Level Up with 25 faculty and staff graduating from the advanced allyship program
- Launched Reading Rainbows, a diversity and inclusion reading group and workshop series for faculty and staff. Topics covered include racial justice, disability, and class.
- Partnered with the chaplains at Grace House to host Change from Within: Advocating for LGBTQIA Inclusion in the Church, a panel discussion about how to create change across Christian denominations for 40 attendees
- Launched Queer Research Hour, a new series for faculty to share their research on queer topics. Dr. Manu Platt presented his research on HIV/AIDS and Dr. Susana Morris presented on Afrofuturism and queer Black feminisms in the work of Janelle Monae.
- Hosted 11 Queer Coffeehouse hours, bringing together LGBTQIA students with shared identities for community building; we also hosted 2 for employees
- Hosted Study Abroad workshop for LGBTQIA students in partnership with OIE
- Coordinated Queer and Trans People of Color (QPoC) Meet-Ups at Paper and Clay and dinner in the Center
- Hosted Trans Day of Remembrance: Trans at Tech with trans students, alumni, and employees sharing their stories
- Hosted monthly discussions and a dinner for asexual and aromantic students
- Partnered with Health Initiatives to host Poly, Mono, Open, Solo, a healthy relationships workshop
- Hosted pet therapy and a vigil to mark the one year anniversary of Scout Schultz's death
- Partnered with Health Initiatives to host two HIV testing days in the Center with over 80 people coming in for testing
- Collaborated with African American Student Union (AASU) to host a Black Queer Lives Matter panel for Black History Month
- Partnered with C2D2 to offer resume, cover letter, and interview skills workshops
- Hosted stress-buster activities in the Center including crafts, movies, and treats for Halloween and Valentine's Day
- Launched Southern Queer Fridays, a film and discussion series about queer lives in the South
- Collaborated with the Pride ERG and Grad Pride to launch a new LGBTQIA mentoring program

- With the Pride ERG: Coordinated a Queer Deaf Culture panel, an LGBTQIA Parenting panel, a workshop on the Psychology of Happiness, and a Winter Service Project to benefit Jerusalem House

Progress:

Completed

V. Statistics

Unit Statistics:

See Baseline Data Sources

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Aby Parsons, Director

Adjunct Lecturer for Literature, Media, and Communication (LMC) 2200: Introduction to Gender Studies, School of Literature, Media, and Communication, Fall 2018

Principal Empowerment Officer, Pride ERG, March 2016 - present

Advisor, Pride Alliance, Fall 2014 – May 2019

Advisor, Alpha Sigma Phi, Fall 2017 – May 2019

Volunteer, Family Weekend, Fall 2018

Proctor, Disability Services, Fall 2018

Member, IMPACT Living Learning Community, April 2018 – January 2019

Member, Search Committee for Assistant Vice President of Housing, Fall 2018 – Spring 2019

Camilla Brewer, Coordinator

Volunteer, Collegiate Panhellenic Council Pref Night, August 2018

Volunteer, Family Weekend Tailgate, September 2018

Member, Division "Fun" Committee, September 2018 – present

Proctor, Disability Services, December 2018

Co-Creator, PILLAR – organization for LGBTQIA Greek students, March 2019 – present

Member, Employee Engagement Leadership Council, April 2019 – present

Member, Division of Student Life Ethics Work Group, May 2019-present

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Aby Parsons, Director

Role	Organization	Event	Title/topic of Talk/Presentation
Keynote Speaker	Law School Admissions Council (LSAC)	LSAC LGBT Equality Conference	Creating LGBTQIA-Inclusive Law School Admissions Practices
Invited Trainer	Major, Lindsey, and Africa	In-house training for LGBT ERG	Safe Space
Invited Trainer	St. John's University School of Law	In-house training for law school Deans, faculty, and staff	LGBTQIA Inclusion 101

Camilla Brewer, Coordinator

Role	Organization	Event	Title/Topic of Talk/Presentation
Core Member for Awards and Scholarships	NASPA Gender & Sexuality Knowledge Community (GSKC)	NASPA 2019 Annual Conference GSKC Awards Process	

Program Reviewer	National Association of Student Personnel Administrators (NASPA)	NASPA 2019 Annual Conference	
Submission Reviewer and Committee Member	National Association of Student Personnel Administrators (NASPA)	2019 NASPA Excellence Awards	Award for International, Multicultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and related
Presenter	University of Georgia	Collegiate Leadership Conference	"How Do You Work with People from Different Backgrounds? Answering the Diversity Question in Interviews"
Presenter	Georgia Tech Student Government Association Cultural and Diversity Affairs Committee	2019 Inclusive Leadership Conference	"Mind the Gap: Incorporating Inclusive Practices into Our Organizations"
Attendee	NASPA Region III/SACSA	New Professionals Institute	

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

LGBTQIA Resource Center Staff provided guidance and leadership to the President's Path Forward Advisory Group, providing data, updates, and recommendations on the implementation of strategic initiatives including gender inclusive housing, gender inclusion bathrooms, and health services. These items are in the process of being implemented at the direction of the President.

The Center continued to engage in assessment of all 5 allyship training programs, making adjustments to the curricula based on participant data.

Progress: Completed

Student Diversity Programs

I. Student Diversity Programs Mission/Introduction

Essential Function(s) of department:

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 assist the entire campus community in appreciating and embracing the rich cultural diversity that exists within the Institute.

The essential functions of the office are as follows:

1. Assists the Institute and the Division of Student Life in creating and sustaining an environment where all students are valued and affirmed.
2. 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.
3. Provides and intentional approach for meeting the needs of underrepresented and underserved populations by coordinating and planning educational experiences that foster interaction and learning across groups.
4. Serves as an advisor to student organizations and student groups to foster inclusion.
5. Serves as a campus liaison to campus chaplains so students can connect with other students to explore life's challenging questions through community, reflection, and the exchange of ideas.
6. Works cooperatively with the Women's Resource Center, the Veterans Resource Center, and the LGBTQIA Resource Center.

Progress:

Completed

II. Staffing

Current Staff:

Stephanie Ray – Stephanie has been a part of the Office of the Dean of Students for 21 years and serves in various capacities. Her main responsibilities include creating and assessing programs, workshops, training, 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. She 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 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 manages the Humans of Georgia Tech Tumblr account and the GT Diversity social media accounts.

Lam Bich Thao Dinh - Thao ended her term with the office December 2018 due to graduation. Her role was to provide support to Dean Ray

Chelsea Gao - Chelsea was hired to assist with the department's social media campaign after Ms. Tian and Ms.Thao departed. Chelsea is a 4th year majoring in public policy. Chelsea graduated May 2019.

Yassin Watson – Yassin Watson was hired to assist the Office with FASET Orientation. He is a 4th year undergraduate student majoring in Industrial Systems and Engineering.

New Staff:

The Office hired two undergraduate students, Emily Hale and Kailani Tamisin to provide administrative support to Ray and Yiu. In addition, the officer hired a graduate student, Julian Rose to assist with social media.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Significant Accomplishments:

- Office of Student Diversity staff advised the MLK Student Board in planning, financing and implementing the 2019 Civil Right Tour. Seventy students and thirty faculty and staff toured the Civil Rights sites in Montgomery, Selma, and Birmingham, Alabama. While visiting Selma we visited the ruins of Alabama's first state capitol at Old Cahawba Archaeological Park. There we learned about the history of slavery and Civil War imprisonment. Students, faculty and staff were unified as we marched across the historic Edmund Pettus Bridge, the historic site of Bloody Sunday. While in Birmingham we visited the 16th street Baptist Church and the Birmingham Civil Rights Institute. The 16th street Baptist church was the site where 4 young Black girls died in a bombing while in the bathroom getting ready for Sunday School. The mood was somber, but all tour participants took away new knowledge and understanding. The Dexter Avenue Baptist Church, the Civil Right Memorial Center, the Equal Justice Initiative, the National Memorial for Peace & Justice, the Rosa Parks Museum, the Legacy Museum, and the Freedom Riders Museum were stops on the Montgomery Tour. Nothing could have prepared us for the experiential learning. For example, one of our bus drivers learned his great grandfather and great-great uncle had been lynched while visiting the National Memorial for Peace & Justice. There were no words. Every participant will forever be changed.
- Karen Yiu was nominated for the Excellence in Teaching First-Year Seminars Award for the National Rescore Center for First-Year Experience and Student in Transition.
- The Office of Student Diversity Programs secured $10,000 from the Joint Allocation Committee for four student life staff members to attend Intergroup Dialogue Institute at the University of Michigan. The Program on intergroup relations (IGR) at the University of Michigan is a social justice education program. IGR blends theory and experiential learning to facilitate student's learning about social group identity, social inequality, and intergroup relations. The program prepares students to live and work in a diverse world and educates them in making choices that advance equity, justice, and peace. IGR was founded in 1988 and was the first program of its kind. IGR is a partnership between Student Life and the College of Literature, Science, and the Arts. IGR offers seven different courses that are designed with special interests in social diversity and social justice. The courses utilize experiential pedagogy to analyze and understand social conflict, intergroup relations and issues of diversity and justice. The National Institute on Intergroup Dialogue is part of the core work of IGR and is specifically for other institutions who wish to learn "The Michigan Model" of Intergroup Dialogue philosophy and techniques for the purpose of creating dialogue programs on their own campuses. Our goal is to implement parts of the model on our campus by Spring 2020.

- The Office of Student Diversity Programs supported the MLK Student Board in planning and implementing several key programs for the Martin Luther King Jr. Campus Celebration: Our signature event, the campus-wide Student Celebration was held at the Ferst Center for the Arts honoring our theme, “Bending the Arc Towards Justice.” 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 gift basket valued at $200 from Barnes & Noble. Other events included the four workshops and events hosted in the Fall Semester to boost the hype. In addition, the Board supported Komanse’ Dance Theatre’s Skid. This event was held at the Ferst Theatre with almost two sold-out performances. We closed the celebration with a program, “Forces behind the Movement,” a dinner and conversation about women’s activism within the Civil Rights movement. Lastly, the student board hosted a 5K Walk/Run to raise awareness of housing insecure and food insecure GT students.

Progress:

Completed

V. Statistics

Unit Statistics:

Office of Student Diversity Programs Outreach 2018-19

Programs	Attendance
Engagement Week Tabling	100
Tour of Asia	500
Komanse’ Dance Theatre	1500
MLK: Lecture	700
MLK: Student Celebration	300
MLK: Salute to Greatness	5
Diversity and Inclusivity (D & I) Month: GT Unite	300
D & I Month: CDAC Inclusive Leadership Conference	100
Chaplain’s Lunch with Dean Stein	50
MLK: Center for Human & Civil Rights	35
FASET Tabling	100
The Hate You Give Movie Screening	20
Black Mental Health	30

GT 1000 (Inclusion Section)	16
MLK Civil Rights Tour	100
Storytelling Coaching and Recording	4
MLK 5K Walk/Run	20
Onyx Graduation	200
GT 1000 Resource Fair	25
Grad Expo	25
Fresh Check Day	25
Amma Sri Karunamayi	50
Total	**4,185**

Workshops	**Attendance**
Drama Tech: Diversity& Inclusion	15
Diversity Ambassador Retreat March	15
Diversity Ambassador Retreat August	10
Residence Hall Association (RHA) Lunch and Learn: Leadership	20
MLK Student Board Retreat	10
Inclusivity Conference	30
Storytelling Creation Workshops	90
Counseling Center Interns	5
GT 1000 (4 classes)	80
D & I Month: #Cancelled (2 Workshops)	40
MLK Forces Behind the Movement	40
Center for Engineering Education and Diversity (CEED) Peer2Peer	75
MATH Teaching Assistants (TAs)	20
CEED: Peer 2 Peer	100
MLK Student Board Diversity Conversations & Dessert	120
Total	**710**

Trainings	**Attendance**
Welcoming Diversity in the Workplace (2)	40
Brown Eyes: Blue Eyes Linking Perception to Performance	20
CEISMC Summer	50
CEISMC Fall	50
Safe Space (1 training)	20
GT 1000 Instructors	100
Diversity Ambassador Training	25
MLK Student Board	10
Conference Services Staff	50
Total	**365**

Office of Student Diversity Programs Outreach 2014 – 2019

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Attendance	5766	5595	6631	5767	5260

Office of Student Diversity Programs Social Media Campaign

Year	Twitter	Humans of GT	Instagram	International Spouse Group Facebook Members
2015-2016	374 Followers	361 Followers, 171 posts	503 Followers, 107 posts	142 Members
2016-2017	511 Followers	386 Followers 174 posts	879 Followers 198 posts	190 Members
2017-2018	617 Followers	405 Followers, 186 posts	970 Followers, 296 posts	213 Members
2018-2019	643 Followers	406 Followers 208 posts	1,185 Followers 343 posts	206 Members

Domestic Partnerships Approved

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number Approved	11	14	19	12	11	8

75% of applicants were graduate students

100% of applicants were same sex couples

80 partnerships approved since 2010

Campus Chaplains Processed

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number Processed	41	41	23	40	45

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Stephanie Ray, Associate Dean/Director

- Member, Georgia Tech Athletic Association Gender and Equity Committee
- Member, Transformative Narratives Steering Committee
- Co-Chair, Martin Luther King Campus Committee
- Advisor, Martin Luther King Student Board
- Advisor, Acts of Kindness
- Advisor, Collegiate Diabetes Network
- Advisor, G.I.F.T.E.D. Gospel Choir
- Co-chair, Black Student Engagement Student Advisory Group
- Unit Coordinator, Charitable Campaign
- Facilitator, Safe Space
- Volunteer, Family Weekend
- Member, Women's Leadership Conference Advisory Board
- Evaluator, Greek Week Collegiate Panhellenic Council (CPC) Awards
- Participant, Campus Center Conversation Groups
- Member, GT Living Building Equity Building Committee
- Faculty Member, Omicron Delta Kappa
- Member, Mental Health Task Force
- Volunteer, Midnight Breakfast
- Member, Tunnel of Oppression Planning Committee
- Member, Parking & Transportation Immediacy Planning Workgroup

Karen Yiu, Diversity Coordinator

- Advisor, Asian American Student Association
- Advisor, Blue Print Church
- Advisor, Kappa Alpha Theta
- Instructor, GT1000
- Interview Committee, Assistant Director for On-Campus Internationalization in the Office of International Education
- Interview Committee, SEVIS Compliance in the Office of International Education
- Interview Committee, Student Engagement in the Office of International Education
- Judge, Greek Week Super Splash Contest
- Judge, Greek Week Banner Contest
- Reviewer and Interviewer for the Campus Life and Community at Tech Scholarship
- Facilitator, Safe Space
- Tabling, Fresh Check Day
- Tabling, Grad Expo
- Volunteer, Family Weekend

- Volunteer, Homecoming Dec-A-Door Judge
- Volunteer, Homecoming Mr. and Ms. GT Interviews
- Volunteer, WREK Camp Interviews

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Stephanie L. Ray, Associate Dean/Director

- Attendee, National Conference on Race & Ethnicity in American Higher Education, New Orleans, LA
- Attendee Diversity Symposium
- Toastmasters International: Served as Area Director for Division A - District 44, Awarded Advanced Leader Silver, Coordinated 2 Area Speech Contests and 2 Division Level Contests, Recognized as a Shining Star for District 44 Toastmasters
- Leadership Training, Neuro Leadership
- Leadership Training, DECIDE – The Neuroscience of Breaking Bias
- Presenter, Transfer FASET
- Omicron Delta Kappa Faculty Member
- Member, GRIOT ERG
- Member, PRIDE ERG
- Member, Atlanta Diversity Manager's Affinity Group
- Member, American College Personnel Association
- Member, NASPA
- Member, Southern Association for College Student Affairs
- Workshop Presenter, College of Engineering CEED - Peer 2 Peer
- Facilitator, Inclusive Leader's Academy
- Facilitator, Inclusivity & Leadership Conference
- Trainee, Story Coach Training by 3 Master Storytellers
- Training, Banner 9
- Training, GT Financials

Karen Y. Yiu, Coordinator

- Attendee, Diversity Symposium, September 2018
- Attendee; Interfaith Lunch and Learn
- Attendee, Ethics Week events
- Presenter, GT1000 Classes
- Workshop Presenter, East Coast Asian American Student Union (ECAASU Conference in Orlando, FL

- Workshop Present, Collegiate Leadership Conference (CLC) at the University of Georgia; Athens, GA
- Graduate Student, Master of Business Administration (MBA) Program at Georgia Tech

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Students are looking to be a part of a community where they have commonality with other students whether it is their ethnic heritage, values, or interests, or something else. Students are also looking to connect across organizations. It is important the students have a way to find community whether it's through on-campus co-curricular activities such as research or a job. However, it's difficult to pinpoint the students who aren't connected and to learn how the Office of Student Diversity Programs can help get them the resources they need.

Progress:

Completed

Veterans Resource Center

I. Mission/Introduction

Essential Function(s) of department:

The Veterans Resource Center (VRC) 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

II. Staffing

Current Staff:

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.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

The institution adopted the policy authorized by the USG Board of Regents to award out-of-state tuition differential waivers and assess in-state tuition for any separated service member or any student utilizing transferred VA educational benefits, and physically residing in the state, who enrolls within one hundred-twenty (120) months of separation is also eligible.

Justification:

This policy was required by the Department of Defense to allow student veterans and dependents the opportunity for in-state tuition. Additionally, this policy allows for dependents of active duty military a lower cost of tuition.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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.

Significant Accomplishments:

Veterans Resource Center (VRC) Accomplishments are as follows:

- The VRC participated with an interactive booth for Student Veterans during Fresh Check Day. This event focused on uplifting mental health and well-being and advocating for suicide prevention through a carnival-themed atmosphere that helps connect students with mental health resources on campus.
- The VRC Hosted opportunities for Student Veteran employment and networking with the Georgia Tech Research Institute (GTRI). The students were invited to attend an open house at GTRI and were able gain a hands experience with the different labs at GTRI. Additionally, students were able to meet with GTRI project managers to learn about for internship and co-op opportunities.
- Presented leadership seminar to Army ROTC cadets. Student Veteran panel discussed military leader roles within the Army.
- Coordinated with Athletics for the recognition of Student Veterans during the Georgia Tech Veterans Day football game. Student Veterans were recognized on field during the half time break.
- Hosted a campus Veteran's Day Lunch Celebration. Recognized all Veterans on campus and provided opportunity for Student Veterans to meet and network with faculty and staff.
- Coordinated a visit from the Veterans Administration (VA) and Disabled Veterans for students and staff. Local VA representatives visited to provide information on Veteran benefits to students, faculty and staff.
- Hosted Memorial Day Information Display and provided information about the significance of Memorial Day to students, faculty and staff.
- Coordinated five Student Veterans of America at Georgia Tech meetings. Held focus group sessions during meetings to gain feedback from Student Veterans Provided student with information about resources available.
- Hosted VRC open house. This event allowed students, staff and faculty the opportunity to visit and learn more about the center.
- Presented Student Veteran Awareness Workshops to Center for Academic Success. Provided student veteran awareness information, discussed the

purpose and goals of the Veterans Resource, and discussed collaboration efforts for support and student veteran needs with staff.

- 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.
- Hosted the annual fall semester reception and luncheon for Student Veterans. Provided opportunity for current and new Student Veterans to meet and network.
- Coordinated networking luncheon with Student Veterans enrolled in the Georgia Tech Research Experience for Student Veterans in Advanced Manufacturing and Entrepreneurship (REVAMP). Connected student with GTRI project managers to learn about opportunities available through GTRI.

Progress:

Completed

V. Statistics

Unit Statistics:

Student Veteran Enrollment

	Fall 2018	Spring 2019
Undergraduate Students	70	74
Graduate Students (On-Campus)	95	142
Graduate Students (Online/Distance)	145	243
Total On Campus	165	216

Overall Student Veterans Enrollment increased this year with:

Total Student Veteran Past Enrollments

Fall 2016	Spring 2017	Fall 2017	Spring 2018
172	161	165	161

During the Fall and Spring semesters of FY 19, the office had 66 student veteran office visits with 34 scheduled appointments with student veterans, and 25 walk-ins. This is slight increase from the previous year's 60 office visits, due to higher Student Veteran enrollment.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

David Ross, Director

- Chair, Veterans Workgroup
- Board Member, Georgia Tech Military Affinity Group
- Member, Transfer Student Orientation Course Workgroup Committee
- Instructor, GT 2000
- Volunteer, Family Weekend
- Volunteer, GT Football Games
- Division Celebration Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

David Ross, Director

Presented at the USG Military/Veteran Center Directors meeting, held at Georgia Southern University, Savannah Campus

Attendee, National Association of Veterans Program Administrators Veterans Symposium, Orlando, Florida

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

After conducting and reviewing feedback from the Student Veterans Focus Group, the VRC staff was able learn about specific needs from Student Veterans. The feedback also provided recommendations about the design and program requirement for the future Veterans Resource Center. 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.

The Women's Resource Center offers a physical space on campus open to all students at Georgia Tech. The 400 square foot space has couches and tables for studying, group meetings and/or assignments, or student organization meetings. Further, the Women's Resource Center offers a lactation space for nursing and/or pumping. The Women's Resource Center has two, reservable spaces, for the Division of Student Life, and registered student organizations.

The Women's Resource Center has two full time student life professionals available for meetings about academic, personal or crisis situations. The Women's Resource Center still is supportive of the VOICE initiative, but has realigned its mission back to the enhancing the academic experience for women students at Georgia Tech through programs, services and resources. Meeting with students is one the numerous ways the staff of the Women's Resource Center support students with intersecting identities at Georgia Tech.

The Women's Resource Center offers multiple experiences through leadership development opportunities, community building programs, and social events.

Progress:

Completed

II. Staffing

Current Staff:

Melanie DeMaeyer, Assistant Dean/Director of Women's Resource Center

- Direct the day-to-day operations of the Center which include supervision of staff and budget.
- Oversee general appointments to assist students with a variety of personal and academic issues.
- Advise the Women's Leadership Conference committee through its initial planning process with implementation of the conference.
- Serve in leadership role on campus committee; i.e.: GT Campaign for EveryBody

- Serve on various campus committees including Sexual Violence Prevention Alliance, and Diversity Symposium.
- Advise the Take Back the Night committee
- Serve as a member of the on-call Student Life rotation responding to emergencies after hours and weekends.
- Manage the Women's Resource Center, WLC and GT Campaign for EveryBody website.
- Lead Women's Center strategic planning
- Serve as a Safe Space and Trans 101 facilitator

Dani Lechner, Temporary Program Coordinator of Women's Resource Center (WRC)

- 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.
- Advise the Take Back the Night committee
- Develop new programming and revitalize existing WRC programming for revised WRC mission and focus.
- Serve on various campus committees including Sexual Violence Prevention Alliance, GT Campaign for EveryBody, and Graduate Information Network
- Develop advertising and content for social media

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Women's Resource Center centers the experiences and narratives of undergraduate and graduate women at Georgia Tech through programming and resources focused on community building, leadership, identity development, and gender equity.

Significant Accomplishments:

The Women's Resource Center co-hosted the 25th Annual Take Back the Night, in partnership with VOICE in Health Initiatives. Through this program, 17 survivors shared their stories of courage, hope, and resilience and we had 300 community members in attendance.

The Women's Resource Center celebrated its 20th anniversary through a year-long programming initiative that included a Homecoming Tailgate and a Welcome Reception for New Women Faculty and Staff. Additionally, we've begun a strategic planning process that will be the kickstart for our next 20 years.

The Women's Resource Center rebranded a longstanding programming initiative for March, moving from Women's Awareness Month to Women's Action Month. In all, we were able to recruit 11 different campus partners to host 17 programs focused on actions we can take to create a more equitable campus and world.

Progress:

Completed

V. Statistics

Unit Statistics:

WRC Programs	Attendance – Fall 2018	Attendance – Spring 2019
Women's Leadership Conference	n/a	225
Women's Awareness Month****	n/a	325
Women in the Wilderness	30	N/A
WST/WRC welcome	100	n/a
Other Programs*	250	600

Presentations**	50	75
Trainings**	25	40
Advocacy***	3	3
Meetings in WRC	500	750
Tabling	400	600
Total	**1358**	**2618**

Women's Resource Center Statistics (participants) 2013-2019

	13-14	**14-15**	**15-16**	**17-18**	**18-19**
Women's Leadership Conference (WLC)	200	200	200	225	225
Women's Awareness Month (WAM)	1100	400	150	147	325
Women in Wilderness (WIW)	21	30	15	77	30
Women, Science and Technology (WST)	80	100	100	100	100
Other Programs	6900*	7548*	8472*	8919*	850
Presentations	2000	N/A	N/A	67	125
Training**	750	6270	N/A	38	65
Advocacy***	35	45	11	6	6
Meetings	1675	1725	1655	1575	1250
Tabling	1450	1300	800	800	1000
Total	14211	17618	11403	11954	3976

*includes Teal Ribbon Day, STEM Women Coffee Talks, and other collaborative programming. 2018-2019 data does not reflect Teal Ribbon Day as we are no longer responsible for its coordination.

**In years past the WRC trainings and presentations were given through the VOICE initiative.

***The WRC advocacy numbers have dramatically decreased because victim advocacy has moved to Health Initiatives.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Melanie DeMaeyer

Campus Service:

- Member, Sexual Violence Prevention Alliance (SVPA)
- Member, SVPA Advocacy and Programming Committee
- Chair, Sexual Violence Syllabus Statement Working Group
- Chair, Body Image Committee
- Safe Space Facilitator
- Trans 101 Facilitator
- Member, Employee Resource Group- PRIDE
- Facilitator/ Subject Matter Expert, Reporting and Responding to Sexual Misconduct Training (OHR)
- Committee member, Fraternity and Sorority Life Coordinator Search
- Interviewer, Prestigious Scholarships (mock interviews)
- Member, Student Life Preparing for a New President Work Group

Dani Lechner

Campus Service

- Member, Employee Engagement Leadership Council
- Member, Sexual Violence Syllabus Statement Subcommittee
- Member, Sexual Violence Prevention Alliance
- Member, Graduate Resources and Information Network
- Member, Graduate Student Appreciation Week Subcommittee
- Member, Body Image Committee
- Guest Facilitator/Subject Matter Expert, GT1000: Gender and Intersectionality
- Guest Facilitator/Subject Matter Expert, GT1000 Pre-Health: Diversity and Inclusion in Health
- Guest Facilitator/Subject Matter Expert, Yellow Jackets Peer Educators: Diversity and Inclusion in health
- Guest Facilitator/Subject Matter Expert, Cultural Diversity and Affairs Committee (CDAC) Conference: Incorporating Inclusive Practices into Our Organizations

- Guest Facilitator/Subject Matter Expert, Diversity Ambassadors: Intro to Women's Centers

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Melanie DeMaeyer

Professional Development:

- Book Chapter, "Experiences of Women's Center Professionals" for an edited volume that explores the state of Women's Centers in higher education
- Campus Advocacy & Prevention Professional Association (CAPPA), member
- Participated in Professional Development Circles with Workplace Learning and Professional Development
- Attended the National Institute for Intergroup Dialogue
- Manager's Toolkit: Diversity Conversations in the Workplace, invited panelist
- Georgia Tech Leader's Panel, invited panelist
- Attended, Diversity Symposium
- Attended, National Women's Studies Association Conference
- Attended, RespectCon
- Served as Interim Director, Women's Resource Center for 9 months

Dani Lechner

Professional Development

- Completed, Trans 101
- Completed, Men Stopping Violence Training: Men At Work
- Attendee, QPR Training
- Attendee, Orgsync/Campus Labs Training
- Attendee, RespectCon
- Attendee, National Women's Studies Association: Women's Centers Pre-Conference
- Attendee, Queer Research Hour
- Attendee, Reading Rainbows

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

After conducting focus groups with Asian and Hispanic/Latina women, both groups expressed a need for more culturally specific programming on campus that builds community within and externally to their identity groups. As a result of these focus groups, the Women's Resource Center will begin to seek partnerships with some of the offices and cultural groups that were mentioned by participants and provide information about our resources and services to these organizations. We will also work to create peer-facilitated intragroup dialogue opportunities for Asian and Hispanic/Latina women and hope to be able to partner on identity-specific welcome receptions for both groups

Progress:

Completed

Involvement and Civic Engagement

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 first-year 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 five to seven 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.

Teams for Tech
Teams for Tech is a year-long student engagement where undergraduate and graduate student teams work closely with a team leadership coach to create a product, service, project or venture concept to enhance the life at Georgia Tech. Projects could focus on reducing Georgia Tech's environmental footprint, enhancing the quality of student life, improving technology, etc. and will have a direct impact on Tech's student body and campus. Team members will understand and analyze the dynamics of their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, and apply problem-solving skills to difficult team dynamics. Ideas competition is held in Spring of each academic year.

Global Leadership Practice (in partnership with Tokyo Tech)
In partnership with Tokyo Institute of Technology, GT LEAD conducts a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment.

GT1000 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

II. Staffing

Current Staff:

Wes Wynens, Ph.D.

Director, Leadership Education and Development

Director, Grand Challenges Living Learning Community

Alison Southern

Assistant Director, Grand Challenges Living Learning Community

Stacey Doremus, MA

Assistant Director, LEAD Programs and Systems

New Staff:

Caroline Dyess

Coordinator, Grand Challenges Living Learning Community (November 2018)

Laura Gangelhoff

LEAD Coordinator (May 2019)

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

AY18-19 Significant Accomplishments for Executive Summary

GT Leadership Education and Development (LEAD)

Teams for Tech

In Spring 2019, LEAD held its first annual Teams for Tech IDEAS Competition where undergraduate and graduate teams pitch their ideas on a product, service, project or venture concept to enhance life at Georgia Tech. Working closely with campus and external partners, we advanced 10 teams to a year-long engagement where they will work with a team leadership coach to understand and analyze their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, apply problem-solving skills to difficult team dynamics, and ultimately, implement their idea.

Grand Challenges

As of Spring 2019, Grand Challenges has impacted 765 students through our first year living learning community, with over 375 students continuing with their team projects in the second year and beyond. With nearly 630 applicants for 200 openings for the upcoming year, we doubled our program reach to 200 first-year students in the Fall 2019. The Grand Challenges Living Learning Community continues to provide like-minded students with the opportunity to tackle the world's Grand Challenges and develop the skills to become highly effective team members. Students enhance their problem solving, analytical, and critical thinking skills, and their ability to give and receive critical feedback within a diverse team environment.

Minor in Leadership Studies

Since LEAD starting tracking in 2013, we have admitted more than 300 students in the Minor in Leadership Studies with nearly 50% of them graduated. We have achieved between 18-20% growth year-over-year. The Global Engineering Track continues to be our fastest growing track in the Minor developing 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.

Global Leadership Practice (Tokyo Tech)

In partnership with Tokyo Institute of Technology, GT LEAD was invited to develop and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written

reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 26 students and 6 graduate student teaching assistants (2 – Georgia Tech students).

Leading Edge | One-on-One Leadership Coaching

The Leading Edge | One-on-One Leadership Coaching program participation continues to grow at a rapid rate thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help nearly 1,290 undergraduate students and 310 graduate students sharpen and enhance their leadership skills since its inception in AY13-14. 139 graduate students and 78 faculty/staff have developed as leadership coaches in the program.

GT 1000 Leadership Sections

Over the course of four fall semesters (2015-2018), we have impacted a total of 67 faculty/staff instructors, 17 graduate student fellows, 135 student Team Leaders, and nearly 1,000 students with a leadership development experience; thus improving outcomes in student organizations, team projects, augmenting and supplementing technical degrees, preparing students for professional life and providing a way for GT1000 to continuously evolve. In April 2019, we conducted psychological safety workshops for the Team leaders to increase engagement in the classroom. In Summer 2019, we offered (4) iGniTe leadership sections.

Progress:

Completed

V. Statistics

Unit Statistics:

Minor in Leadership Studies

Operations	Details	AY 2018-2019
Personnel	Director	1
Academics	Track 1 - Business	18 Courses + Capstone
		247*
		3 Students Dropped
	Track 2 - Public Policy	9 Courses + Internship
		6 Students*
		0 Students Dropped

	Track 3 - College of Engineering	10 Courses + Global Engineering Experience + Hyatt Speaker Series
		50 Students*
		4 Students Dropped
	Graduated/Completed	26 Students
Co-Curricular	Minor Leadership Retreat	2019 Fall Semester Minor Social - 2 Alum, 9 Current Students and 16 Prospective Students (27 Students in total)
		2020 Minor Graduation Dinner - April 2020
Admissions	Minor Applicants	45 Students (33 Business | 12 Engineering | 0 Public Policy)

Grand Challenges Living Learning Community

Operations	Details	AY 2018-2019
Personnel/Faculty	Directors	2
	Faculty Instructor (GT2201)	1
	Assistant Director	1
	Administrative Professional	
	Coordinator	1
	Facilitators	22
Academics	First Year -- 3-hour courses	4 courses
		200 students
	Second Year -- 1-hour courses	2 courses
		27 students
	Third Year -- Faculty Advisor	
	Student Projects	47 projects
		227 students
Co-Curricular	Grand Challenges Retreat	200 students
	Student Activity Commitees	
	Recruiting Team	70 students
	Mentorship Program	
	Lunch/Dinner with Faculty	200 Students
	Coffee with GT Administrators	200 Students
Admissions	Grand Challenges Applicants	630 Students

Leading Edge / LEAD

Operations	Details	AY 2018-2019
Personnel	Directors	1

	Assistant Director	1
	Coordinator	1
	Student Assistants	3
	Student Organization Team Fellows	As requested
	VIP Team Fellows	
	One-on-One Leadership Fellows (Graduate Students)	24
Volunteer	One-on-One Student Leadership Fellows Alumni (1st Year)	8
	One-on-One Student Leadership Fellows (2nd Year)	6
	One-on-One Student Leadership Fellows (3rd/4th Year)	2
	One-on-One Leadership Fellows (Faculty/Staff)	18
	One-on-One Leadership Fellows (2nd Year Faculty/Staff)	7
	One-on-One Leadership Fellows (3rd Year + Faculty/Staff)	4
Academics	Team Assessments (Team-Based Classes)	4 Courses, 12 Leadership Sections
		810 Students
Co-Curricular	One-on-One Leadership Coaching	330 Students
	Leadership Fellows Training	57 Students/Faculty/Staff/Alumni
	Faculty/Staff/Alumni Fellows Training	Included Above
	Team Coaching (VIP)	Teams for Tech Spring 2019 Launch - 10 teams advanced to AY19-20 (20 students impacted initially with teams growing in AY19-20)
	Team Coaching (Student Organizations)	Conducted workshops for ODK | National Society for Black Engineers (40 students)
	360 Assessments	Moved to the Wheel of Life, Reflected Best Self and 3 Words Exercise (400 students)

	Five Behaviors of a Cohesive Team Assessment	Moved to How to Work with Me Guide, Team Charter and Team Health Monitoring (580 Students)
	DiSC Profiles / Five Factor Personality Test	510 Students
	Student Leadership Practices Inventory	240 Students
	Leadership Workshop Series / Retreat (CHEM/Student Leader Retreat)	
	GT1000 Leadership Sections	240 Students / 14 instructors
	LEAD Recruitment Team	Reorganizing with a formal re-launch in 2019 Fall Semester
Admissions	Leadership Fellows Applicants	80 Grad Students /10 Faculty/Staff
	Leading Edge Nominations	
	Leading Edge Applicants	330 Students

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Wes Wynens

- Chaired Internal Working Group | Ethics

Stacey Doremus

- Senior Design Expo Judge, Fall and Spring

- 2018 Fall and 2019 Summer GT 1000 Leadership Instructor and Trainer
- Staff Award of Excellence Selection Committee
- Women of GT ERG Professional Development (2018 Fall - limited capacity)

- GRIN (member)
- GTAAN (member)
- Grad Student Professional Development Working Group
- Instructor, Global Leadership Practice, Tokyo Institute of Technology
- Georgia Tech Police Department Promotional Assessment Panel
- Tokyo Tech Leadership Development Week, March 2019
- Course Design Studio, May 2019

Alison Southern

- Workday Change Agent
- Facilitated Global Leadership Living Learning Community Focus Group
- Member of Search Committee, Director of Finance for the Division of Student Life

Caroline Dyess

- Well-being Activator
- Creating Connections Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Wes Wynens

- LEANStack, May 2019 - LEANStack is a leading provider of Lean Startup and Lean Business Modeling tools, content, and coaching resources that are used by thousands of makers, entrepreneurs, and innovators

Stacey Doremus

- Design Your Life for Women Conference, October 2018
- Citizens Police Academy, Fall 2018
- Canvas Training, November 2018 - June 2019 (Turnitin, Assignments,
- Allyship Training, January 2019
- FYE Plenary Address Speaker, Las Vegas, NV, February 2019
- SLACK, Frontiers Development Conference, April 2019

Alison Southern

- Design Your Life for Women Conference, October 2018
- Citizens Police Academy, Fall 2018
- First-Year Experience Conference Co-Presenter, Las Vegas, NV, February 2019

- Valdosta State University's Master of Public Administration program – in progress

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Grand Challenges Living Learning Community
The Grand Challenges assessment team monitors the progress of Grand Challenges by evaluating program goals through quantitative data collection, focus groups, anecdotal data, and observation.

Initial findings from the 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, survey free response, 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 first year and second year GPA than do their non-GC peers.

Through the Division of Student Life, the Center for Academic Enrichment, and the College of Engineering, Grand Challenges expanded to reach 200 first-year students in the Fall 2018. The Grand Challenges Living Learning Community continues to provide like-minded students with the opportunity to tackle the world's Grand Challenges and develop the skills to become highly effective team members. Students enhance their problem solving, analytical, and critical thinking skills, and their ability to give and receive critical feedback within a diverse team environment.

Grand Challenges partnered with the assessment team within the Center for Academic Enrichment to conduct a student survey at the end of Spring 2019. All living learning community participants were asked to complete the survey and respond to free response questions in regard to five shared living learning community outcomes. The Grand Challenges focus group conducted in March 2019 did not yield enough significant qualitative data to complete a thorough analysis. For AY19-20, Grand Challenges will conduct a minimum of two focus groups for our first-year participants and one focus group for our second years.

Leading Edge / Leadership Development
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.

Based on feedback from the prior year's training, we adjusted leadership coaching training to further focus on more practical aspects of coaching and started building coaching skills at the onset of training. For the participants in this training, we continued to see an improvement in the quality of coaching in the field. For those that participated in the monthly meetings and took advantage of peer coaching relationship, personal leadership development growth and sharing of best practices were key benefits. Fellows clearly understand that leadership/coaching requires commitment to personal development & hard work. Igniting coaching conversations (especially when students do not have a leadership role), asking curious questions (without a solution in mind), aiding students with experiment development, and the importance of progress and follow-up seem to be areas of opportunity for further refinement. Since our Fellows expressed desire in the prior year to use existing tools to facilitate coaching engagement tracking (taking handwritten notes, emailing agendas, using existing calendars, Slack for messaging) in lieu of an online coaching solution, we allowed the Coaches | Coachees to implement their own strategy for their coaching engagements.

Pods were launched in September 2018 (with experienced Fellows as pod leaders) to gather qualitative data from the field, foster additional support and develop community with the Coach cohort. Pod leaders captured feedback from their pod participants in order to assess | adjust quality of interactions in the field, provided real time one-on-one coaching opportunities for coach development and growth, determined training topics that would be covered in the AY18-19 Leadership Fellows Monthly Meetings, and coordinated a social event to build community within the cohort.

In order to get our Fellows up to speed more quickly, we developed a training arc for the AY18-19 cohort. This included preliminary training prior to retreat, an intensive follow-up to retreat along with a clear trajectory of learning outcomes and training throughout the academic year. In addition, we pulled together a toolbox to help coaches when they would like to uncover more growth opportunities for their Coachees. This toolbox will be added to our new Canvas site that we are rolling out in Fall 2019.

SLACKShop, online workshops that facilitate professional leadership / coaching development to meet the needs of our One-on-One Leadership Coaching Community will continue. We had great success with them last year and they encouraged further engagement with the coaches. Each facilitated workshop offers a rich multimedia learning experience with no scheduled meeting times. Bite-sized tasks are structured to encourage collaboration, discussion and learning. Anytime/anywhere over a one-week period. Incorporating workshops around weaknesses in coaching will be the primary focus. We will also consider opening these up to Coachees as well when we begin group coaching in the Fall 2018 and Spring 2019 semesters.

There continues to be a growing demand for leadership development on campus. As long as there is demand, we will continue to improve existing programs and develop new ones that fit the needs of the student body. With the growth, we have taken the initiative to empower and train more faculty/staff (GT 1000), undergraduate and graduate students to deliver workshops within their organizations, colleges and beyond. In the Fall of 2019, we are looking to re-evaluate our assessment strategy with a graduate student who will evaluate various scales for competency development and growth trajectories.

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.

Data indicates that enrollment remains on a steady incline (over 20% increase in applications from the previous year). The majority of students are learning about the Minor through GT Staff and Students (23%), Academic Advisors (18%) and the Eastern and Central Student Abroad experience (18%). We are continuing to see a slight shift in students declaring the Minor earlier in their Georgia Tech careers (sophomores), however, the majority of students declare the Minor when they are in their Junior and Senior year. While we are continuing to place more targeted marketing messaging in place, we believe getting in front of students in their first-year with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers. In this light, we are coordinating the 1st annual campus-wide Minor Fair and Showcase in October 2019. A “2019 Summer College Minor Roadshow” is planned so we can get meet minor advisors from all colleges to encourage their participation and gather their ideas on how to make this an impactful event for students. Since more students have also expressed the desire to gather in community, we are planning a 2019 Fall Semester Minor Social (Alumni, Faculty, Staff and Students) to create community and generate interest in all 3 tracks on the Minor, and a 2020 Spring Minor Graduation Dinner to recognize our graduates.

In AY18-19 our marketing and outreach strategy focused on a more targeted approach to colleges, faculty, staff, students and advisors. Our college partners played a huge role in this. Moving forward into AY18-19, we will increase our engagement with the Minor Fair & Showcase, Minor Social, GT 1000, professors (specifically one that teach classes that are included in the Minor and those that stimulate interest in leadership development), and students, enhance business course offerings, share more leadership stories within and outside of partner colleges, and build a stronger community within the cohort. In addition, we are rolling out a new validated assessment to assess skill development gains along with a longitudinal study to assess impact of the Minor beyond Tech.

Identifying the need to assess to assess our students beyond graduation, we have decided to conduct a thorough review of the learning outcomes for each of the Minor

classes and explore a longitudinal study. Once this has been developed and rolled out, we are hoping that the information that we uncover will not only inform improvements to this academic program, but also allow us to capture alumni testimonials that we can utilize to target current students in their specific fields of study.

GT 1000 Leadership Sections

The Center for Academic Enrichment in partnership with the Office of Leadership Education and Development revised the leadership program to include a one-day training for all instructors teaching a leadership-themed section of GT 1000, conducted check-ins with the instructors, and allowed instructors the choice to opt into the leadership themed sections with/without a hybrid teaching model with a trained Leadership Fellow. Two leadership instructors opted into the Leadership Fellows model while the rest engaged in the one-day training session to integrate the leadership concepts into their course curriculum. LEAD Staff was available to assist with the integration. In addition, we continued to support the Summer iGniTe program with four iGniTe leadership sections.

Over the past few years, we have conducted a pre-and-post leadership capacity survey to explore the degree to which participants in GT 1000 report changes in leadership self-efficacy, motivation to lead and leadership skills. 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 conducted similar pre-and-post surveys to measure the development of our student's leadership capacity within all LEAD programs.

Given that the quantitative data clearly demonstrated consistent and significant gains in readiness - confidence in engaging in leadership Behaviors (SEL), willingness – degree to which a person is drawn to leadership roles (MTL_{AI}) and avoidance of rationally calculating cost/benefit of leadership position (MTL_{NC}), and ability - Generalized transformational (LBS_{FORM}) leadership skills and the support to the notion that the leadership development treatment is continuing to have its intended effect, with the shift of integrating leadership learning outcomes into the standard GT 1000 curriculum, the move away from the hybrid model, along with a focus on distributing materials | general guidelines for instructors we have moved away from this assessment all together. In AY19-20, the Center for Academic Enrichment will continue to assess all themed sections and we are seeking alternative scales/methods to support adjustments in the leadership themed sections.

In February 2019, Stacey Doremus had the opportunity to give a plenary address* to the First-Year Experience Conference in Las Vegas, NV in February 2019. Feedback from participants identified needs and desires to incorporate leadership development into their first-year experiences with a number of follow-ups conducted with universities around the country.

**DISCOVER | Create lasting impact, propel learning and develop momentum towards future action.*

The most influential education experiences are ones that are remembered, and more importantly, propel us to take some form of action. There is a growing demand for leadership skills that embrace complex, dynamic, and chaotic contemporary contexts. One response to this demand has been arts-based methods of leadership education.

Learn how one instructor shares in the intellectual and exploratory growth of her first-year students through a guided discovery learning framework that allows students the freedom to explore, collaborate more effectively, take risks and transcend limitations.

Teams for Tech

In Spring 2019, LEAD held its first annual Teams for Tech IDEAS Competition where undergraduate and graduate teams pitch their ideas on a product, service, project or venture concept to enhance life at Georgia Tech. Working closely with campus and external partners, we advanced 10 teams to a year-long engagement where they will work with a team leadership coach to understand and analyze their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, apply problem-solving skills to difficult team dynamics, and ultimately, implement their idea.

For the upcoming academic year, we will conduct focus groups in February 2020.

Global Leadership Practice | Working Across Cultures (Tokyo Tech)

In partnership with Tokyo Institute of Technology, GT LEAD was invited to develop and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 26 students and 6 graduate student teaching assistants (2 – Georgia Tech students).

In evaluating the qualitative data within the individual written reports we can see that students are moving away from viewing leadership as power and authority to the notion that leadership can be studied, learned and practiced by everyone. As students progressed through the course, they gained more self-awareness around their strengths, weaknesses, values, unconscious and conscious bias and their own cultural perspectives giving them the ability to affirm their voice and align their actions to their authentic selves. In developing trust and seeking understanding from their international classmates, they were able to identify similarities and differences in a variety of leadership dimensions and identified what makes multi-cultural teams effective while testing solutions real-time as common team challenges occurred. Increased vulnerable-based trust, leadership self-efficacy, communication skills, confidence, motivation to lead, initiative and risk-taking, along with embracing challenges and failures were common themes presented throughout the reflections. The desire to grow and develop beyond the course was apparent.

Direct quotes from students in the class:

“I was convinced that leaders have to be charismatic in order to be followed. However, I found that leadership could be studied, practiced and learned”

“Diversity enriches people”

“failures are valuable because we can use negative feedback as resources for improving ourselves”

“The ability to learn, grow and change continuously is essential in our world where technology is improving fast. As a result, I will continue studying and practicing efficient global leadership practices.”

“[Before this class] I tended to avoid chances to take initiatives and risks. However, now I know my leadership strengths and what I can do.”

“Sharing values and knowledge is important to be free from biases.”

“I am eager to put myself out of my comfort zone to grow and see a new world”

Tokyo Tech is currently evaluating a pre-and-post leadership capacity survey to explore the degree to which participants in this course report changes in leadership self-efficacy, motivation to lead and leadership skills. The Pre-and-Post Leadership Capacity Survey explores the degree to which participants in the Global Leadership Practice Course 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".*

In addition, Tokyo Tech is in the process of assessing students' growth and development based on a pre-and-post Multicultural Personality Questionnaire (MPQ). The Multicultural Personality Questionnare (MPQ) was developed by Dr. Karen I. Van der Zee and Dr. Jan Pieter Van Oudenhoven. MPQ was planned to be utilized as a questionnaire aimed at measuring multicultural effectiveness. It is composed of seven scales. They are Cultural Empathy, Openmindness, Emotional Stability, Orientation to Action, Adventurousness/Curiosity, Flexibility, and Extraversion.

Once we receive these results, we will share the results with stakeholders. As we move into Summer 2020, it is important to note that Tokyo Tech is looking to incorporate this class into their leadership certificate program along with publishing an article around the course impact.

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

II. Staffing

Current Staff:

Sara Warner is the director of this department (Director of Communications for Student Life). She has been with the Institute for 12 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.

New Staff:

A new position was created within the Communications and Marketing office for Student Life, Communications Officer I. Michaela Carter was hired and started on June 14, 2019. Michaela joined the Division of Student Life from the Georgia State Road and Tollway Authority where she worked as a Communications Specialist and has a Masters of Marketing from Georgia State and a Bachelors degree in Journalism.

The main purpose of this position is to participate in communications efforts designed to market a campus unit's products and/or services to target audiences. This position develops communications materials in the form of graphics, brochures, fact sheets, articles for publication, logo designs and/or websites.

Job responsibilities are as follows:

- Conduct and utilize market research as necessary to recommend appropriate marketing communications strategies.
- Develop content and oversee the design and production process for print collaterals.
- Consult with academic and/or administrative personnel to acquire the necessary information about the subject.
- Confer with Institute Communications and Marketing to ensure that Institute graphic and style standards are followed in all material.
- May obtain cost estimates, collaborate in the selection of illustrators and printers and approve their work.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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 it's departments.

Significant Accomplishments:

Significant accomplishments for this department include:

Student Life Website launch - the new student life website was launched in March after extensive redesign, content revision and user accessibility research were conducted. Best practices in website design and content delivery were applied while creating a site that was visually stimulating and inviting to all Student Life audiences. Key features of this new site are the redesigned menu items, quick access to helpful resources (including a Get Help Now icon at the top of the page) and enhanced design throughout all content pages. In addition, a plan was developed with Student Life IT to convert all Student Life sites to the new Georgia Tech theme in the coming year, while enhancing and improving content and design.

Strategic Communications Planning - assisting the directors of the Counseling Center and the Center for Assessment, Referral and Education with the creation and management of annual strategic communications plans and assisted Health and Wellbeing with the communications and training planning for the Wellbeing Connect aggregator tool.

Graphic design support - the communications and marketing office for the Division of Student Life assisted in the creation of brochures for 8 departments, tabletop and floor banners for 7 departments, promotional materials for 6 departments, and additional print materials (postcards, digital/web collateral) for 4 departments.

Media relations & article placement - the Division of Student Life was featured in the Daily Digest (the campus e-newsletter) and least once a week throughout the school year.

Internal Newsletter Development - creation and development of the internal Student Life 'Division News,' a daily e-newsletter for division staff.

Redrafted Death Notification Plan - worked with Institute Communications at the beginning of the school year 2018-19 to revise the death notification plan. This plan will be reviewed annually.

Progress:

Completed

V. Statistics

Unit Statistics:

Not Applicable

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Sara Warner, Director of Communications for Student Life

- Institute Communications Communicators Council member
- Georgia Tech Event Coordinators Network
- Division of Student Life Assessment Team/Committee
- Georgia Tech AOD Coalition Member
- Division of Student Life Preparing for the President Workgroup
- Division of Student Life Ethics Committee
- Georgia Tech Health and Wellbeing Leadership Team/Workgroup
- Path Forward Health and Wellbeing working group & reporter

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Sara Warner, Director of Communications for Student Life

- Participated as a committee member for the Staff Council Communications Committee which included Institute level promotions of Staff Council programs and services.
- Attended the Council for Advancement and Support of Education (CASE) Marketing and Branding Conference for Higher Education Communications Directors and Managers in Philadelphia, PA

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

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

II. Staffing

Current Staff:

Madison Cario – Director (resigned January 2019)
Thomas Ames – Theatre Production Manager (resigned November 2018)
Rene Baker - Patron and Event Services Assistant Coordinator - part time
Blake Buford - Marketing Specialist (resigned October 2018)
Justin Camp - Master Electrician
Kathryn Colegrove - Assistant Director (resigned June 2018)
Lane Conville-Canney - Special Events and Grants Coordinator (resigned February 2018)
Paul Cottongim - Operations Manager/Technical Director
Joe Davis - Audio Engineer

Esther Famojure - Student and Artist Engagement Coordinator
Rachel Haage - Theatre and Client Services Manager
Mary Holloway - Patron and Events Services Coordinator (on medical leave; end of service June 2018)
Dorcas Jones - Administrative Assistant
Stephanie Lee - Marketing And Public Relations Manager (retired May 2019)
Holley Mitchell - Box Office Coordinator
Brenda Porter - Patron and Event Services Assistant Coordinator - part time
Sarah Van Buskirk - Patron and Event Services Assistant Coordinator - part time
Camille Warren - Box Office Assistant - part time (resigned October 2018)

New Staff:

Dr. Aaron Shackelford, Director arriving July 15, 2019

Lee Foster, Assistant Director arrived November 2018

Elizabeth Geiger, Marketing Specialist arrived February 2019

Ben Dostal, Operations Manager arrived February 2019

Thomas Torrent, Patron and Events Services Coordinator (replaced short term employee Amanda Duchemin who was here from November 2018 to February 2019-he arrived May 2019)

Allison Klem, Stage Manager was a tech temp who transitioned in February 2019

Lizzie Millman, Development Manager arrived in August 2018

A new Marketing Manager arriving August 1, 2019

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Audience View Training - With the implementation of the new ticketing system in the Box Office in 2017, the box office staff was trained in new procedures for operating the new system: how to search for information and events, set up patron accounts, sell tickets and merchandise, and exchange tickets. The box office manager and assistant manager also were trained on building events, writing reports in the new system, and financial opening and closing procedures.

We arranged for the Technology Resource Group (TRG) Atlanta database solution. Now, all patron data from the old Box Office software and Audience View is being added and tracked for greater insight into who is our patron for these new programs at the intersection of art and technology.

Justification:

Basic departmental, Institute, and Box Office policies remained the same.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of the Arts embeds creative experiences into the lives and learning of Georgia Tech students, the broader campus community, and Greater Atlanta. Along with the goals of Activating, Engaging and Producing, the Office is responsible for managing the Ferst Center for the Arts.

Significant Accomplishments:

Activate - The process of enriching the campus with the arts. **Office of the Arts programming and coordination assistance reached over 2000 Georgia Tech students this year.** This number reflects activity across all areas of our programming spectrum: performances, academic involvement, special projects, art and technology collaborations, and student activities guided by our office. Additional to this participation number are the thousands of students involved in artistic pursuits individually, in student cultural and performance groups, through the School of Music and other departments, in literary and creative digital media work, and enjoying the public art on campus every day. Specific coordination by the Office of the Arts included:

- Another Faculty and Staff Art Exhibition was held at the Ferst Center in November 2018, featuring work by 40 artists from across campus.
- I Feel Safe When, an ongoing project of the Office of the Arts, prompted personal reflection and story-telling around the idea of personal safety and well-being. Distributed at summer FASET sessions, the responses were developed as a play through DramaTech in Fall 2018.
- Staff has been involved all year getting ready for the Sculpture unveiling next September 2019.
- Fun and free events happened outside of the Ferst Center for the Arts because of the renovation in the theatre. As a result, six fun and free events featured all over campus were very successful including: Out of Hand Theatre's The RATS Hunt; Dahlak Brathwaite Spiritrials; Bandaloop (as part of Parent & Family

Programs); Duet for Theremin and Lap Steel; Out of Hand Theatre's Zombie Outbreak, and Cardell Dance's Supper, People on the Move.

Engage - Deepening participation in the arts by students is one of the primary goals of the Office of the Arts. This year saw tremendous progress and opportunities for Georgia Tech students in developing and participating in creative pursuits.

- The two-year project, Creative Curricular Initiatives (CCI), which embedded artists in classrooms across campus and supported faculty and students in developing curricular-related arts projects concluded this year. Project leaders became Arts Fellows who received mentorship and became part of the Arts Council. The Findings Group provided 3 statistical reports over the two-year period about art and creativity on a STEM campus concluding with the recent report included in the assessment section.
- ACCelerate Creativity and Innovation Festival - 12 students competed for four final project spots in this festival, which celebrated the intersection of art, creativity and technology and was held at the Smithsonian Institution in Washington in April 2019.
- The annual student Art Crawl exhibition featured the work of 150 student artists.

Produce - The Office of the Arts is committed to supporting and producing original work at the intersection of art and technology, in a program titled Arts@Tech.

- The Office of the Arts assisted Georgia Tech student Raianna Brown in producing her dance piece *Komanse* as part of the Arts@Tech season. Production assistance was provided in several areas: technical, marketing, ticketing, and engagement. Her piece reflected Science, Engineering, Art, and Design (SEAD) programming.
- The Office of the Arts for the first time had dedicated arts at the intersection of technology focus within the Arts@Tech Season:
    - Manual Cinema: the end of TV
    - Komanse Dance Theater: Skid (mentioned above)
    - Fifth House Ensemble: Journey Live
    - Mark Nizer: 4D Comedy Juggler
    - Maya Kodes: The Virtual Singer

Progress:

Completed

V. Statistics

Unit Statistics:

The Ferst Center for the Arts was under renovation for most of FY19 until the third week of November 2018. As a result, the theatre has all new seating, an advanced ADA operation, two center aisles (vs. one), and is beautiful and much acclaimed. However,

Office of the Arts, campus and external use was considerably impacted by the renovation as we knew it would be.

FY18 Student Engagement:

Approximately 1,000 students participated in arts events and projects coordinated and sponsored by the Office of the Arts in this truncated year not including the School of Music, DramaTech and Paper & Clay. Connecting to students on campus through the arts continues the development of a cultural shift on campus that recognizes and celebrates the importance of creativity at Georgia Tech. The Creative Curricular Initiatives program was completed this year with a significant report by the Finding group about creativity on a STEM campus.

FY19 Usage of the Ferst Center for the Arts: 193 Days, 107 Events
Campus Use - 77 Days, 59 events
External Use - 47 Days, 20 events
External/Partnerships Use - 10 Days, 3 events
Office of the Arts Use - 59 Days, 25 events

Renovation Days resulting in loss of use in the theater (lobby use continued) – 99 days

Campus Use Breakout:
Students - 23 Days, 18 events
Other Campus / Divisions - 54 Days, 41 events

Campus Use Breakout:

FY19 Other Venue Event Usage:

- Fun and free=200 people—(156 students): featured at:
    - The Rat's Hunt: campus
    - Dahlak Brathwaite: The Garage at Technology Square
    - Bandaloop: Performed on the wall of the historic Biltmore Hotel
    - Duet for Theremin and Lap Steel: West Village
    - Zombie Outbreak: campus
    - Cardell Dance: Ferst Center onstage
- Clough Art Crawl=400 people (150 students)
- Creative Curricular Initiatives (40 students)
- ACCelerate at the Smithsonian in Washington DC (12 students)

FY19 Office of the Arts Ferst Center Event Usage:

- The Arts@Tech Season=2,440 people (232 students)
    - Manual Cinema: the End of TV

    - Komanse Dance Theatre
    - Fifth House Ensemble:Journey Live
    - Mark Nizer: 4D Comedy Juggler
    - Maya Kodes: The Virtual Singer
- Student Engagement Programs for the Arts@Tech Season (261 students)
- *Picasso at the Lapin Agile* gallery opening for the work of the class of Francesco Fidele, Associate Professor of the Civil and Environmental Engineering Department in cooperation with DramaTech Theatre students who performed the play by the same name (12 students involved, 40 attendees)
- Arts@Tech Faculty & Staff Art Exhibit 125 people (35 students)

For additional statistics on ticket sales, ticket sales revenue and Season versus Rental Revenue since FY2000, please see Assessment.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Paul Cottongim:

- Member of Office of the Arts, Marketing Manager hiring committee

Ben Dostal

- Support Student Life Programs
- Advocate for FACET with Student Center Construction Crews

Esther Famojure:

- Advisor, Georgia Tech Art Matters student group
- Member of the ACC Creativity and Innovation Festival Planning Committee
- Judge for 2019 Clough Art Crawl
- Photographer of Sibs Day
- Photographer for Spring Commencement

Dorcas Ford Jones

- Member of Ethics Committee
- Member of Parent's Weekend Committee
- Member of Parent's Weekend Committee
- Member of Office of the Arts, Marketing Manager hiring committee

Lee Foster

- Member of the Division Workday Committee
- Member of Office of the Arts, Marketing Manager hiring committee
- Member of the "Sculpture Unveiling" Committee, part of Institute Diversity

Elizabeth Geiger

- Volunteer Proctor for testing during finals week
- Member of the planning committee for the Division-of-Student-Life end-of-year celebration

Rachel Haage:

- Member, Division Awards Committee
- Member of the "fun" committee for the Division-of-Student-Life

Stephanie Lee:

- Member, Office of the Arts, Director's Search Committee

Holley Mitchell:

- Well-Being Activator, GT Health Initiatives

Progress:

Completed

VII. Professional Development

Staff Professional Development:

All staff were trained at least on employee as self within Workday Trainings. Many staff members who had p-cards or who had other duties did online training as well as in person training.

Due to staff decline, including the Director, the Office of the Arts did not send as many staff members to conferences in 2018-2019.

Madison Cario:

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
- Advisory Team member, Fractured Atlas Exponential Creativity Fund
- Advisor, Delaware Museum of Art planning team to include performing arts, installation and immersive experiences in the Museum
- Member, ArtsATL Luminary Awards Committee
- Walthall Artist Mentor, Wonderoot
- Panelist, (Mulit-Arts Production (MAP) Fund
- Panelist, Artist Fellowship, Doris Duke Charitable Foundation

Other:

- Performing Arts Exchange conference, session facilitator, Atlanta, GA, September 2017
- Association of Performing Arts Presenters, New York City, NY, January 2018

Ben Dostal:

- Safe Space and Trans 101 Training
- Clifton Strengths Training, May 2019

Joe Davis:

- Meyer Sound-System Design and Optimization, Santa Clarita, CA, May 2019

Es Famojure:

- Member of ACC ACCelerate Festival Steering Committee, From September 2018, Washington DC, April 2019
- 2018 Arts Administrators in Higher Education (AAHE) Annual Meeting (hosted), Atlanta, GA, June 2018
- 2019 AAHE Annual Meeting, Chicago IL, May 2019

Dorcas Ford Jones:

- What is in your Building? Hazard Awareness Class
- Emergency Preparedness 101 Class
- Managing Personnel Transactions

Lee Foster:

Community Service:

- 2018-2019 Advisor, Arts Impact Area, The Community Foundation for Greater Atlanta
- Other:

- ACCelerate Festival, Washington DC, April 2019
- Clifton Strengths Class, May 2019
- All classes required for financial and human resource literacy, November 2018-June 2019

Elizabeth Geiger:

- Division of Student Life Assessment Training
- Division of Student Life Onboarding
- Well Being Activator Training
- GA Tech Leaders Panel
- Managing your performance, the GA Tech Way
- Clifton Strengths Training, July 2019

Rachel Haage

- Workday Change Agent

Stephanie Lee:

- Member, Blank Foundation's Audience Building Roundtable

Lizzie Millman:

- ACCelerate Festival, Washington DC, April 2019
- Clifton Strengths Training, July 2019

Holley Mitchell

HR payroll changeover to WorkDay

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

The combination of attrition of the staff and the renovation of the theatre made FY19 a difficult year for the Office of the Arts. There was no Assistant Director who manages financials and HR until November 2018. Just as the theatre was to reopen, the "deluge" water system flooded the stage. Luckily, none of the new renovated seats were affected

but all the audio equipment was ruined which required us to rent audio equipment until insurance and procurement replaced our systems.

The Director left in January. The Marketing Manager became the Interim Director and retired at the end of May 2019. The new Assistant Director took over as Interim Director by June 4.

In addition, the departure of the Marketing Specialist in October, who was in charge of the digital effort, right before launching the Arts@Tech Season which was purely art at the intersection of technology, wasn't in place to add the digital marketing necessary to sell the dedicated technological season. That position was filled in February and the rest of the Season has been smoother.

By July 15, our new Director will be in place and by August 1, the new Marketing Manager will be in place.

Progress:

Completed

Disability Services

I. Mission/Introduction

Essential Function(s) of department:

The purpose of the Office of Disability Services (ODS) 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 Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community. ODS views disability as an aspect of diversity that is integral to society and Georgia Tech. If students encounter academic, physical, technological, or other barriers on campus, the ODS team works collaboratively to find creative solutions and implement reasonable accommodations.

The core responsibility of the Office is to ensure that the Institute maintains its compliance with the 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 through their educational career at Georgia Tech.

Progress:

Completed

II. Staffing

Current Staff:

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

Sarah Endicott – Sarah serves as a staff member with the Institute in two other departments and has served with ODS in a 20-hour a week capacity. Sarah performs intake appointments with students, document conversion, assessment projects, and consulting with faculty members.

Annie Jannarone – Annie joined ODS in May 2019 as the Assistant Dean and Director.

Sarah O'Shea – Sarah joined ODS on April 29, 2019 as the Coordinator of Disability Services

Jessica Smith – Jessica joined ODS in May 2019 as an intern from Georgia State University. During the fall semester, Jessica transitioned to a temporary Coordinator to cover maternity leave for another staff member.

New Staff:

Annie Jannarone – Annie joined ODS in May 2019 as the Assistant Dean and Director. Previously, she served as the ADA Coordinator and Director at the University of Delaware

Sarah O'Shea – Sarah joined ODS on April 29, 2019 as the Coordinator of Disability Services. She joins ODS from the Fayette County School system.

Jessica Smith – Jessica joined ODS in May 2019 as an intern from Georgia State University. During the fall semester, Jessica transitioned to a temporary Coordinator to cover maternity leave for another staff member.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Main Office Procedures

- ODS refined Note Taking Services procedure in fulfilling notetaking requests – verified request with student, emailed enrolled students in that class, selected a peer notetaker; if a peer notetaker is not found by the third week of classes, students are connected to Note Taking Express with the option of finding their own peer notetaker, renting a Livescribe Smartpen, or using Sonocent
- Officially purchased new student tracking software called AIM for implementation SPRING 2020.

Justification:

Greater efficiency to allow for clarity and more thorough explanation and communication.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community.

Significant Accomplishments:

The Office of Disability Services at Georgia Tech was invited by the Craig H. Neilsen Foundation to submit an Institutional Application for the 2019 Neilsen Scholarship Program (NSP). The NSP supports students with spinal cord injury (SCI). Funding provides scholarships for qualified students at the undergraduate or graduate level, in the curriculum of their choice. The scholarship award covers the cost of tuition, and an additional allowance for books, fees, and supplies. The Craig H. Neilsen Foundation Board of Directors has approved support for two Neilsen Foundation scholarships at Georgia Institute of Technology, totaling $76,000.

The Office of Disability Services at Georgia Tech has acquired AIM, Accessible Information Management. This will overlap with the current software to ensure an easy transition to this new student tracking software. This software was acquired based on feedback on the current system, and researching the best software platform available.

Progress:

Completed

V. Statistics

Unit Statistics:

Total Students Registered

(Active and Provisional Status)

Academic Year	Total Students Registered	Total Increase/Decrease
2012 – 2013	614	+9%
2013– 2014	597	-3%
2014 – 2015	581	-3%
2015 - 2016	685	+18%
2016 - 2017	795	+16%
2017 - 2018	743**	-6.5%**
2018 - 2019	945 (95 temporary)	+19% (from 2016-17)

**Not including Summer 2017; data N/A

Disability Type

	2015-2016	2016-2017	Fall 2017	Spring 2018	2018-2019
Acquired Brain Injury	3	5	8	5	6

Attention-Deficit Hyperactivity Disorder	262	282	206	190	322
Autism Spectrum Disorder	35	37	25	18	30
Communication Disorder	3	4	4	1	10
Deaf & Hard of Hearing	25	21	11	9	20
Learning Disorder	159	146	110	106	159
Mobility Disorder	25	33	17	15	36
Psychological Disorder	168	271	153	144	245
Systemic Disorder	136	177	71	75	138
Visual Disorder	13	17	10	8	18
Other	5	6	34	28	70

Note: 25% of registered students reporting more than one disability registered with the Office of Disability Services (2018-19)

Testing Center	Summer 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Sum/ Fall 18	Spring 19
Number of students utilizing the Testing Center		237	246	282	365	282	365	409	394
Tests administered (non-final exams)	100	1437	1483	1843	1678	1441	1469	2004	1887
Final exams administered	48	554	516	573	641	537	659	804	672
Total Exams Proctored in the Testing Center	148	1991	1999	2416	2319	1978	2128	2808	2559

Private Proctoring

	Summer 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	2018-19
Total students utilizing private proctoring		14	6	10	6	4	5	Data N/A*
Tests proctored (non-final exams)		40	37	69	27	49	12	Data N/A*
Final exams privately proctored		30	14	14	13	12	4	Data N/A*
Total exams privately proctored		70	78	83	40	61	16	Data N/A*
Total Chemistry exams proctored						48	30	Data N/A*
Total funds paid to private proctors		$1187	$955	$920	$684	$220	$336	Data N/A*

*Data Not Available

Testing Center Space Issues			
	Fall 2017	Spring 2018	2018-19
Total number of times the Testing Center had to use space OUTSIDE the Testing Center	36	44	Data N/A*
For more than 1 additional seat	24	31	Data N/A*
For more than 2 additional seats	11	13	Data N/A*

For more than 3 additional seats	1		Data N/A*

*Data Not Available

Temporary Accommodations

	2015-2016	2016-2017	Fall 2017	Spring 2018	Sum/Fall 2018	Spring 2019
Stingerette Services	36	42	7	22	25	15
Testing Services	31	35	19	14	17	23
Note Taker Services	13	14	8	7	8	9

Note Taking Services

	Sum 15	Fall 15	Spring 16	Sum 16	Fall 16	Spring 17	Summer 17	Fall 17	Spring 18	Sum/ Fall 18	Spring 19
Number of Unique Course Requests	78	363	432	38	332	432	26	348	645	688	620
Number of Students with Disabilities with Note Taking Services	29	132	124	22	99	124	18	180	211	210	273
Peer Note Takers Paid	52	231	214	26	86	183	29	121	264	354	281
Number of Courses Referred to Notetaker Express						50			380	N/A	N/A
Total funds paid for Note Taking				$2,620	$10,775	$15,850	$2,500	**	**	$108,361	$95,957

**Data Not Available

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Tina Allen

- Volunteer, Family Weekend

Sarah O'Shea

- Volunteer, Family Weekend

Annie Jannarone

- Volunteer, Family Weekend
- Multicultural Competence Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Tina Allen

- Webinars
  - A Deep Dive into Note-taking as an Accommodation: Where Do We Go from Here? 10/10/2019
  - Workday Go Live 6/6/2019
  - Working With Parents of Students with Disabilities: Eliminate Confusion, Ensure Successful Transition 1/22/2019
- Training
  - Workday: PCard Process and Approvals 7/15/2019
  - Workday Overview and Basics 6/13/201

Sarah O'Shea

- AHEAD WEBINAR: A Deep Dive into Note-taking as an Accommodation: Where Do We Go from Here?
  - Oct 10, 2019 from 3:00 PM to 4:00 PM (ET)
- Regents Center Learning Disorders Georgia State Regional Meeting
  - Georgia State University 10/22/2019 All day
- Website Training: Division of Student Life
  - Scott Riggle Website Design 10/21/2019
- Engage 101
  - 10/22/19 Quinn Foster
- Safe Space Training
  - 10/23/2019
- Mr. and Ms. Georgia Tech Judges panel
  - Weeks of 10/14 and 10/21
- Georgia Tech Faculty Women's Club
  - Member 2019/20
- Clifton Strengths coaches' workshop
  - July 16, 2019
- GT 1000 Roundtable
  - 7/15/2019
- GT Leaders Panel

    - Technology Square Research Bldg. 5/28/2019
- End-of-the-Year Planning Committee meeting Division of Student Life
    - 5/15/2019
- New Employee Experience
    - 5/8/2019

Annie Jannarone

- Attended the USG Disability Service Provider annual meeting
- Attended the National AHEAD Conference

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

After a prolonged time without a Director, the new Assistant Dean and Director of Disability Services started in May 2019. However, with limited staff, the office prioritizes service to students, conducting intake appointments, approval and provision of accommodations, fulfillment of Note Taking Services, and additional support when needed.

Progress:

Completed

New Student and Transition Programs

I. Mission/Introduction

Essential Function(s) of department:

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

Progress:

Completed

II. Staffing

Current Staff:

Cynthia Jennings - Assistant Dean and Director of New Student & Transition Programs-Cynthia is responsible for guiding the mission of the office in the areas of orientation and transition programs. She advises the Transfer Student Association and Tau Sigma. Cynthia is in the second year of her doctorate at the University of Georgia in the Student Affairs Leadership Program. Cynthia has been at Georgia Tech for almost 6 years.

Tim Edmonds-King - Assistant Director of New Student & Transition Programs– Tim's responsibilities include training FASET Cabinet Members and Leaders and managing the logistics of FASET (Familiarization and Adaptation to the Surroundings and Environments of Tech). Tim has been at Georgia Tech for four years.

Jordan Conway - Coordinator of New Student & Transition Programs-Jordan's responsibilities are Wreck Camp, Welcome Home Month, and creating a new First-Year Leadership Organization. Jordan has been at Georgia Tech for year and a half.

New Staff:

Jasmine Lee-Budgeting Administrative Professional-Jasmine is responsible for managing the finances of the office and serving as the office manager. Jasmine has been at Georgia Tech for one year.

Megan Faulkner-Coordinator-Megan joined the team in June 2019. She will be working with FASET and advising KNIT Mentoring Program.

Karis Hill and Brooke Morrissy-Both are NODA interns. Karis works closely with FASET and Brooke works with Wreck Camp.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

FASET
New summer 2019, a $25 per person, day of registration fee was implemented after approval by the University System of Georgia to better manage the number of students and guests who sign-up the day of a FASET session to attend.

FIRST-YEAR COUNCIL (FC)
Although First-Year Council (FC) has a long-standing history within New Student & Transition Programs, recent concerns about the health and safety of the organization and its members caused the office to remove its departmental support. As a result, FC was no longer in good standing with the FLOAB (First-Year Leadership Organizations Advisory Board) and a vote was called for FC's immediate suspension for a minimum time of one year. In FC's absence, New Student & Transition Programs is in the beginning stages of creating a brand-new FLO (First-year Leadership Organization), sponsored by the office. This FLO will be presented to the FLOAB in March for approval.

Justification:

The fee was placed in effect to better manage the last minute additions to FASET orientations. FLOAB voted for the suspension of FC due to concerns about the health and safety of the organization.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

<u>FASET Orientation</u>

Welcomed 3,083 new first-year students accompanied with 3,157 first-year parents or guests.

Implemented a second day of programming for our first Sibling Orientation program. The program had 128 siblings sign up this was an increase of 8 from last year.

Selected 96 FASET Leaders from a pool of 222 applicants.

Wreck Camp

Completed the seventh annual Wreck Camp in August 2018 with 144 student participants.

Implemented a new structure to increase leadership opportunities and staff engagement by 50%.

Added a new day, with an additional night of programming at the campsite.

100 registrations before the start of FASET.

29 international students completed the International Wreck Camp program. Eight transfer students participated.

Transfer Programs- Tau Sigma, the national honorary society for transfer students, was started in Spring, 2018. 25 students opted to join to the organization.

Transition Programs

KNIT (Knowledge. Nurture. Interaction. Tradition) Mentoring

Selected an Executive board of eight campus leaders to continue the program's success.

Recruited and trained 40 KNIT Mentors who are paired and responsible for leading a small group of KNIT mentees.

Planned and hosted monthly KNIT events including a Fall Tech Rec social, a registration assistance event, and career development workshop.

Maintained partnerships with multiple Institutional Departments (OSI, Disability Services, International Ambassadors, Students' Temporary Assistance and Resources-STAR, Excel) to provide foundational training to mentoring programs and increase the network of mentoring opportunities on campus.

Progress:

Completed

V. Statistics

Unit Statistics:

FASET Participation	2012	2013	2014	2015	2016	2017	2018	2019*
Students Registered	3922	3515	3682	3807	3840	3843	3783	3854
Parents/Guests Registered	3474	2993	3231	3523	3305	3061	3398	3412
FASET Leaders	90	90	75	90	90	84	87	96
FASET Cabinet	10	10	10	10	10	12	10	12
Professional Staff	7	7	7	7	7	8	8	7
Total Participation	**7503**	**6615**	**7005**	**7437**	**7252**	**7008**	**7191**	**7381**

**As of July 1, 2019*

Wreck Camp Participation	2012	2013	2014	2015	2016	2017	2018	2019*
Student Participants Registered	83	134	127	85	140	127	145	120
Student Leaders	30	36	36	38	38	38	38	44
Directors	3	4	5	4	4	4	4	5
Professional Staff Attending Camp	3	2	5	3	3	3	3	3
Total Participation	**119**	**176**	**173**	**130**	**140**	**172**	**190**	**172**

**As of July 1, 2019*

WC Staff Applicants	2013	2014	2015	2016	2017	2018	2019*
Total Applicants	81	94	133	93	169	135	

*Selection was completed in Fall 2018

Sophomore Career Experience Participants	2013	2014	2015	2016	2017	2018
Total Applicants	36	18	8	30	26	N/A

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Cynthia Jennings, Assistant Dean/Director, New Student & Transition Programs

Member, Academic Advisors' Task Force

Member, Registration Task Force

Member, Black Student Experience Committee

Member, Sophomore Speaker Selection Committee

Member, GTAAN

Member, Ferst Awards Selection Committee

Advisor, Transfer Student Association

Advisor, Tau Sigma

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

Tim Edmonds-King, Assistant Director-New Student & Transition Programs

Volunteer, Test Proctor for Disability Services

Member, Student Life on-call team

Judge, Homecoming Yard Decorations

Volunteer, Family Weekend

Volunteer, Midnight Breakfast

Member, Search Committee for GT1000 manager

Jordan Conway, Coordinator, New Student & Transition Programs

Volunteer, Test Proctor for Disability Services

Volunteer, Family Weekend

Volunteer, Sorority Recruitment Preference Help

Member, Division Ethics Committee

Member, First-Year Leadership Organizations Advisory Board

Jasmine Lee, Budgeting Admin, New Student and Transition Programs

Volunteer, Test Proctor for Disability Services

Volunteer, Family Weekend

Member, Workday Transition Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Cynthia Jennings, Assistant Dean/Director

Peer Reviewer and Attendee, ACPA Annual Conference

Participant, Inclusive Leaders Academy

Participant, Level Up, An Advanced LGBTQIA Allyship Course

Attendee, Diversity Symposium

Tim Edmonds-King, Assistant Director-

Attendee/Volunteer, NODA Annual Conference

Attendee/Volunteer/Presenter, NODA Region VI Conference (SROW)

Jordan Conway, Coordinator-

Attendee & Presenter, NODA Annual Conference

Attendee & Presenter, NODA Georgia State Drive-In Conference

Attendee, NODA Orientation Professionals Institute

Attendee & Presenter, NODA Extended Orientation Institute

Facilitator, Alcohol Skills Training Program (ASTP)

Attendee & Presenter, Kappa Kappa Gamma Associate Council Seminar

Facilitator, Kappa Kappa Gamma Regional Leadership Conference

Safe Space Training

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

No major changes were implemented this year that have not already been described.

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 and Family Programs is committed to helping our parents and families stay connected to their students and support their educational and co-curricular experience. Parent & Family Programs supports all parents, family members, and friends of Georgia Tech students to ensure that students are supported both in and out of the classroom. We view the relationship we have with our students' parents and families as a partnership – a partnership created to help students be successful. Our motto is **"**when parents and families are informed, students benefit." Parent & Family Programs wants families to engage in Georgia Tech community and families feel connected to the Yellow Jacket Family.

Progress:

Completed

II. Staffing

Current Staff:

Laci Weeden - Laci has served as the Director of Parent & Family Programs (PFP) for five 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 students and families. Laci manages all of the large-scale events such as Family Weekend and Sibs Day. She serves as resource for families with concerns or questions from birthday cakes to students in crisis. Laci also served as a Dean on Call for the Division of Student Life.
Student Staff – There are currently 15 Parent Assistant Leaders (PALs) and a student assistant that work in the office. Several of the student leaders will be returning for their fourth year with Parent & Family Programs. Jonathan Burke graduated in December 2018, after working for the office for four and half year as a work-study student. Five other Parent Assistant Leaders graduated this year after working in the office for two and three years. All students shared that their student leadership position within our office, made a big impact on them developmentally, professionally, and personally.

New Staff:

Tyler Barker – Tyler started in August 2018 in a brand new position as Parent & Family Programs Coordinator. Tyler supervises the Parent Assistant Leaders (PALs) and

student assistants. Tyler is also responsible for overseeing the social media and ParentNews e-newsletter. Tyler manages the Parent & Family Ambassador Programs and volunteer opportunities. Currently, Tyler is working on developing a new program, which will support students in foster care, homeless/at-risk homeless or without family support. He is also responsible for developing initiatives' supporting first-generation families. Additionally, he is assisting with planning and organizing of special events in the office.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

As an integral part of the Division of Student Life at Georgia Tech, Parent and Family Programs is committed to helping our parents and families stay connected to their students and support their educational and co-curricular experience. Parent & Family Programs (PFP) supports all parents, family members, and friends of Georgia Tech students to ensure that students are supported both in and out of the classroom.

Significant Accomplishments:

FASET Parent Orientation continues to be a good opportunity to meet and connect with families, share resources, and talk about Burdell's Brunch, Family Weekend and Sibs Day.

First Day of Class Pictures occurred for a third year on the first day of class in August. Over 350 students, faculty and staff showed up to have their pictures taken. After the event, Parent & Family Programs (PFP) displayed pictures on the PFP Facebook page. There was an issue with the camera equipment and Parent & Family Programs would like to purchase their own equipment in the future.

Based on a recommendation from Dean Stein, Parent & Family Programs hosted an appreciation luncheon for Faculty/Staff who were also parents of first-year Georgia Tech students. Along with Dean Stein, several other members of The Division of Student Life

were able to connect with the families and offer support on behalf of the Division. The attendance count for the luncheon was 12 parents. This was the first year for this event.

The Georgia Tech Parent & Family Ambassador program is a parent volunteer program serving current and prospective Georgia Tech families. There are currently 107 Parent & Family Ambassador from 18 states and 7 countries. This group, along with the Parents Board members, reached out to admitted students and families to welcome them to the Yellow Jacket Family and answer any questions. Ambassadors are happy to help when called upon for events in their region. New families appreciate the calls and a few families at FASET remark that the calls and emails are sometimes the final push the student and families need to decide to come to Georgia Tech. Families appreciate the personal touch from current families.

Staff both worked with Admissions, Parent Development and the Alumni Association to re-establish the Meet & Greet programs in the spring semester. The events help Admissions with their yield numbers. One staff traveled to Raleigh, North Carolina and Ft. Lauderdale, Florida and a different Staff traveled to Dallas, Texas and Columbus, Georgia.

Georgia Tech hosted the Fourth Annual ACC Parent & Family Programs Symposium in April 2019. The conference hosted 12 fellow colleagues within the ACC and regional colleges and universities within the southeast. The symposium was a two-day conference learning about best practices within Parent & Family Program work. Commencement continues to be a very popular event for Parent & Family Programs and is such a special moment for the students and families to reflect on their time at Georgia Tech. Our congratulations message and the Proud Parent, Proud Grandparent, Proud Sibling buttons and Proud of our Grad stickers allow families to feel special and proud to celebrate with their graduate. The buttons cost an estimated $6,000 each year to meet the demand for these special buttons. Families also continue to call after Commencement to have a button mailed if they were not able to get one the day of Commencement. Due to popular demand, the spring 2019 Commencement featured Proud Spouse buttons to support Masters and Doctoral students.

Progress:

Completed

V. Statistics

Unit Statistics:

Burdell's Brunch:
Burdell's Brunch had over 340 people (140 families) register from 11 states and 8 countries. President Peterson welcomed the new Georgia Tech families and the Director of Parent & Family Programs shared some closing remarks. One staff matched the attendees to faculty and staff hosting each table to maximize the opportunities for connecting with new families. New Student Convocation streamed live

for families to watch from home, but families were still able to attend if they wanted to do so. Registration fees from guests and the PFP budget pay for Burdell's Brunch.

Family Weekend:

Family Weekend 2018 was a success with over 2900 family members and students (725 families) registered 40 states, 1 territory, and 6 countries: Puerto Rico, Brazil, Dominican Republic, Japan, Mexico, Canada and the United Kingdom. Held over three days, from September 28 – September 30, 2018, students and families attended 59 events. Parent & Family Programs added a special event to the weekend, "Family Night at the Zoo," to celebrate the 30th Anniversary of Family Weekend at Georgia Tech. Family Weekend is supported by registration fees, sponsorship dollars, and the Parent & Family Programs budget.

Families responded to the following question "My involvement with Family Weekend 2018 makes me feel more connected to Georgia Tech," through the Family Weekend Survey. Survey respondents, 93.75% (304/327 families), either agreed or strongly agreed with this statement regarding connectedness.

Of the 327 respondents to the survey, 81.58% strongly agreed or agreed that "Information and/or connections gained during Family Weekend 2018 will help me better support my Georgia Tech student(s) toward graduation."

Of the 327 respondents, 79.51% said this was the first Family Weekend they have attended and only 8.25% of respondents had been to three or more Family Weekends.

Sibs Day

The Fifth Annual Sibs Day, held on February 16, 2019, sold out for the third year in a row. Georgia Tech students hosted family and friends (ages 7-18) to experience campus life for the day. With 513 people registered for the event - 227 siblings, 64 parents, 26 cousins, other relatives, or family friends, and 196 Georgia Tech students. Siblings came from the following 25 states, 2 countries, and Puerto Rico to spend time with their GT student: Arizona, California, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Louisiana, Maryland, Michigan, Minnesota, Missouri, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Netherlands, and the UAE. Hosting approximately 500 guests seems to be the sweet spot with staffing, guests, events, and guest experience. Registration fees and a small funding amount came from the Office of the Vice President for Student Life/Dean of Students supported Sibs Day 2019. Our registration fee did increase this year from $45 to $48. This reason for this increase was to help reduce the overhead cost of Sibs Day.

Sibs Day Survey respondents consisted of 11 GT students, 28 parents, and 18 siblings and guests. Based on the 57 responses (11.11%), this summary presents selected results.

Highlights from the GT 2019 Sibs Day surveys include:

After participating in Sibs Day, respondents reported having a more positive view of Georgia Tech (Largely/Moderately): Students (90.91%), Parents (89.29%), and Siblings (100%).

GT students and their sibling(s) reported they enjoyed Sibs Day (A great deal/considerably): Students (100%), and Siblings (100%).

When asked the importance of visiting campus and experiencing campus life: almost all parents (89.29%), siblings (88.89%), and students (81.82%) responded that experiencing campus life is extremely or very important.

Among both GT students and their sibling(s) their top three favorite Sibs Day activities were: 1) Brunch at North Ave; 2) the GT Men's Basketball game; 3) Bowling, Billiards & Buzz.

When asked if, "As a result of attending Sibs Day, my family member(s) has/have a better understanding of Georgia Tech campus life and my student's college experience" (Yes/No) almost all parents (96.43%) reported that their younger child had a better idea of what their older sibling was doing at college.

Because of Sibs Day, 83.33% of siblings reported being more excited about going to college.

As a result, 72.22% reported that they are very likely or likely to apply for admission to Georgia Tech because of attending Sibs Day.

Parent & Family Programs 2019 Bi-Annual Survey Highlights

- 32.98% Families are visiting their GT student on campus once a month,38.95% are visiting their student once a semester, and 5.48% are visiting their student once a week.

- Students requested advice from their families on the following topics (top three) - Finances, Academics, and Living Situations

- Parents communicate with their student via text messages with the following frequency (32.24% daily, 45.34% 2-3 times a week, 13.91% once a week, and 5.8% 1-2 times a month)
- Parents communicate with their student via phone with the following frequency (12.60% daily, 28.97% 2-3 times a week, 36.91% once a week, and 15.55% and 1-2 times a month)

- 51.80% of families say both their students and themselves, initiate communication equally, 19.58 % said that they as families initiate communication 60% of the time and 21.28% initiate communication 80% of the time.

See complete survey for more data - see the attached survey.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Laci Weeden -
Volunteer, Student Life on-call rotation

Member, Board of Directors, Association of Higher Education Parent/Family Program Professionals (AHEPPP)

Presenter, Woodward Academy (Discussed transition issues from high school to college life with senior parents)

Tyler Barker –
Volunteer, EOY Student Life Planning Committee

Presenter, Atlanta International School (Discussed transition issues from high school to college life with senior parents)

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Laci Weeden -
Conference Presenter/Board of Director Member, Association of Higher Education Parent/ Family Program Professionals (AHEPPP) 2018, Louisville, Kentucky

Admitted in May to the Doctorate of Education in Student Affairs Leadership at University of Georgia. Started classes in May for a one week intensive on the University of Georgia campus.

Tyler Barker –
AHEPPP National Conference Committee (Marketing/Social Media Chair)

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Parent & Family Programs continues to improve its services to parents and families each year. With the addition of a new staff member, families are now receiving more timely communications, more services, and more consistent programming.

Progress:

Completed

Student Integrity

I. Mission/Introduction

Essential Function(s) of department:

The Office of Student Integrity inspires students to strengthen their personal character by promoting and upholding Georgia Tech's core value of integrity in a community of trust where every decision is made with integrity. 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

OSI achieves the mission and goals 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 adjudication of Title IX complaints involving students for the Division of Student Affairs.

Progress:

Completed

II. Staffing

Current Staff:

Bonnie Taylor

- Bonnie Taylor serves as the Associate Dean/ Director of Student Integrity and joined the OSI staff in June 2015. She has served as Associate Dean and Director since August 2016. Bonnie serves as the leadership for OSI, setting the vision and strategic plan for office efficiency and new initiatives. She oversees the OSI staff, outreach efforts, and provides strategic leadership for the Office of Student Integrity.

Andrew Lawrence

- Andrew serves as the Assistant Director for OSI. Andrew joined the OSI staff in February 2017. Andy previously served as the Conduct Coordinator for the Department of Residence Life coordinating and resolving allegations of

misconduct in the residence halls and partnering with OSI in various investigations of allegations. Andy brings over 15 years of student affairs experience ranging from educational training to management of conduct processes. He manages the case management process for the office and oversees strategic plan implementation efforts.

Dallas Flint

- Dallas serves as the Coordinator for Student Integrity and joined the office in August 2016. Dallas advises the Undergraduate Judiciary Cabinet and Honor Advisory Council as well as serves as the liaison for various committees to represent OSI.

Ericka McGarity

- Ericka serves as the part time Coordinator and Case Manager for OSI. Ericka joined the OSI staff in February 2016 as a case manager. Ericka brings over 20 years of student affairs and student conduct experience to OSI. Ericka's primary role is resolve referrals of misconduct and investigate larger level allegations in accordance with the Code of Conduct.

Wyshawn Terrell

- Wyshawn joined the OSI staff in April 2019 as OSI Administrative Professional II. In her role, Shawn 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 OSI. Shawn previously served in an administrative capacity at the Public Defenders office for the City of Atlanta

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of Student Integrity inspires students to strengthen their personal character by promoting and upholding Georgia Tech's core value of integrity in a community of trust where every decision is made with integrity.

Significant Accomplishments:

OSI implemented its five year strategic plan outlining several benchmark measurements and strengthening OSI's focus on educational outreach. During year one of the strategic plan, OSI created a partnership with Online Master of Science Computer Science (OMSCS) departmental staff to streamline the incident referral process and encourage faculty and staff to have a resolution meeting to resolve potential violations with students, when appropriate, regarding academic misconduct.

OSI advises the Undergraduate and Graduate Judiciary Cabinets, as well as, the Honor Advisory Council. Their accomplishments are as follows:

Undergraduate Judiciary Cabinet

- Members served as student justices on the Student Honor Committee

Graduate Judiciary Cabinet

- 1 justice graduated in spring 2019
- Members served as student justices on the Student Honor Committee

Honor Advisory Council

- Re-envisioned and implemented Honor Week for the campus community, which included a movie showing, campus speaker, ethics pledge event, and educational outreach sessions
- Facilitated a total of 8 Ethics Seminars
- Advised 25 students through the completion of Action Plans for ethical development

Progress:

Completed

V. Statistics

Unit Statistics:

Justices Graduated: 1

Number of Ethics Seminars Facilitated: 8

Number of students advised through Action Plans: 25

942 cases were adjudicated through the Office of Student Integrity during Summer 2018 through Summer 2019. 556 cases were resolved administratively by OSI or handled by the Student Honor Committee. 386 cases were resolved through a faculty conference resolution. 786 cases were reported by students in the College of Computing during this time period. The College of Computing had the largest case referrals per Colleges at the Institute during the academic year with 83 percent of all academic referrals.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Bonnie Taylor
- Member, Academic Integrity Committee
- Volunteer, Family Weekend
- Volunteer, Testing Center Proctor
- Presenter, 2019 Greek Advance
- Member Division of Student Life Preparing for a New President Working Group
- Trainer, served as a QPR trainer for campus community

Andy Lawrence
- Member, Academic Integrity Committee
- Volunteer, Testing Center Proctor
- Member, Alcohol and Other Drug Committee

Dallas Flint
- Member, Academic Integrity Committee
- Volunteer, Sorority Recruitment Preference Signing
- Volunteer, Family Weekend
- Volunteer, Testing Center Proctor
- Volunteer, Wreck Camp Interviews
- Volunteer, FASET Leader Interview Panel
- Volunteer, Greek Advance
- Member, Sexual Violence Prevention Alliance

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Bonnie Taylor

- Completed the 3rd Cohort of Leading Women at Tech
- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training
- GT Representative Regent's Advisory Council for Student Conduct Officers
- Served as a member of the Program Review Team for Southern Methodist University's Office of Student Conduct and Community Standards
- Selected as Chair and faculty member for the 2019 Association for Student Conduct Administration (ASCA) Donald Gehring Institute
- Presenter at the 2018 SACSA Annual conference
- Presenter at 2019 NASPA Annual Conference
- Presenter at 2019 ASCA Annual Conference

Andy Lawrence

- GT Representative, Regent's Advisory Council for Student Conduct Officers
- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training

Dallas Flint

- GT Representative, Regent's Advisory Council for Student Conduct Officers
- Member, ASCA's Academic Integrity Community of Practice
- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training
- Attendee, 2019 ASCA Donald Gehring Institute

Ericka McGarity

- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

Progress:

Completed