Georgia Tech | Division of Student Life

End-of-Year Report

FY 2017

Compiled by the Office of Research and Assessment

October 2017

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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) Administration; 2) Administrative Professionals; 3) Counseling Center; 4) Dean of Students Main Office; 5) Development, Parent Giving & Student Life; 6) Disability Services; 7) Finance and Operations/Student Organization Finance Office (SOFO); 8) Greek Affairs; 9) HR Business Partner; 10) Information Technology; 11) Leadership, Education and Development; 12) Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center; 13) Marketing and Communications; 14) Multicultural Competence Committee; 15) New Student and Sophomore Programs; 16) Office of Student Integrity (OSI); 17) Office of the Arts; 18) Parents & Family Programs; 19) Research and Assessment; 20) Student Diversity Programs; 21) Student Engagement; 22) Student Media; 23)Veterans Resource Center and 24) Women's Resource Center.

Highlights from the End-of-Year Report FY 2017 include:

- **Administration**, in partnership with Georgia Tech Professional Education and Campus Recreation, successfully conducted the seventh annual CRC International Spring Break SCUBA Trip to Cozumel, Mexico. The trip generates environmental and multicultural awareness in its training and certification activities while aligning with goal #4 of the Institute's Strategic Plan, expanding its global footprint and influence to ensure the graduation of global citizens.

- **Administrative Professionals** provided quality customer service in meeting needs of every staff member at the Division of Student Life, assisted in Student Life Open House Tours, and empowered students to reach personal and professional goals through mentoring throughout the fiscal year 2017.

- The Fall 2016 semester marked the **Counseling Center**'s launch of "Tech Ends Suicide Together", a suicide prevention initiative that received state and local notoriety. The Student Alumni Association recognized the initiative with its "Gift to Tech" Award in the Spring 2017 semester.

- The **Dean of Students Main Office/Vice President for Student Life** implemented a new SLACK notification system to manage traffic flow given recent changes to the physical space of the Student Life suite. The system allows students to check in quickly for appointments and notify staff remotely when arriving. SLACK also increases efficiency of the time of Front Desk staff.

- **Development, Parent Giving and Student Life** received its first seven-figure gift from a pure parent, member of the Parents Board, that was directed to the RetailTech program within the Advanced Technology Development Center (ATDC).

- In collaboration with the Georgia State University Counselor Education Department, the **Office of Disability Services** successfully established an internship program for master's degree students interested in working with individuals with disabilities.

- The **Student Organization Finance Office** played an integral role in helping more than 450 chartered student organizations and the Student Government Association with financial administration and accounting. Ninety-six percent of inquiries or requests from students were handled within 48 hours of being contacted in FY17, with 81% of them in less than 24 hours.

- **Greek Affairs** saw the Collegiate Panhellenic Council (CPC) partnering with the Circle of Sisterhood by committing to fundraise $40,000 to build a girls' school in Senegal, as well as the Institute's Interfraternity Council (IFC) were awarded and recognized for its work over the previous year at the Southeastern Interfraternity Conference.

- **HR Business Partner** assisted with 28 staff, 9 temporary, 90 student and 47 affiliate hires, partnered with the Director of Administration to create a Division OnBoarding program, and engaged in workforce planning and reorganization of AVP Business Operations, Counseling Center and the Office of the Arts.

- **The Office of Information Technology** negotiated with Student Life in May 2017 to fund Ferst Center's receiving full wireless coverage and will work to implement this feature in the next fiscal year.

- **Leadership, Education & Development** saw the Grand Challenges Living Learning Community (GCLLC) impact 550 students as of the Spring 2017 semester; the Global Engineering track of the Minor in Leadership Studies doubled the number of students admitted into the program; the Leading Edge program impacted nearly 900 undergraduate students, 100 graduate students, and 51 faculty/staff members to sharpen their leadership skills; and GT 1000 Leadership Sections have impacted 19 faculty/staff instructors, 42 student Team Leaders and 208 students over the Fall 2015 and Fall 2016 semesters.

- The **Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center** launched its new website in August 2016 and enjoyed its largest graduation celebration to date with the fifth annual Lavender Graduation/Awards hosting 120 attendees. The event gained sponsorship from the GT Alumni Association, the CRC, and Professor Beril Toktay's ADVANCE Chair.

- **Marketing and Communications** assisted in the creation and promotion of the "Tech Ends Suicide Together" initiative with the Counseling Center, the Division of Student

Life and multiple departments throughout the Institute. The unit also facilitated the transition of 85% of Division websites to the Drupal content management system.

- Seven staff members from the **Multicultural Competence Committee** completed the Multicultural Competence Certificate Program, attaining Level III during the Spring 2017 semester. The cohort completed a Capstone Project regarding student homelessness and food insecurity, which included partnering with Students' Temporary Assistance and Resources (STAR) and Mobilizing Opportunities for Volunteer Experience (MOVE), launching social media campaigns on Facebook and Twitter to raise awareness of the issue and expanding Homelessness and Hunger Week for the Fall 2017 semester.

- **New Students & Sophomore Programs** welcomed 2,880 new freshmen to FASET orientation, accompanied by 2,930 parents and guests. The FASET cabinet expanded to 12 members, and 84 FASET leaders were selected from a pool of 257 applicants, the largest of these over the past 5 years. The unit also added international and transfer components to the 2016 Wreck Camp session. Thirteen international students, five of which are transfers, completed the program.

- The **Office of Student Integrity (OSI)** saw seven new justices sworn in by the Student Government Association (SGA), 20 cases being heard and adjudicated, five new members selected for the Honor Advisory Council (HAC), and the transition of leadership of the HAC to new executive student leadership.

- The **Office of the Arts** implemented its new strategic plan this fiscal year: "Activate, Engage and Produce". Programming and coordination assistance from the Office of the Arts reached over 7,000 Georgia Tech students. The unit's "I Feel Safe When…" initiative prompted a campus-wide discussion of personal safety and well-being, and reached 4,000 students. The inauguration of the unit's "Made@GT" program fostered the production of original work at the intersection of art and technology.

- **Parents & Family Programs** saw growth in its second year of the Ambassador program to 77 Ambassadors from 18 states and 10 countries. The unit also collaborated with Undergraduate Admissions and the Alumni Association in organizing Meet-and-Greets; 246 students and 371 families were in attendance. Fifty-eight percent of the students who attended the Meet-and-Greets decided to attend Georgia Tech.

- **Research & Assessment** was responsible for 102 assessment projects in the Division throughout the fiscal year. The unit also trained over 48 Division colleagues on Baseline and Compliance Assist modules and served as principal or co-principal investigator in research studies.

- **Student Diversity Programs** collaborated with the Counseling Center, the Women's Resource Center, LGBTQIA Resource Center and seven student organizations to sponsor Diversity and Inclusivity Month 2017, enjoying over 2,785 individuals attending its 16 planned activities. The Office also produced "What's Going On?" at the Ferst Center on January 25, 2017, ISYE major Danielle Mathis's original work depicting the experiences

of black students attending predominantly white campuses during the Black Lives Matter movement.

- **Student Engagement** partnered with the Center for Serve-Learn-Sustain in implementing the first EngageATL extended orientation program. The unit also saw the JumpStart program return to a full-time capacity in September 2016 with an allotment of 30 Americorps slots. This academic year, JumpStart members serving preschool classrooms over 5,000 hours to date and would plan for 7,500 hours by the end of the summer.

- **Student Media** saw a new five-year printing and distribution contract between the Blueprint yearbook and Walsworth Printing Company. The Technique student newspaper won eight (8) Georgia Collegiate Press Association (GCPA) awards during its annual ceremony in Macon, GA, including second place for Best Newspaper and first place for Best Layout and Design.

- The **Veteran's Resource Center** coordinated a campus-wide Veteran's Day celebration with the Georgia Tech Military Affinity Group (GTMAG) and the Emergency Preparedness Office, as well as the assistance of Veterans with employment networking, resume and interview skills with FourBlock. Opportunities for employment and networking continue within the VRC through Google and AT&T recruiters.

- The **Women's Resource Center** saw the inauguration of the Black Women's Initiative this fiscal year with 14 undergraduate women participating in the first cohort. The Center also continues to advocate and support survivors of sexual violence through its programming: "Take Back the Night" and "Teal Ribbon Day".

Business Operations

Assistant Vice President for 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, Communications, Finance, Information Technology, Research & Assessment, and Development.

Progress: Completed

II. Staffing

Current Staff

Through July 2017, the Business Operations Team was comprised of the following units and respective managers;

- Marketing & Communications, Sara Warner
- IT Support, Dale Myers
- Application Development, Scott Riggle
- Research & Assessment, Brenda "B" Woods
- Finance Operations, Betsey Kidwell
- Student Organizations Finance Operations, Edo Diabaka
- Student Organizations Finance Operations, Latonya Culbertson
- Student Organizations Finance Operations, Amanda Richardson
- Administrative Operations, Debbie Dorsey
- Development Operations, Joan Roeber-Jones
- Administrative Professional, Mary Brunson

See Addendum A on page 205 for the Division & Business Operations Organization Chart.

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. 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.

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

Organizational Transformation:
- Collaboration with the Office of Strategic Consulting to develop an 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 align accounting and budget for each Department account codes to appropriately align within the new structure of the Division.
- 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 Division's 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 reports for Disability Services actual operating requirements. Funding summary for office of Student Integrity. Completed Audit report for other revenues and 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
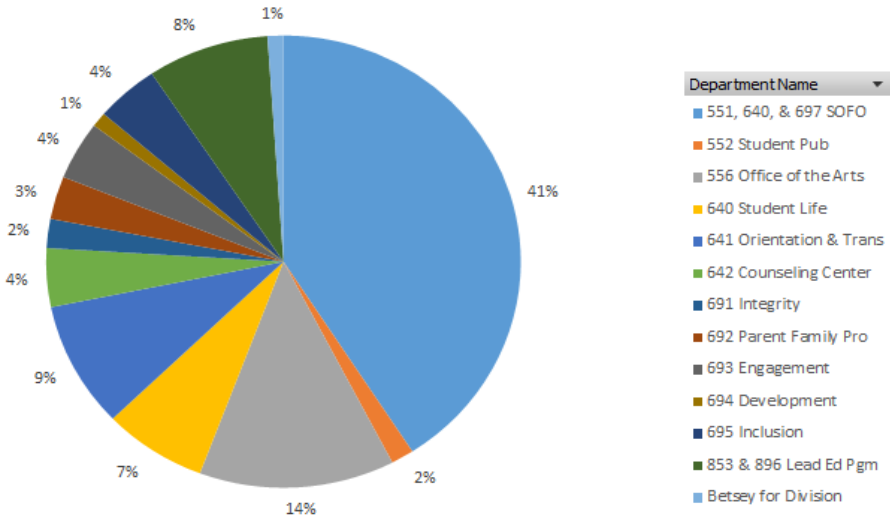
V. Statistics
Unit Statistics
Division of Student Life FY17 Transactions by Department

Row Labels	Betsey for Division	692 Parent Family Pro	695 Inclusion	853 & 896 Lead Ed Pgm	556 Office of the Arts	551, 640, & 697 SOFO	640 Student Life
Advertisement		13	14	5		10	5
Copier Lease				1	22	44	14
Federal Work Study		21	25		41	17	26
Food Purchase		47	9	57	103	306	7
Postage/Mailing/Printing		29	5	3		49	20
Purchase	44	114	220	403	570	1,210	297
Registration		2	11	5		95	10
Reimbursement	3			44	46	1,103	3
Rental	1	11	32	16		191	32
Repairs and Maint	1	10	9	2		78	19
Service Consultant		25	30	54	456	418	44
Software		4		2		3	2
Subscription	1	5	1			2	6
Travel		32	53	158	89	846	91
Bi Weekly Payment		45	53	56	234	44	75
Pcard Purchase		136	86	673	701	3,278	227
Budget (All Done By SOFO)	183				155	499	
Grand Total	**233**	**494**	**548**	**1,479**	**2,417**	**8,193**	**878**

Row Labels	641 Orientation & Trans	642 Counseling Center	691 Integrity	694 Development	552 Student Pub	693 Engagement	Grand Total
Advertisement	1	9					57
Copier Lease	19	38				2	140
Federal Work Study	34					25	189
Food Purchase	62	9		35		8	643
Postage/Mailing/Printing	20	18	13	17	86		260
Purchase	305	164	86	41	29	196	3,679
Registration	15	54	11	3	10		216
Reimbursement	1			1		15	1,216
Rental	49	15	15	1			363
Repairs and Maint	18	1			11		149
Service Consultant	295	26		3	25		1,376
Software	4						15
Subscription	4	3	6		2		30
Travel	33	58	19	61	4	32	1,476
Bi Weekly Payment	115	58	33	9		89	811
Pcard Purchase	302	23	13	30	56	78	5,603
Budget (All Done By SOFO)						89	926
Grand Total	**1,277**	**476**	**196**	**201**	**223**	**534**	**17,149**

Total By Dpt

Count of Department Name

Department Name
551, 640, & 697 SOFO — 41%
552 Student Pub — 2%
556 Office of the Arts — 14%
640 Student Life — 7%
641 Orientation & Trans — 9%
642 Counseling Center — 4%
691 Integrity — 2%
692 Parent Family Pro — 3%
693 Engagement — 4%
694 Development — 1%
695 Inclusion — 4%
853 & 896 Lead Ed Pgm — 8%
Betsey for Division — 1%

Total By Funds

Count of Fund Name

Fund Name
GTF — 15%
AGENCY — 7%
DSS — 11%
STUDENT FEES — 29%
Gen Ops — 38%

11
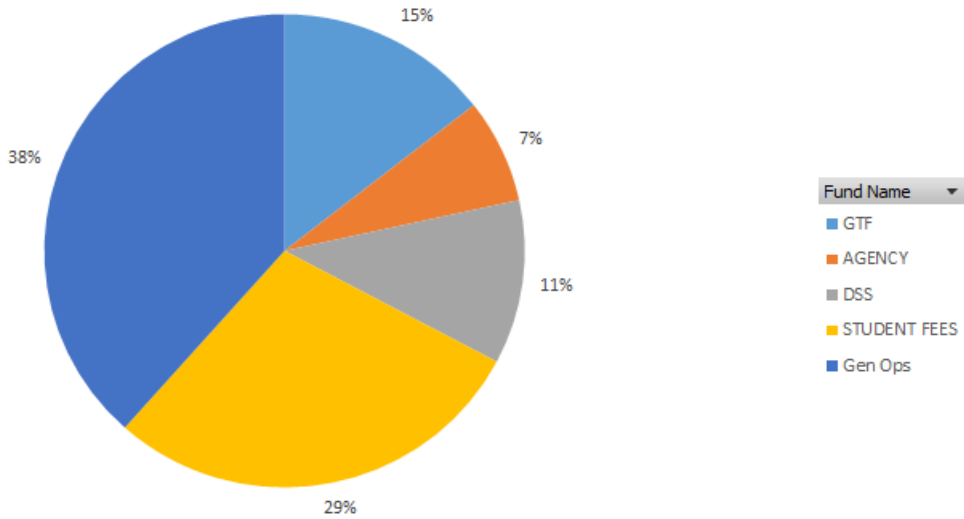
Transactions Entered by Other Departments

Row Labels	692 Parent Family Pro	695 Inclusion	853 & 896 Lead Ed Pgm	556 Office of the Arts	551, 640, & 697 SOFO	640 Student Life
Salary	101	248	292	402	359	483
Svc Charges By Resident Inst	1	1	2			
Telecom	64	137	26	67	268	137
Bi Weekly Encumbrance	6				46	32
Grand Total	172	386	320	469	673	652

Row Labels	641 Orientation & Trans	642 Counseling Center	691 Integrity	694 Development	552 Student Pub	693 Engagement	Grand Total
Salary	492	263	184	20	65	252	3161
Svc Charges By Resident Inst	28	12	1	1			46
Telecom	121	120	38	2	48	120	1148
Bi Weekly Encumbrance	31	40	31	3			189
Grand Total	672	435	254	26	113	372	4544

Progress: Completed

VI. Service to the Institute
Staff Service

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

Progress: Completed

VII. Professional Development
Staff Professional Development

Various programs of interest offer professional development opportunities;
- Multicultural Competency and Diversity
- QPR suicide prevention training
- Institute Financial Fundamentals Certificate
- CERT Training
- CPR / AED Training

- Business Partner Networking Forums
- Procurement / Pcard Compliance

Progress: Completed

VIII.   Institutional Effectiveness

Changes within Unit

Through the Institute's 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.

This reporting year the transition and reassignment of my responsibilities to the newly created Business Operations department within the division has been completed.

Though Business Operations does not have a specific stated mission, I believe my 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 Affairs

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

- Provide leadership on Division initiatives as assigned
- Serve as Chair of Division committees as assigned
- Represent division and serve on committees and task forces as assigned
- Coordinate construction and space logistics and allocations for Division; provide oversight for new facility and renovation projects within the Division
- Create 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
- Assist Division staff to strategize cost-effective solutions, i.e. surplus, furniture swap, relocation of staff during construction
- Introduce strategies for business operations related to Student Life initiatives and resource allocations; assist with the coordination and development of division and department business operations policies and procedures, provide as needed review and implementation assistance
- Coordinate from beginning to end division-wide employee related programs and projects to include (but not limited to) new employee on-boarding, recognition and rewards programs, division meetings and events
- Develop and implement annual International Spring Break Scuba Diving Trip for students and campus community
- Troubleshoot and problem-solve for the Division staff as needed
- Serve as backup for varied financial processes and purchases

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure
Not applicable

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments
Conducted highly successful Division events with the assistance of the specific committees to include:
- Annual winter celebration – theme Winter Woodlands,
- Administrative Professionals Day – recognition breakfast, and
- End of the Year Celebration – theme Throwback Thursday, the decades 50's through 90's!

Successfully conducted the 7th annual CRC International Spring Break SCUBA trip to Cozumel, Mexico.
- 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.

Coordinated and organized the submissions of the Division award nominees for the GT campus awards with continued positive results receiving 3 out of the 7 categories awarded. This year the division had two individuals and 1 department recognized in the following categories:
- Gerome Stephens – Outstanding Management in Action
- Kelly Cross – Process Improvement
- Counseling Center – Innovation

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

Effectively lead the Student Commencement Speaker Selection process for Fall and Spring semesters with the largest number of applications submitted in Spring, 2017 (37 undergraduates and 9 graduates).

Progress: Completed

V. Statistics
Unit Statistics
Not applicable

Progress: Completed

VI. Service to the Institute
Staff Service
- Continued serving on the Staff Council in the third of a 3-year term
- Serve as Advisor for the Swim Club at Georgia Tech
- Volunteer for campus-wide events and committees:
    - Family Weekend
    - Corporate Challenge
    - Campus Landscaping
    - Health & Well-Being
    - Baby Jackets
    - STAR (Continue to work with group as an extension of the MCC level 3 cohort)
- Volunteer throughout the year as the Dean on Call after normal business hours and weekends for student emergencies

Progress: Completed

VII. Professional Development
Staff Professional Development
Debbie Dorsey, Director of Administration for Student Affairs
- Completion of Level 3 of the MC Certificate
- Collaborated with STAR during Student Homeliness and Food Insecurities Awareness Week
- Worked with the Education Advisory Board (EAB) through Dr. Brenda Woods, Director of Assessment for SL to conduct a study on Student Homeliness and Food Insecurities, report was shared with STAR
- Attended the Georgia Tech Diversity Symposium
- Serve on Staff Council

Progress: Completed

VIII. Institutional Effectiveness
Changes within Unit
- Participate in the Quarterly Business Partner meetings
- Completed application process and department awarded the Certified Healthy Department – Blue level which indicates on average, 50% or more well-being practices in the multiple dimensions

- Completed application process and department awarded the Certified Gold – Work Green program certificate designed to recognize and celebrate staff and faculty who have taken the lead in promoting sustainable practices in the workplace.
- Utilize Campus Surplus as the first stop when looking for "new" furniture and equipment

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 and other documentation; event management; records management, and related administrative activities. The unit 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 (AVP) for Business Operations and Building Manager for the Smithgall Student Services (Flag) building. Key responsibilities are:

- Maintaining AVP, Business Operations calendar
- Scheduling AVP meetings
- Building Manager for the Smithgall Student Services building
- Schedule room reservation for the conference rooms, auditorium, and the atrium
- Liaison to Custodial Supervisor/Staff
- Liaison to Facilities Operations
- Purchase and maintain office supplies
- Process payments for invoices, check requests, reimbursements through Buzz Mart
- Coordinate and process operations/maintenance work requests
- Division Telephone Coordinator
- Division Inventory Coordinator
- Building Emergency Preparedness Coordinator
- Authorize building access (buzzcard) for students/faculty/staff/vendor, and construction contractors.
- Issue and request building keys as needed
- POC for Division surplus requests
- Coordinates building needs as necessary such as annual furniture cleaning, and updates International flags
- POC for the duress button updates/adds and troubleshooting

Teresa Forts, Administrative Professional Sr.

Teresa serves the Office of Business Operations as the financial coordinator for various departments. Key responsibilities include managing/reconciling department budget expenditures; generating financial reports; coordinating Payroll and HR-related functions; as well as tracking and managing purchasing activities.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
Not applicable

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
Mary Brunson

- In collaboration with building staff and Facilities Custodian Supervisors, coordinated to have over 37 offices in the Student Services Building (SSB) shampooed in three days
- Coordinated with building staff, the Facilities Area Manager and Johnson Controls Inc. crew to change out the pneumatic thermostats to be digital in the SSB
- Assisted and coordinated telephones move/additions, and the re-keying of offices/suites during the Student Life suite remodel project
- Assisted with the Student Life Open House Tours
- Created an internal Telephone Work Request Form

Teresa Forts

- Provided quality customer service to meet the needs of every Student Life staff member as requested in a timely and efficient manner
- Received complimentary letter from staff employee at the Georgia Tech Foundation Office acknowledging outstanding customer service
- Consistently mentored students empowering them to reach their personal and career goals

Progress: Completed

V. Statistics
Unit Statistics
Mary Brunson

- Fulfilled over 1,000 customer service requests from students, faculty, staff, vendors, visitors, etc.
- Emailed over 124 announcements on behalf of the Division of Student Life staff prior to the responsibility being assigned to the Divisions Communication Manager
- Added/purged 75 students, staff, and Georgia Tech vendors in the Continuum Web server System (Buzzcard)
- Submitted 414 operations (housing keeping) and maintenance work requests to Facilities
- Scheduled 389 room reservations
- Submitted 42 telephone work requests
- Submitted six Non-Inventory Property Surplus Reports for 97 items
- Organized and updated 112 International flags in the Student Services Building

- Issued 17 Emergency Response Guidebooks to new Division staff

Teresa Forts

- Purchase orders completed/submitted to from Division employees for completion via BuzzMart. The total for BuzzMart completed purchase orders totaled 252
- Completed Campus Ministers/Affiliates (Background Checks/Personal Services Form) totaled 35

Progress: Completed

VI. Service to the Institute
Staff Service

Mary Brunson

- Served on the Division's 2017 Award Committee
- Facilitated two SSB Emergency Preparedness Staff training/meetings
- Coordinated an Internal Emergency Preparedness Team Fire Building Evacuation drill

Teresa Forts

- Served/Assisted with the Graduate Student Picnic and the Parent and Family Programs
- Volunteered as Reading Mentor with Everybody Wins Atlanta in collaboration with the GT Office of Government & Community Relations
- Volunteered to host a student for the "A Home For The Holidays for Thanksgiving"
- Initiated adding STAR (Students' Temporary Assistance & Resource) to the Faculty/Staff Fund Donation Page to increase funding for this great cause

Progress: Completed

VII. Professional Development
Staff Professional Development

Mary Brunson

- Completed the Question, Persuade, Refer (QPR) Training
- Attended the Annual Inventory Preparation
- Attended the "Setting the Agenda for the Next Civil Rights Movement" speech
- Attended the "Right of Free Speak" lecture
- Completed the Student Life Cyber Training
- Participated in the GT Catering Showcase
- Completed the 2017 GT P-card Training
- Received a certificate for successful completion of the "2017 Annual Building Manager Symposium"
- Attended the Disability Services Test Proctoring Training
- Participated in the "Bullying in the Workplace Roundtable".

Teresa Forts
- Attended several Student Life meetings and workshops
- Attended Annual Financial Summit Meeting
- Participated in a Cross-Cultural Workshop
- Awarded the highest Certificate of Multicultural Competence (Level 3)
- Served as a Committee member for STAR (Students' Temporary Assistance & Resource)

Progress: Completed

VIII. Institutional Effectiveness
Changes within Unit
Teresa Forts
- Created account reconciliation to achieve an accurate and better tracking method of budget expenses and encumbrances posting to the financial ledgers
- Provided training to other Administrative Assistants and staff within the Division of Students Life to achieve select SMART goals and daily job tasks as requested

Progress: Completed

Finance and Operations/Student Organization Finance Office (SOFO)

I. Mission/Introduction

Essential Function(s) of Department

The Student Organization Finance Office plays an integral role in helping more than 450 chartered student organizations and the Student Government Association with financial administration and accounting.

Progress: Completed

II. Staffing

Current Staff

Latonya Culberson – 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.

Edo Diabaka – Accountant III

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

Betsey Kidwell – Director Finance

- Ensure Departments & Division maintains compliance with Institute Policies & Procedures when making purchases.
- P-Card Coordinator for Division.
- Financial Approver for Division.
- Attend SGA meetings to track SGA Budget/Bills.
- Process JEs and Cost Transfers for Division.
- Oversee budget amendments for SOFO.
- Supervise SOFO staff.

New Staff
Amanda Richardson started with Georgia Tech on May 25, 2017. She came from Kennesaw State University.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
SOFO follows all policies and procedures set by the Georgia Institute of Technology and SGA/JFC policies.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
Not applicable

Progress: Completed

V. Statistics
Unit Statistics
SOFO Statistics
Advertisement - 10
Copier Lease - 44
Federal Work Study - 17
Food Purchases - 306
Postage/Mailing - 49
Purchases - 1,210
Registration - 95
Reimbursements - 1,103
Rental - 191
Repairs/Maintenance - 78
Service Consultants - 418
Software - 3
Subscriptions - 2
Travel - 846
Bi Weekly Payments - 44
Pcard Purchases - 3,279
Budget Amendments - 499
Grand Total - 8,193

Progress: Completed

VI. Service to the Institute
Staff Service
Not applicable

Progress: Completed

VII. Professional Development
Staff Professional Development
Latonya Culberson

- Annual Inventory Preparatory
- Concur P-Card Training
- Fair Labor Standards Act Training Training for Employees

Edo Diabaka

- Bi-Weekly Time Entry Training
- Grants and Contracts Accounting
- Fair Labor Standards Act Training Training for Employees
- Annual Inventory Preparation
- BuzzMart Approver Tutorial
- TechTime Training
- Concur Online Pcard Training
- Salary Planning & Distribution
- SPD Ad-hoc Reporting
- Electronic Cost Transfer
- Financial Administration
- Basic Accounting
- Payroll Fundamentals
- Travel and Expense
- Tax Compliance
- P-Card Training and Certification

Amanda Richardson

- New Employee Experience: Welcome to Tech
- General Reports
- Campus P-Card Redistribution Journal Entry
- Buzzmart Purchasing Policies and Procedures Training

Betsey Kidwell

- Annual Inventory Preparatory
- Concur PCard Training
- TechTime Training
- Fair Labor Standards Act Training Training for Employees

Progress: Completed

VIII.   Institutional Effectiveness

Changes within Unit

SOFO continues to provide high quality of support service and satisfaction to students.

The department continues to take 24 hours or less to help students with their inquiries and requests.

Progress: Completed

Information Technology

I. Mission/Introduction

Essential Function(s) of Department

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

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure

Purchasing

- All technology device purchasing is now handled through the Student Life iT office. This allow Student Life IT to consider inactive inventory and in many cases we are able to fulfill the need with existing equipment instead of purchasing new equipment.
- Permissions for Shared Mailboxes are now managed through Active Directory Security Groups which allows more granular control of who has access and eliminates the middleman of having to request permission lists from OIT each time a change needs to be implemented.

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

August 2016

- Implemented CalendarSync for Titanium users in the Counseling Center allowing counselors to see their appointments on O365 calendars
- Assisted with office relocation and setup due to summer construction project

September 2016

- Resolved complex listserv challenges due to depreciation of BuzzPort support
- All Student Life employees set up for Two-Factor Authentication

October 2016
- Worked with AMAC to set up assistive devices in DS Testing area
- Started transition of shared mailboxes to new Active Directory based Security Group role allowing easier administration and control of authorization for end users

January 2017
- Implemented new referral system with SLACK notification integrated
- Disability Services purchased Symplicity Accommodate and will implement this solution to manage all student accommodations effective July 2017.

May 2017
- Ferst Center will be outfitted with full wireless coverage. This was originally going to occur at the cost of Student Life for around $50,000 but funding fell through. After negotiating with OIT and showing them the impact of not having wireless coverage in Ferst Center, they agreed to fund the entire project and will work to implement it in FY 2018.

June 2017
- Ferst Center purchased AudienceView to replace unusable Patron Edge application. This will be implemented in August 2017.

Progress: Completed

V.   Statistics
Unit Statistics
Student Life IT started tracking requests starting in August 2015.

Here are the statistics for FY17 01-Jul-2016 through 30-Jun-2017:
Total Requests processed - 1206
Total Deployments - 118
Total Projects completed - 48 (this includes Drupal migrations, office remodeling moves, and other multiple day activities)
Total Purchase Requests processed - 31

Progress: Completed

VI.   Service to the Institute
Staff Service
Scott Riggle
- Drupal group
- Family Weekend
- Accessibility Guidelines

Dale Myers
- Campuswide mobile device management initiative

- Participation in Information Technology Action Committee
- Accessibility Guidelines

Progress: Completed

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

IT Support Professional Supervisor participates in HDI training that focuses on developing IT Industry standards that promote better customer service and process management.

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.

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

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

Progress: Completed

Research and Assessment for Student Life

I. Mission/Introduction

Essential Function(s) of Department

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

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

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

To ensure that our programs and services are contributing to student development and learning, our departments create department goals, learning and operational outcomes in annual assessment plans that emphasize the collection of data and information from multiple sources to determine whether the outcomes have been met. Our emphasis is on using assessment results to improve and/or change our programs and services to better serve students and to improve student development and learning. With the exception Marketing & Communications and OHR Business Partner, 22/25 departments in the Division submit annual Assessment Plans:

- Division of Student Life
  - Business Operations
    - Administration
    - Finance and Operations/Student Organization Finance Office (SOFO)
    - Information Technology
    - Research and Assessment *
  - Counseling Center
  - Dean of Student Main Office
  - Development, Parent Giving, & Student Life*
  - HR Business Partner
  - Inclusion, Support & Advocacy
    - Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center
    - Veterans Resource Center
    - Women's Resource Center
  - Orientation & Retention
    - Disability Services
    - New Student and Sophomore Programs

- ■ Parent and Family Programs
  - ○ Involvement & Civic Engagement
    - ■ Greek Affairs
    - ■ Student Media
  - ○ Leadership, Education and Development
    - ■ Grand Challenges
    - ■ LEAD 1000
    - ■ Leading Edge
    - ■ Minor in Leadership Studies
  - ○ Marketing and Communications
  - ○ Multicultural Competence Committee
  - ○ Office of Student Integrity
  - ○ Office of the Arts
  - ○ Student Diversity Programs
  - ○ Student Engagement
    - ■ JumpStart
    - ■ Student Organizations and Leadership

Progress: Completed

II. Staffing
Current Staff
- ● Brenda "B" Woods, Director of Research and Assessment for Student Life
- ● Student Assistant during fall and spring semester

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
For FY '17 the deadline for the Division's '16-'17 Final Assessment Reports, '17-'18 Assessment Plans, and FY '17 End-of-Year Report was changed from FY '16 as August 1 to July 17, '17.

Progress: Completed

IV. Significant Accomplishments
Unit Description
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 collection, analysis, interpretation and reporting of data informs Division staff toward the improvement of Division programs and 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.

Significant Accomplishments
- Responsible for 102 Assessment projects in the Division of Student Life from July 1, 2016 - June 30, 2017 (See Statistics in Section V)
- Trained over 48 Division colleagues on the use of Campus Labs Baseline and Compliance Assist-Planning software modules
- Earned Level 2 Multicultural Competency certificate
- Principal Investigator (PI) or Co-Principal Investigator (CO PI) Research Studies
  - Evaluating the Effectiveness of a Self-Reflective Questionnaire for Addressing College Food Insecurity (Co-PI)
  - Center for Collegiate Mental Health (CCMH) National Database (PI)
  - Addressing LGBTQ Inclusion in Engineering: Assessment, Partnerships and Promising Practices (Co-PI)
  - The Worldview Diversity (IDEALS) Survey – Longitudinal, NC State IDEALS (Co PI)
- Co-authored 2014-2015 and 2015-2016 Biennial Review report for the Institute submitted to the President January 2017

Progress: Completed

V.   Statistics
Unit Statistics
Research and Assessment for Student Life
Assessment Projects July 1, 2016 – June 30, 2017
N=102

Active
1. Safe Space Pre-Test 2016-17 LGBTQIA Resource Center (9 days remaining, 71 respondents)
2. Safe Space Post-Test 2016 LGBTQIA Resource Center (10 days remaining, 72 respondents)
3. Sibling Orientation Survey 2017 New Student and Sophomore Programs (37 days remaining, 0 respondents)
4. 2017 First Year Fall FASET Guest Survey New Student and Sophomore Programs (44 days remaining, 160 respondents)
5. 2017 First Year Fall FASET Survey New Student and Sophomore Programs (44 days remaining, 396 respondents)
6. Mental Health Student Coalition 2017 Mental Health Student Coalition (46 days remaining)
7. Trans 101 Pre-Test LGBTQIA Resource Center (197 days remaining)
8. Trans LGBTQIA Resource Center (198 days remaining)
9. Test Pre-Leadership Capacity Survey Leadership Education and Development (1 year remaining)

Closed

1. Summer 2017 GT1000 LED Pre-Leadership Capacity Survey Leadership Education and Development 6/26/2017 - 7/7/2017
2. WLC Evaluation 2017 Women's Resources Center 4/7/2017 - 6/19/2017
3. DRAWING for Parent & Family Program Bi-Annual Survey Parent and Family Programs 5/22/2017 - 6/14/2017
4. Parent & Family Program Bi-Annual Survey Parent and Family Programs 5/22/2017 - 6/12/2017
5. FASET Summer 2017: Transfer Student Survey New Student and Sophomore Programs 5/11/2017 - 6/11/2017
6. Transfer FASET Summer 2017: Parent/Guest Survey New Student and Sophomore Programs 5/11/2017 - 6/11/2017
7. AY 16-17 Grand Challenges End of Year Post-Leadership Capacity Survey Leadership Education and Development 5/8/2017 - 6/1/2017
8. Office of Disability Services Name Disability Services 2/20/2017 - 5/16/2017
9. Student Life Cyber Security Training March 2017 Information Technology 3/31/2017 - 5/14/2017
10. Academic Integrity Climate Survey 2017 Honor Advisory Council 4/14/2017 - 5/14/2017
11. DRAWING for Academic Integrity Climate Survey 2017 Honor Advisory Council 4/14/2017 - 5/14/2017
12. Spring 2017 GT1000 LED Post-Leadership Capacity Survey Leadership Education and Development 5/3/2017 - 5/12/2017
13. Student Focus Groups Women's Resources Center 2/3/2017 - 5/5/2017
14. Yoga for Everybody Women's Resources Center 11/18/2015 - 5/1/2017
15. MCC Feedback 2017 Aquatics 4/6/2017 - 5/1/2017
16. Q Chats Evaluation Spring 2017 LGBTQIA Resource Center 4/4/2017 - 4/28/2017
17. 2017 Testing Center Satisfaction Survey Disability Services 3/3/2017 - 4/28/2017
18. Arts Survey March-April 2017 Office of the Arts 3/28/2017 - 4/12/2017
19. Arts Survey March-April 2017 DRAWING Office of the Arts3/28/2017 - 4/12/2017
20. Grand Challenges Facilitators Survey 2017 Leadership Education and Development2/28/2017 - 4/2/2017
21. Parents Advisory Board Meeting Spring 2017 Parent and Family Programs 3/3/2017 - 3/31/2017
22. Greek Life Task Force - Pre-Information – Affiliated Dean of Students 11/29/2016 - 3/31/2017
23. Greek Life Task Force - Pre-Information – Unaffiliated Dean of Students 11/29/2016 - 3/31/2017
24. The Alvin M. Ferst Leadership & Entrepreneur Award 2017 Administration 3/6/2017 - 3/17/2017
25. Sibs Day 2017 – Parent Survey Parent and Family Programs 2/24/2017 - 3/12/2017
26. Sibs Day 2017 – Drawing Parent and Family Programs 2/24/2017 - 3/12/2017

27. Sibs Day 2017 – Student Survey Parent and Family Programs 2/24/2017 - 3/12/2017
28. Sibs Day 2017 – Sibling/Guest Survey Parent and Family Programs 2/24/2017 - 3/12/2017
29. 2017 Spring Semester Leading Edge Pre-Leadership Capacity Survey Leadership Education and Development 2/2/2017 - 2/24/2017
30. Parent Fund Grant Proposal Evaluation, Spring 2017 Research and Assessment 2/10/2017 - 2/24/2017
31. Transfer FASET Spring 2017: Parent/Guest Survey New Student and Sophomore Programs 1/5/2017 - 2/20/2017
32. Washington, D.C. Civil Rights Tour Student Diversity Programs 2/1/2017 - 2/15/2017
33. Spring 2017 GT1000 Pre-Leadership Capacity Survey Leadership Education and Development 1/6/2017 - 1/31/2017
34. FASET Spring 2017: Transfer Student Survey New Student and Sophomore Programs 1/5/2017 - 1/20/2017
35. Export Controls and Transnational Knowledge Sharing in an Academic Environment Export Controls 11/18/2016 - 1/16/2017
36. Q Chats Evaluation Fall 2016 LGBTQIA Resource Center12/2/2016 - 1/13/2017
37. MCC Feedback Aquatics 12/5/2016 - 1/1/2017
38. 2016 Fall Semester GT1000 Post-Leadership Capacity Survey Leadership Education and Development 11/29/2016 - 12/16/2016
39. 2016 Fall Semester Leading Edge Post-Leadership Capacity Survey Leadership Education and Development 11/29/2016 - 12/16/2016
40. 2016 Fall Semester PUBP 4140 Post-Leadership Capacity Survey Leadership Education and Development 11/29/2016 - 12/16/2016
41. AY16-17 Grand Challenges Mid Term Leadership Capacity Survey Leadership Education and Development 11/29/2016 - 12/16/2016
42. 2016 Fall Semester PUBP 4140 Post-Leadership Capacity Survey Leadership Education and Development 11/29/2016 - 12/16/2016
43. ECTKSAE - Follow-up Interview Research and Assessment 11/18/2016 - 12/9/2016
44. Arts Engagement Survey Office of the Arts 9/8/2016 - 11/30/2016
45. I Feel Safe When...Office of the Arts 9/30/2016 - 11/30/2016
46. Arts Engagement Survey DRAW Office of the Arts 9/8/2016 - 11/30/2016
47. MARTA Student Discount Promotion Participant Survey Campus Services 11/7/2016 - 11/21/2016
48. 2016 Transfer Two Day FASET Guest Survey New Student and Sophomore Programs 10/3/2016 - 11/3/2016
49. Transfer FASET Fall 2016: Parent/Guest Survey New Student and Sophomore Programs 10/3/2016 - 11/3/2016
50. Supervisor Retreat Survey 2016 Competitive Sports 8/31/2016 - 10/28/2016
51. Family Weekend 2016 Parent and Family Programs 10/6/2016 - 10/24/2016
52. Family Weekend 2016 Survey – Drawing Parent and Family Programs 10/6/2016 - 10/24/2016

53. Parents Advisory Board Meeting Fall 2016 Parent and Family Programs 10/10/2016 - 10/23/2016
54. Student Government Association Student Government Association 9/29/2016 - 10/14/2016
55. Social Media Popularity 2016-2017 Student Diversity Programs 7/7/2016 - 10/10/2016
56. 2016 First Year All Fall FASET Guest Survey New Student and Sophomore Programs 6/30/2016 - 10/10/2016
57. Post-Test Student Organization Finance Office 8/17/2016 - 10/3/2016
58. Faculty Instruction Form Fall 2016 (General) Disability Services 8/30/2016 - 10/2/2016
59. FASET Fall 2016: Transfer Student Survey New Student and Sophomore Programs 8/18/2016 - 10/1/2016
60. 2016 Fall Semester Leading Edge Pre Leadership Capacity Survey Leadership Education and Development 8/25/2016 - 9/30/2016
61. Wreck Camp Post-Assessment New Student and Sophomore Programs 8/12/2016 - 9/30/2016
62. SOFO Pre-Test Student Organization Finance Office 8/17/2016 - 9/26/2016
63. 2016 Fall Semester GT1000 Pre-Leadership Capacity Survey Leadership Education and Development 8/19/2016 - 9/19/2016
64. FASET Fall 2016: Transfer Student Survey New Student and Sophomore Programs 8/18/2016 - 9/17/2016
65. FASET Fall 2016: Parent/Guest Survey New Student and Sophomore Programs 8/18/2016 - 9/17/2016
66. AY16-17 Leadership Fellows Pre Leadership Capacity Survey Leadership Education and Development 8/25/2016 - 9/16/2016
67. AY16-17 Grand Challenges Pre Leadership Capacity Survey Leadership Education and Development 8/25/2016 - 9/16/2016
68. 2016 Fall Semester PUBP 4140 Pre Leadership Capacity Survey Leadership Education and Development 8/25/2016 - 9/16/2016
69. Wreck Camp Post-Assessment New Student and Sophomore Programs 8/9/2016 - 9/16/2016
70. 2016 First Year All Fall FASET Survey New Student and Sophomore Programs 6/15/2016 - 9/14/2016
71. CRC Access for Language Institute Students Member Services 8/17/2016 - 9/14/2016
72. AY16-17 Leadership Fellows Coaching Training Survey Leadership Education and Development 8/29/2016 - 9/9/2016
73. 2016 Sport Club Leadership Series Competitive Sports 6/23/2016 - 9/3/2016
74. Region III KC Survey Dean of Students 8/5/2016 - 9/2/2016
75. Two Day Transfer FASET Survey New Student and Sophomore Programs 7/29/2016 - 9/2/2016
76. Wreck Camp Pre-Assessment New Student and Sophomore Programs 8/2/2016 - 9/2/2016
77. Greek Allies Pre-Test LGBTQIA Resource Center 6/7/2016 - 7/29/2016
78. Trans 101 Pre-Test LGBTQIA Resource Center 3/23/2016 - 7/10/2016

79. Trans 101 Post-Test LGBTQIA Resource Center 3/23/2016 - 7/10/2016
80. PUBP 4140 Pre-Leadership Capacity Survey_2016 Summer Leadership Education and Development 5/27/2016 - 6/30/2016
81. IUCC Petitions Survey Dean of Students 8/20/2015 - 6/30/2016
82. Safe Space Pre-Test 2015-16 LGBTQIA Resource Center 3/2/2016 - 6/30/2016
83. Safe Space Post-Test 2016 LGBTQIA Resource Center 3/2/2016 - 6/30/2016
84. Safe Space Peer Education Pre-Test LGBTQIA Resource Center 5/16/2016 - 6/30/2016
85. Safe Space Peer Education Post-Test LGBTQIA Resource Center 5/16/2016 - 6/30/2016
86. Social Justice Faculty/Staff Training Pre-Test Student Diversity Programs 5/24/2016 - 6/24/2016
87. Yoga for Everybody Body Image Assessment Women's Resources Center 5/18/2016 - 6/15/2016
88. Diversity Ambassador Competency Outgoing Survey Student Diversity Programs 5/9/2016 - 6/6/2016
89. Greek Allies Post-Test LGBTQIA Resource Center 3/25/2016 - 6/3/2016
90. Safe Space Pre-Test 2016-17 LGBTQIA Resource Center (9 days remaining, 71 respondents)
91. Safe Space Post-Test 2016 LGBTQIA Resource Center (10 days remaining, 72 respondents)
92. Sibling Orientation Survey 2017 New Student and Sophomore Programs (37 days remaining, 0 respondents)
93. 2017 First Year Fall FASET Guest Survey New Student and Sophomore Programs (44 days remaining, 160 respondents)

Progress: Completed

VI.   Service to the Institute
Staff Service
Brenda "B" Woods, Director, Research and Assessment for Student Life
Chair, Biennial Review Committee
Chair, Division of Student Life Assessment
Member, Complete College Georgia Tech (CCGT)
Member, Georgia Tech Faculty Women's Club
Member, Multicultural Competence Committee
Member, 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, Biennial Review Workgroup
Member, Interview Team for Office of the Vice Provost for Undergraduate Education, Assessment Manager – Office of Academic Effectiveness
Represented Student Life, Research and Assessment at 7 FASET Orientation Parent Breakfasts

Trainer, Baseline and Compliance Assist Planning Workshops
Volunteer, Family Weekend
Volunteer, Commencement
Volunteer, Family Weekend
Volunteer, FASET Orientation
Attendee, Georgia Network Workshop, USG Complete College Georgia
Attendee, SteerSmart Luncheon

Progress: Completed

VII. Professional Development
Staff Professional Development
Brenda "B" Woods, Director, Research and Assessment for Student Life
Participant, Participant, Question, Persuade, Refer (QPR) Training
Participant, Information Technology Training – Level Up Your Security
Participant, GT's Enterprise Data Management (EDM) Student Data Initiative
Conference Program Reviewer, National Association of Student Personnel
Administrators (NASPA)
Attendee, Southeast Educational Data Symposium
Attendee, Suicide Prevention Initiative – Implementation Team Retreat 4.
Attendee, Georgia Tech Diversity Symposium
Complete College Georgia (CCG) Campus Plan Peer Reviewer

Progress: Completed

VIII. Institutional Effectiveness
Changes within Unit
Not applicable

Progress: Completed

Counseling Center

I. Mission/Introduction

Essential Function(s) of Department

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

The Center's services are accredited by the International Association of Counseling Services (IACS). The internship program is accredited by the American Psychological Association (APA). The Center is a member of the Association of University and College Counseling Center Directors (AUCCCD), the Association for the Coordination of Counseling Center Clinical Services (ACCCCS), the Association of Counseling Center Training Agencies (ACCTA), and the Association of Psychology Postdoctoral and Internship Centers (APPIC).

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

Overview of Counseling Services

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

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

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

relationships, and study skills.

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

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

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

Progress: Completed

II. Staffing
Current Staff
<u>Administration</u>
- ***Ruperto M. Perez, Ph.D.***
  Position: Director, Licensed Psychologist
  Key Responsibilities: Responsible for overall administration of the Center, provides 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, provides oversight of the practicum training program, provides direct service and supervision.
- ***Michelle K. Lyn, Ph.D. (resigned 6/2017)***
  Position: Associate Director/Clinical Services Director, Licensed Psychologist
  Key Responsibilities: Responsible for the coordination of client clinical services for the Center, provides direct service and supervision.
- ***Irene Dalton, Ph.D.***
  Position: Assistant Director for Training/Practicum Coordinator
  Key Responsibilities: Responsible for coordination of practicum training program (e.g., recruitment, training, evaluation and assessment), responsible for direct supervision of Administrative Professional I staff, provides direct service and supervision.

- ***Tiffiny Hughes-Troutman, Ph.D. (resigned 2/2017)***
  Position: Assistant Director for Outreach and Wellness
  Key Responsibilities: Responsible for coordinating the Center's outreach programming, initiatives, and program requests; responsible for direct supervision of senior staff; provides direct service and supervision.

<u>Senior Staff</u>
- ***Drew Adelman, Ph.D.***
  Position: Coordinator for Diversity Programs, Staff Psychologist
  Key Responsibilities: Responsible for coordinating the Center's diversity and inclusion programming and services, provides direct service and supervision.
- ***Steven Allwood, Ph.D. (resigned 1/2017)***
  Position: Coordinator for Services to Students of Color, Staff Psychologist
  Key Responsibilities: Responsible for coordinating Center's programming for students of color, provides direct service and supervision.
- ***Jason Braun, Psy.D. (resigned 5/2017)***
  Position: Coordinator Peer Coaching Program, Licensed Psychologist
  Key Responsibilities: Responsible for coordinating the Center's peer coaching program, provides direct service and supervision.
- ***Lacy Currie, Ph.D.***
  Position: Suicide Prevention and Crisis Response Coordinator, Licensed Psychologist
  Key Responsibilities: Responsible for coordinating prevention and intervention programming related to suicide education and coordinating the Center's crisis response plan, provides direct service and supervision.
- ***Erin English, Ph.D.***
  Position: Coordinator for Recovery Program and AOD Services, Staff Psychologist
  Key Responsibilities: Responsible for coordinating the Center's Recovery Program and AOD services, provides direct service and supervision.
- ***Janice Harewood, Ph.D.***
  Position: Coordinator for International Student Services, Licensed Psychologist
  Key Responsibilities: Responsible for coordinating the Center's services to international students, provides direct service and supervision.
- ***LaRonda Hollis, LPC, NCC***
  Position: Clinical Case Manager, Licensed Professional Counselor
  Key Responsibilities: Responsible for coordinating client referrals to community providers and student transition to campus, responsible for establishing and maintaining relationships with new and existing community providers, provides direct services and supervision.
- ***Lisa Korey, Psy.D.***
  Position: Coordinator for Testing and Assessment, Licensed Psychologist
  Key Responsibilities: Responsible for coordinating the Center's testing services and providing psychoeducational assessments, provides direct service and supervision.
- ***Krystal Meares, Ph.D.***
  Position: Coordinator, Graduate Student Programs, Staff Therapist

Key Responsibilities: Responsible for coordinating the Center's services to graduate students, liaison to Athletic Association, provides direct services and supervision.

- *Andy Smith, Psy.D.*
  Position: Coordinator Groups Program, Licensed Psychologist
  Key Responsibilities: Responsible for coordinating Center's group programs and life skills workshops, provides direct service and supervision.

Administrative Professional Staff

- *Detanya Celestine (resigned 2/2017)*
  Position: Administrative Professional III
  Key Responsibilities: Maintains administrative support for maintaining Center's operational budget, processes timesheets, processes travel requests, processes purchasing requests.
- *Eric Neville (resigned 11/2017)*
  Position: Administrative Professional I
  Key Responsibilities: Provides administrative support for testing and assessment scheduling, provides administrative support for outreach programming, provides technology support for Center's webpage and technology initiatives.
- *Nadine Robinson (resigned 12/2017)*
  Position: Administrative Professional I (Secretary/Receptionist).
  Key Responsibilities: Schedules client appointments, coordinates and processes client initial information, provides backup for processing timesheets, maintain database of new clients and client assessment data

New Staff
Post-doctoral Resident Lauren Marx, PhD
Emory University - Atlanta
- Provide psychoeducational assessments for students and student-athletes
- Provide direct services and outreach to clients and student-athletes

Pre-doctoral Interns
Irene Daboin
Georgia State University
Clinical & Community Psychology
Key Responsibilities: Provides direct services and supervision

Julia Kronholtz
Florida State University
Counseling Psychology
Key Responsibilities: Provides direct services and supervision

Matt Seitz
University of Tennessee
Counseling Psychology
Key Responsibilities: Provides direct services and supervision

Program Assistant
Christina Owens
Position: Program Assistant, Collegiate Recovery Program
Key Responsibilities: Provides support and programming to Collegiate Recovery Program members and initiative.

Administrative Professional Staff
Shervonda Horn
Position: Administrative Professional I
Key Responsibilities: Schedules client appointments, coordinates and processes client initial information, provides backup for processing timesheets; maintains database of new clients and client assessment data

Lauren Dennis
Position: Administrative Professional I
Key Responsibilities: Provides administrative support for testing and assessment scheduling, provides administrative support for outreach programming, provides technology support for Center's webpage and technology initiatives.

Tawanna Wilson
Position: Administrative Professional Senior (prev. Administrative Professional III)
Key Responsibilities: Maintains administrative support for maintaining Center's operational budget, processes timesheets, processes travel requests, processes purchasing requests.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
Revised policy regarding session limits for individual counseling. Session limit for individual counseling changed to 16 total individual sessions for the entirety of a client's academic undergraduate or graduate career. Effective July 1, 2017. See Addendum B on page 206.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
Fall 2016:
- Launched new suicide prevention initiative, "Tech Ends Suicide Together"
- Sponsored the inaugural "Collegiate Mental Health Roundtable" in September 2016
- Provided a collegiate zero-suicide model of service as the basis for the USG Suicide Prevention Conference

- Received local and state notoriety for "Tech Ends Suicide Together"
- The Center continued co-sponsorship of the Mental Health Student Coalition Summit with the Mental Health Student Coalition with funds made possible from the Student Alumni Association Award.

<u>Spring, 2017:</u>
- Coordinated programing for GT Dare2Care.
- Continued to increase the Center's referral database and build relationships with clinicians in the community, especially those close to campus.
- Counseling Center received the Student Alumni Association "Gift to Tech Award" for "Tech Ends Suicide Together"
- Counseling Center received the Institute Outstanding Staff Performance Innovation Award

Progress: Completed

V. Statistics
Unit Statistics
Client Demographics

Client Demographics – Student Status	
Student Status:	**Percent:**
• 1st year	19.2
• 2nd year	17.8
• 3rd year	16.9
• 4th year	14.8
• 5th year	6.7
• > 5th year	2.2
• Undergraduate	77.4
• Graduate	22.6

Client Demographics	
Gender Identity:	**Percent:**
• Male	50.1
• Female	49.9
Identify with Sex Assigned at Birth	
• Yes	92.2
• No	1.5
• No Response	5.6
Race/Ethnicity:	**Percent:**
• African American/Black	10.2
• Asian American/Asian	24.0
• Hispanic/Latino(a)	6.6
• American Indian/Alaskan Native	.01
• White	51.4
• Multiracial	4.6
• International	18.6
Sexual Orientation (self-identified):	**Percent:**
• Heterosexual	84.9
• Lesbian	1.6
• Gay	3.1
• Bisexual	7.5
• Questioning	3.0

Counseling Center Annual Data 2016-2017
(Total % Ethnic/Racial Minority Students)
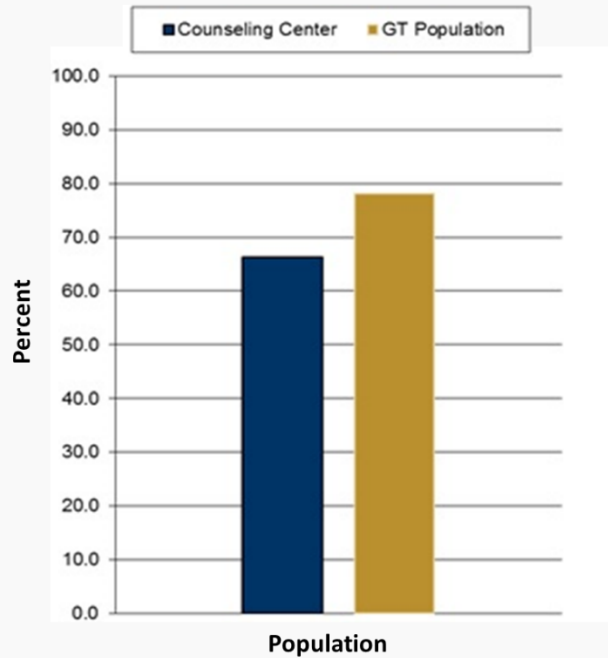
Counseling Center Annual Data 2016-2017
(% Ethnic/Racial Minority Students)
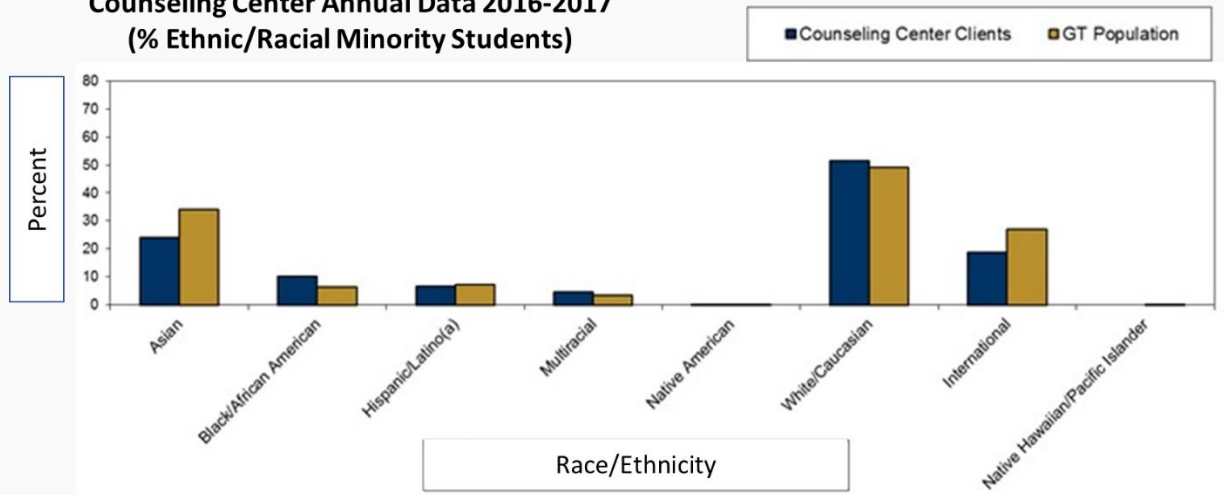
Clinical Services

Clinical services include short-term consultation, individual counseling, couples counseling, group counseling, initial consultation, crisis intervention, testing and assessment. The stepped-care model is utilized to guide the delivery of these services. Under the stepped-care model, students receive the most effective intervention using the least intensive clinical resources as determined by their initial counselor and in consultation with the client care team.

The Case Manager coordinated external referrals and assisted with voluntary and involuntary hospitalizations. The case manager also continued to enhance relationships with community providers (e.g., Ridgeview Institute, Atlanta Medical Center, Peachford Hospital) as well as cultivate new community referrals.

Summary of Counseling Services	
Total Number of New Students	1,400
Total Number of Counseling Appointments	9,671
Total Number of Counseling Hours Provided	13,195.33
Average Number of Sessions per Client	6.85
Most Frequently Assessed Client Concerns (Top 10)	• Anxiety (30%) • Depression (22%) • Relationships (14%) • Adjustment to College (8%) • Academic Stress (7%) • Stress (6%) • Family Relationships (4%) • Grief (3%) • Eating Concerns (3%) • Identity Concerns (3%)

Total Number of Client Hospitalizations	12 (voluntary, 3; involuntary, 9)

Counseling Center Data 2016-2017
New Clients by Month
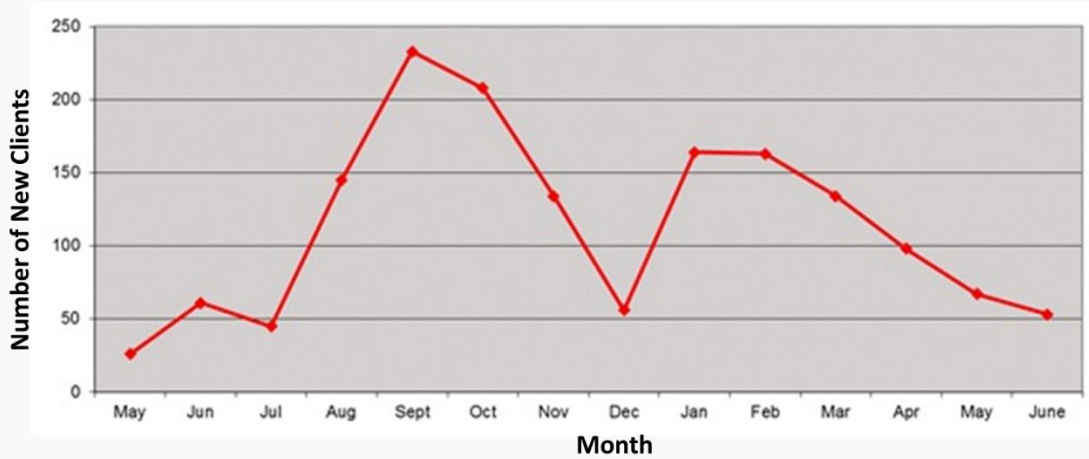
Counseling Center Annual Data 2016-2017
Clients by Assessed Concern (Top 10)
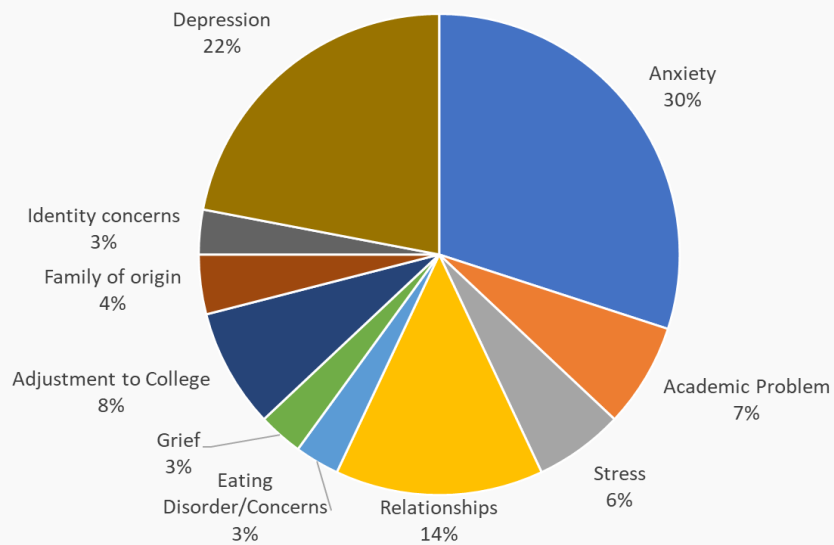
Counseling Center Annual Data
Counseling Center Assessment of Psychological Symptoms (CCAPS) Results
2016-2017
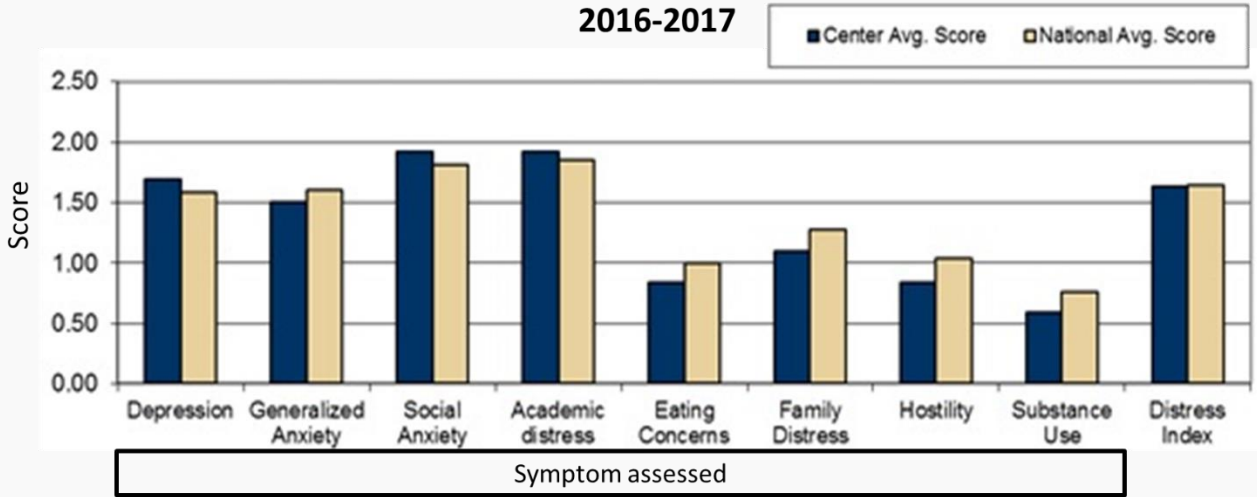
Client Outcome Data

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 of 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.

Question	Average Rating
How satisfied are you with the services you have received at the Counseling Center?	4.23
How satisfied were you with your initial screening appointment?	4.12
How satisfied have you been with your counselor?	4.52
How satisfied are you that your counselor understands the nature of your concerns?	4.51
How satisfied are you with how your counselor respects your culture and identity?	4.82
How satisfied are you with the assistance of the Front Desk staff?	4.58
How helpful has counseling been to you in supporting your academic progress?	3.90
How helpful has counseling been to you in remaining at Tech?	4.15
How likely would you be to recommend our services to a friend?	4.55

Client Experience of Counseling

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

- "Thank you for all of your time and effort. The experience here has been life changing in a really positive way. I am very grateful."
- "Great staff with excellent services. Experience at GT would have been far different without GT counseling."
- "Great place, friendly people, nice environment."
- "Helped tremendously over the semester, I'm very thankful for having this resource available."
- "This is really helpful for me. I look forward to it each week."
- "Thank you for providing counseling that is representative for students of color, especially black students."
- "Keep up the good work, and thank you for providing valuable support to the Tech community."
- "Not only did counseling give me a safe space to talk about my issues but I also learned a lot of useful anxiety coping methods that I will continue to use in the future. (Counselor's name) has helped to save me from a very difficult time in my life and ensure I am able to complete my studies at Georgia Tech."
- "It's been good to have a professional as a soundboard for my thoughts and an occasional advisor."
- "This place is amazing and saved my life, I'm very grateful for the counseling center."
- "[Counselor name] is a wonderful listener, very respectful and caring. I am happy to have the chance to speak with her-- she is incredible!"
- "I wish there are more awareness of what the initial process will be like, that it will be hard but it will help them in the long term. It is very hard for someone to talk to stranger and ta with anxiety, will be extremely hard for them to start going to counselors. Spread awareness will help people be more ready and seek professional helps."
- "This was my first experience doing therapy, and I highly recommend other people to look for it. I had a great experience with my therapist and learned a lot about myself."

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:

- "Possibly more front desk staffing needed."
- "Counseling has really helped me, but from what I hear from other people there just aren't enough resources for a school with as much stress as Georgia Tech. I'm very glad I was able to get help though."
- "I feel like it has been more emotions based than goal oriented."
- "Due to long wait times it can be difficult to schedule appointments and during the consultation process I felt like this led to counsellors trying to push us towards other services instead of remaining here."
- "Expand expand expand. Advertise. Toss money around. There needs to be 8x more students getting help. And relief should be instantaneous… Also, it shouldn't expire ever. 16 sessions then no more for a year is insane. You should

have so many counselors that it's easy to provide care to students who need it twice a week for their whole time at GT. I now have a huge economic incentive to not continue with therapy or do less than I need because it costs $100 a session."

- "Over all [sic]cI like coming in every week. I think we have spent a lot of time diagnosing my issues. But I do not feel like they have really been resolved at all. I don't exactly know what me resolving my problems would look like, so maybe we have done more than I noticed. But that is how I feel at the moment."
"Great. Could do with increase in frequency. There's a lot of traffic I'm sure for these services but still :)."
- "I would recommend the counseling center to a friend only on the caveat that they don't have the capacity to serve the needs of the Georgia Tech community and they probably will refer you somewhere else if you need regular counseling. It's really a tragedy that the school only values mental health for PR and doesn't allocate the counseling center the resources the students need and deserve."
- "I really enjoy my experience here, but I am aware of many students being turned away to off-campus counselors at an out-of-pocket cost. I wish you allocated more funds for a higher capacity of students who need their concerns addressed."

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 2016-2017, the Center was successful in offering 15 groups in the Fall and 17 groups in the Spring semester. The groups program resulted in a total of 2,253 client hours. Senior staff facilitated a number of groups throughout the year. Groups were also facilitated/co-facilitated by interns and practicum students. A limited number of groups were also offered during the Summer semester based on student demand.

Group Counseling Summary	
Total Number of Groups Offered	15 (Fall)/17 (Spring)
Total Number of Clients	156
Total Number of Contact Hours	2,253

Group Counseling Outcome Data
In 2016-2017, 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 below:

Question	Average Rating
How satisfied are you with the services you have received at the Counseling Center?	4.62
How satisfied were you with your initial consultation appointment?	4.52

How satisfied are you with the assistance of the Front Desk staff?	4.63
How satisfied have you been with your group counselor(s)?	4.75
How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.67
How satisfied are you with how your group counselor(s) respect(s) your culture and identity?	4.90
How satisfied are you on your progress with the concerns that brought you to group counseling?	3.73
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.09
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.41
How helpful has counseling been to you in improving or maintaining your academic progress?	4.09
How helpful has counseling been to you in remaining at Tech?	3.84
How likely would you be to recommend our services to a friend?	4.43

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'm amazed by how helpful this has been. The members are all great and I appreciate how the facilitators comments always point out something that really needed to be said and improves conversation moving forward."
- "It's been a good group and helping me deal with a lot of things. It has been weird with the interruptions and people coming and going, but otherwise it's been really useful."
- "I really appreciated the sessions in which (group counselors' names) were very direct in keeping us focused on interpersonal communication within the group. Those sessions were challenging but very useful."
- "The services offered are fantastic. I am very grateful to have these services available. Please continue to offer these resources."
- "This group has helped me more than I can put into words in this comment. The support from both counselors last well as the other members in group has helped me grow from what happened and learn to accept it and that I'm not alone. I'm really happy with deciding to join it."
- "Individual and group with [Counselor's Name] made my experience at GT a positive one. 10/10."
- "I think the counseling center is an awesome resource and group is an excellent thing -- for whatever reason, I'm not sure group has helped me with my own personal issues all that much, but that's not necessarily a criticism of the program. Thanks :)."
- "Excellent support group and sounding board. Please continue the program. Thank you!"

- "This has been an extremely supportive and helpful group for dealing with my loss, especially from the emotional perspective. I have made great progress because of the group."

AOD Treatment Team

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 Coordinator for Collegiate Recovery and AOD Programs, the team is multidisciplinary and comprised of psychologists, a Stamps psychiatrist, a post-doctoral resident and three pre-doctoral psychology 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 GTCC from the ODOS 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, 2016 and June 15, 2017, 64 mandated evaluations were completed by 14 clinicians.

Testing and Assessment

The Counseling Center continued to provide a variety of assessment services through 2016-2017, 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 assessments (e.g., stress, anger, psychological) are also provided via referrals from the Office of Student Integrity.

Assessment and Testing 2016-2017	
Psychoeducational Evaluations	20
ADHD Screenings	31
ASD Evaluations	12
LD Screenings	4
Other Mental Health Evaluations	8
Total Assessments	75

Outreach

Outreach & Consultation Summary	
Total Number of Programs Offered	300
Total Number of Contact Hours	9,200

Outreach and consultation services are an integral part of the Counseling Center's mission to serve the needs of students, faculty and staff through the provision of educational programming and workshops. The Counseling Center continued its service in the area of outreach and consultation, providing a wide variety of programs and workshops to students and the campus community. Outreach programs were offered from a core set of offerings each year that focused on college mental health, wellness, and stress management. Additionally, special programs for national and monthly/weekly events, such as National Depression Screening Day and ADHD Awareness Month Screening Day, were offered throughout the year. In addition to the proactive provision of outreach programs, the Center responded to individual outreach requests from consultation contacts, student groups, faculty and staff, organizations, and departments. The Counseling Center was very successful in its efforts to provide quality outreach and consultation to the campus community. A total of 300 educational workshops and outreach programs were presented to the campus community which served a total of 9,200 individuals on campus.

The Counseling Center continued to partner with a number of campus groups and organizations (e.g., Health Promotion, Housing, FASET, Women's Resource Center, the Office of International Student Services) to offer programs to faculty, staff, and students. The Counseling Center also provided staffing support and counseling debriefing for a number of campus programs that related to mental health distress and grief, including the SGA Candlelight Vigil (suicide awareness and prevention), Take Back the Night (sexual assault awareness and prevention), and When the Whistle Blows (remembrance ceremony).

Social Media
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 561 followers, including Georgia Tech Engineers (@GaTechEngineers), GTDiversity(@GTdiversity), and the Georgia Tech Student Ambassadors (@GTAmbassadors).

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 ranged 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's YouTube channel (youtube.com/user/GTCounseling).

Collegiate Recovery Program
The Collegiate Recovery program offers a safe and welcoming community for undergraduate and graduate students in recovery from alcohol and drug addictions. 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. 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 six months' sobriety, demonstrate a commitment to academic progress, consistently attend the weekly educational seminar, and actively participate in a community 12-step program.

During 2016-2017, the collegiate Recovery Program received $62,500 in privately donated funds from four separate funding sources, which has made possible a number of programs and services, including the following:
- Weekly, recovery-focused seminars;
- On-campus 12-step meetings ("Buzzed on Service");
- Production of a CRP Video;
- National Recovery Month campus-wide events;
- Annual Southeastern CRC Retreat at Camp Cosby;
- December 2016 graduation reception for students and families;
- Sober social events;
- Campus Outreach, including FASET and other tabling events to raise awareness;
- Participation in a community bike ride to raise awareness for addiction and recovery;
- Student professional development (attendance at the Association of Recovery in Higher Education conference);
- Team building through the Challenge Course;
- End of Year Celebration at Top Golf;
- Marketing and promotional materials.

Accomplishments:
- There were zero relapses among the 12 students participating in the CRP during 2016-2017.
- In addition, 4 new students were admitted who arrived in early recovery (less than 3 months), and these students sustained their recovery and academic progress with the support of the CRP.
- Two students graduated in December 2016, one with an undergraduate degree and one with a master's degree, with both students attaining employment prior to their graduation.

Recovery Program Outcome Data
A total of 12 students participated in the CRP during 2016-2017. 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.
- 100% of students identified the on-campus AA meeting as "moderately important" or "very important."
- 75% of students said that participation in the CRP "very much" or "moderately" helped them to succeed academically.
- All students identified scholarships as an additional support service that would be particularly beneficial to them.
- All students identified sober living options as an additional support service that would be particularly beneficial to them.

Student Demographic Data (aggregate since fall 2014, N=23)
(Students served=23)

Average GPA	3.3
Student Status	2 graduate; 21 undergraduate
Ethnicity	21 white; 1 Indian; 1 Asian
Gender	5 women; 18 men
Time in Recovery	Average: 4 years (range: 3 months to 7 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business
Sexual Orientation	22 heterosexual; 1 homosexual
Age	Median: 22 (range: 18-65 years)

Student Demographic Data (since fall 2016, N=12)
(Students served in 2016-2017=12)

Average GPA	3.03
Student Status	2 graduate; 10 undergraduate
Ethnicity	10 White, 2 Asian-American
Gender Identity	2 women; 9 men; 1 transgender woman
Time in Recovery	Average: 4 years (range: 3 months to 7 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business
Sexual Orientation	12 heterosexual, 1 gay
Age	Median: 22 (range: 18-65 years)

In addition, students were also asked to provide open feedback and comments as to their CRP experience. Below is a sample of the client comments from 2016-2017:
- "It is easy to focus on school and forget about going to meetings for a week or two, but the CRP helps me to be mindful of my addiction and not forget."
- "The most rewarding part of my participation in the CRP has been seeing that I can maintain sobriety for an extended period of time with support."
- "The CRP has provided a group of people who understand the problems that I have with addiction and let me know that I am not alone."

Diversity & Inclusion Programs and Services
Diversity & Inclusion Programs and Services is an area within the Counseling Center charged with providing education and advocacy for the mental health needs of students at Georgia Tech from diverse backgrounds of 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.

International Student Services
The International Student Services area focuses on the engagement in, provision of, and coordination of activities and services that help international students at GA Tech attain their educational and personal goals.

Students of Color Services
Services to students of color provides programs and services to students representing students from various racial and ethnic groups, including:
- African American students
- Hispanic/Latino(a) students
- Asian and Pacific Islander students
- South Asian students
- Arab and other Middle Eastern students
- Native American and Alaska Native students
- Students commonly considered, "Black" who are natives of/descended from countries in Africa, the Caribbean, Central America, and South America\
- Students identifying as biracial/multiracial

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 2016-2017 included:
- Provided tabling for Graduate Student Expo Resource Fair
- Attended Graduate Student Government Association Meetings (SGA)
- Provided tabling for Graduate Student Picnic
- Collaborated with the Office of Graduate Studies and Grad SGA on "Grad Groups"; provided presentations on stress management, time management, and other topics of interest to graduate students.
- Participated on Council for Grad Life Panel.
- Presented on "Staying Healthy as a Graduate Student Scholar."
- Continued to collaborate and expand upon established relationships with various campus partners (Office of Graduate Studies, Grad SGA, Graduate and Family Housing).
- Established relationships with additional campus partners (Laura Hollengreen – Graduate Ombudsman; Mitchell Everett - Graduate Academic Coordinator, School of Mathematics).
- Provided tabling for Grad Resource Fair.

- Facilitated connection between Office of Graduate Studies (OGS) and Lacy Currie, Suicide Prevention and Crisis Response Coordinator to provide QPR Training for OGS staff.
- Interviewed by Brian Gentry from the Office of the Provost for Graduate Education and Faculty Development re: graduate student services.
- Increased collaboration with the Office of Graduate Studies - Graduate Student Brown Bag Lunch Series
  - Programming based on reported needs and concerns of graduate students (i.e. establishing healthy advisory relationships, balancing life roles, mind-body connection, financial literacy)
- Implementation of "Let's Talk" *
  - Graduate and Family Housing
- Provision of additional Graduate IP Groups and/or Thesis Support Groups
- Increased engagement in Graduate SGA
  - Clarify role; solidify liaisonship; collaborate on SOGE initiatives (mutual expectations document, development of recruitment model to address lack of diversity in graduate student population).

"Let's Talk" Consultation Service

"Let's Talk" is an outreach program designed to engage students by providing informal walk-in consultations with Georgia Tech Counseling Center (GTCC) counselors at sites across campus. "Let's Talk" is intended to reach students who might be unlikely to seek traditional mental health services at the GTCC. "Let's Talk" is different than formal counseling in that there is no clinical paperwork to fill out, no formal intake, and no scheduled appointments Students are encouraged to drop by and talk about whatever is important to them, much as they might talk with a teaching assistant, residence hall director, or academic advisor. This service is open to all Georgia Tech undergraduate and graduate students. It is a valuable and appropriate service for students who may be unsure about counseling, have a specific problem and would like someone with whom to talk it through, have a concern about a friend and want some thoughts about what to do, or students who are not interested in ongoing counseling but would like the perspective of a counselor. "Let's Talk" is held at different locations across campus, with an emphasis on reaching student communities who may have difficulties accessing traditional mental health services or have a hard time accessing GTCC because of tight schedules or geographic location. Examples of target of student communities include students of color, international students, student athletes, and graduate students. Despite the emphasis on hosting "Let's Talk" at sites convenient to particular communities, every site is open to all Georgia Tech students.

Activities:
- Developed policies and procedures to assist with program creation and implementation.
- Met with campus partners to assess for need and space for "Let's Talk" sites (Office of Graduate Studies, Office of International Education, Georgia Tech Athletic Association, Center for Student Diversity and Inclusion, Communication Center, Graduate and Family Housing).

- Created and managed website content.
- Developed content for marketing material.
- Advertised in the Daily Digest, Center for Diversity and Inclusions Newsletter, on campus plasma screens and the counseling center website.
- Attended Undergraduate and Graduate Student Government Association Meetings to promote program and solicit feedback from student body about site locations.
- Presented on "Let's Talk" program to the Graduate Resource Information Network.
- Supervised intern on "Let's Talk" related activities.
- Staffed multiple "Let's Talk" sites over the course of two semesters.

Location	Consultant	Number of days consultant present	Number of students served	Number of students who followed up with counseling center
Georgia Tech Athletic Association	Matt Seitz	7	3	1
Communication Center	Krystal L. Meares	12	8	6
Center for Student Diversity and Inclusion	Krystal L. Meares	5 (F) 8 (S)	6 (F) 3 (S)	4 (F) 3 (S)

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 2016-2017, 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 as requested. In addition to QPR Training, the Counseling Center, in conjunction with various student groups, hosted/co-sponsored the following events:
- Hosted second annual "Dare2Care" suicide prevention event with guest panelist, Frank Warren, creator of PostSecret
- Partnered with Kappa sigma fraternity to host second annual "Kick the Stigma games"
- Sponsored first annual campus recognition of World Suicide Prevention Day, including campus outreach tabling and film screening of the documentary film, "The Truth about Suicide: Real Stories of Depression in College"
- Facilitated self-study training for 3 pre-doctoral interns to become certified QPR instructors
- The Counseling Center is also available to provide emergency response to campus incidents and events as needed. During the 2016-2017 academic year, the Center also provided the following support services to the campus community:
- Provided consultation services to academic departments, classroom debriefings, and consultation to faculty in the aftermath of student and faculty deaths
- In addition, Dr. Lacy Currie received QPR Master Trainer certification.

Training

During 2016-2017, the Counseling Center's training program continued its pre-doctoral training program in psychology and its postdoctoral residency. In addition, the Counseling Center also accepted a number of graduate students in counseling and psychology from area institutions for its practicum training program.

Internship. Mack Bowers, PhD serves as the Internship Training Director in coordinating the selection of intern candidates, serving as liaison to academic training directors, and coordinating the orientation, training and supervision of interns, and evaluation of the internship. Three pre-doctoral positions were matched with the Counseling Center via the 2016 APPIC Match process from a national applicant pool to become the Center's eighth internship class:

- Irene Daboin (Georgia State University)
- Julia Kronholz (Florida State University)
- Matt Seitz (University of Tennessee)

Practicum Training. In addition to the internship program, the Center continues to sponsor a practicum training program for graduate students in counseling and psychology. Irene Dalton, PhD serves 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 2016-2017, seven graduate students were accepted as practicum trainees:

- Ellis Bernstein (Auburn University)
- Jhodi Bowie (Georgia State University)
- Stephen Fogelman (University of Georgia)
- Michael Massengale (Georgia State University)
- Zahra Murtaza (Georgia State University)
- Beth Perlman (University of Georgia)
- David Zelaya (Georgia State University)

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

Peer Coaching. The Peer Coaching Program (PCP) has continued to evolve during its second year, including making the switch to being called peer "coaching" vs "counseling" to help differentiate this service from the clinical services provided by professionals either licensed or supervised by licensed staff. In Spring 2016, the PCP established its own website to further brand this program as separate and distinct from the clinical services offered at the Georgia Tech Counseling Center and to prepare for the eventual implementation of an online self-referral process, making it even easier for students interested in peer coaching to access this resource (counseling.gatech.edu/content/462/peer-coaching).

The PCP offers Tech students access to a unique type of support to facilitate academic and personal success. The PCP trains Tech students to provide one-on-one support and education to their GT peers and offers Peer Coaches ongoing supervision in the provision of these services. Services provided by the PCP are considered consultation services, as opposed to counseling or therapy. Students serving as Peer Coaches are trained to assist consultees in identifying and accomplishing specific academic, social or other personal goals related to concerns commonly faced in college. Peer Coaches are not trained counselors or therapists. Examples of the types of concerns that may be addressed by peer coaching include:

- Adjustment to College/Tech Culture
- Academic Struggles (e.g. study skills, time management, motivation)
- Stress
- Relationship Concerns (e.g. roommates, friendships, dating/partner relationships, family)
- Uncertainty about Major/Career Path
- Grief and Loss

The Peer Coaching Program, now in its third year, continues to grow. The number of students utilizing this resource continues to increase each year. This includes students who are referred to Peer Coaching by Counseling Center staff as well as student who have self-referred to the program. New in Spring 2017, students were able to complete the Peer Coaching Screening Form online through the program's website: www.peercoaching.gatech.edu. This additional feature allows students to access the support of Peer Coaching without having to ever step foot into the Counseling Center, should that be a barrier to their seeking services.

Significant Accomplishments:
Starting Spring 2017, students now have the ability to self-refer to Peer Coaching online
The number of students accessing Peer Coaching services in Spring 2017 nearly doubled from the total number of students utilizing coaching in the previous two semesters combined.

Six new students completed the 14-session Peer Coaching Training during Fall 2016
For the first time in the program's history, the Peer Coaching trainee cohort will include graduate students – 2 of the 6 trainees selected for Fall 2017

Progress: Completed

VI.   Service to the Institute
Staff Service
Drew Adelman, Ph.D.
- Member, Division of Student Affairs Multicultural Competence Committee
- Member, planning committee for Collegiate Mental Health Roundtable, sponsored by the GTCC
- Family Weekend volunteer

Mack Bowers, Ph.D.
- Member, Search Committee Director of Health Behavior, Office of Health and Wellbeing

Lacy Currie, Ph.D.
- Member, Students of Concern Committee
- Certified Question, Persuade, Refer (QPR) Gatekeeper Master Trainer for GT campus
- Family Weekend Volunteer

Irene Dalton, Ph.D.
- Representative from Counseling Center for Students of Concern Meeting
- Family Weekend Volunteer

Erin English, Ph.D.
- Member, Body Image Committee
- Member, Alcohol and Other Drug Education Task Force
- Family Weekend Volunteer

Janice Harewood, Ph.D.
- Member of GA Tech Division of Student Life STAR Board (2016 – present)
- Member of GA Tech Student Affairs Awards Committee (2016; 2017)
- GA Tech Family Weekend volunteer (2016)
- Member of the planning committee for the Georgia Tech Counseling Center-sponsored
- Collegiate Mental Health Roundtable

Krystal Meares, Ph.D.
- Volunteer, Family Weekend
- Liaison, Graduate Student Government Association

Ruperto M. Perez, Ph.D.
- Member, Black Student Experience Implementation Team
- Co-chair, Division of Student Affairs Multicultural Competence Strategic Plan Committee

Andy Smith, Psy.D.
- VOICE initiative member-Preventing Sexual Violence on Campus
- Family Weekend
- Co-chair Staff Psychologist Search Committee
- Certified Question, Persuade, Refer (QPR) Gatekeeper Trainer: provided multiple trainings to faculty, staff, and students
- Served on Planning Committee for Collegiate Mental Health Roundtable

Progress: Completed

VII. Professional Development
Staff Professional Development
Drew Adelman, Ph.D.
Professional Memberships: Georgia Psychological Association

Mack Bowers, Ph.D.
Professional Memberships: American Psychological Association (Divisions 17 and 36)
Meetings/Conferences Attended: Association of Counseling Center Training Agencies
(September, 2016), Bonita Springs, FL
Professional Presentations:
Bowers, M., Betzel, C, & Linnenbach-Burnworth, D. (September,2016). Leading by
Example: Training Directors as Models of Self-Care. Presented at the annual ACCTA
conference, Bonita Springs, FL.

Lacy Currie, Ph.D.
Meetings/Conferences Attended:
- QPR Master Trainer Certification
- Suicide Prevention Coalition of Georgia (September, 2016), Macon, GA.

Irene Dalton, Ph.D.
Professional Memberships: Georgia Psychological Association
Meetings/Conferences Attended:
- "Collegiate Mental Health Roundtable: Sexual Violence on Campus: Healing and
  Social Justice", September 16, 2016, Georgia Tech Counseling Center
- "Telemental Health Services in Today's Practice: Guidelines and Ethical
  Challenges", April 29, 2016

Erin English, Ph.D.
Professional Memberships: American Psychological Association, Association of
Recovery in Higher Education

Janice Harewood, Ph.D.
Professional Memberships: Georgia Psychological Association, American Psychological
Association

Lisa Korey, Psy.D.
Professional Memberships: Learning Disabilities Association of Georgia (LDAG),
Learning Disabilities Association of America (LDA)

Ruperto M. Perez, Ph.D.
Professional Memberships:
- Fellow, American Psychological Association (Divisions 17, 44); Member,
  Divisions 45 & 51
- Member, Asian American Psychological Association
- Member, American College Personnel Association
- Member, Commission for Counseling and Psychological Services

- Member, National Association of Student Personnel Administrators
- Member, Georgia Psychological Association

Meetings/Conferences Attended:
- American Psychological Association annual convention, Denver, CO
- National Association of Student Affairs Professionals (NASPA) Mental Health Conference, Austin, TX
- American College Personnel Association annual convention, Columbus, OH
- Quarterly meetings of the Counseling Center Directors Association, University System of Georgia

Professional Presentations:
- Perez, R.M., Currie, L.K., Edwards., M.W., & Stein, J.M. (2017, January). Tech ends suicide together: Implementing a zero suicide initiative at Georgia Tech.Program presented at the annual National Association of Student Personnel Administrators Mental Health Conference, Austin, TX
- Perez, R.M., & Currie, L.K. (2016, September). Tech ends suicide together: Implementing "Lead" in a university setting.Program presented at the 6th annual Georgia Suicide Prevention College and University Conference, Macon, GA.
- Perez, R.M. (2016, September). Students' lived experience with suicide: A conversation. Program presented at the 6th annual Georgia Suicide Prevention College and University Conference, Macon, GA

Professional Involvement/Leadership
- Member, APA Committee for the Advancement of Professional Practice (CAPP)
- Member, APA Board of Educational Affairs Standing Appeal Panel
- Chair, APA Division 17 (Society of Counseling Psychology) Fellowship Committee
- Member, Georgia College and University Suicide Prevention Coalition Steering Committee

Andy Smith, Psy.D.
Meetings/Conferences Attended:
- AGPA Annual Meeting (New York, NY)
- Attended USG AOD & Interpersonal Violence Summit (Athens, GA)

Professional Presentations:
- Adelman, A. & Smith, A. (2017, May). The Role of Men in Working with Women Survivors of Sexual Assault.The University System of Georgia Alcohol/Drugs & Interpersonal Violence Summit. Athens, GA.
- English, E., Lyn, M., Adelman, A. & Smith, A. (2017, May). The Role of University Counseling Centers in Addressing Substance Misuse and Interpersonal Violence on Campus.The University System of Georgia Alcohol/Drugs & Interpersonal Violence Summit. Athens, GA.
- Adelman, A. & Smith, A. (2016, September). The Role of Men in Sexual Assault Response.The Collegiate Mental Health Roundtable.Atlanta, GA.

Progress: Completed

VIII. Institutional Effectiveness

Changes Within Unit

Provided additional initial consultation hours to accommodate increased demand for initial counseling services.Increases in AOD evaluations resulted in the need to increase the number of available client hours to accommodate the request. Senior staff allocated additional client hours to accommodate increased AOD evaluations.

Revised P&P, re: session limits for individual counseling

Progress: Completed

Dean of Students Main Office/Vice President for Student Life

I. Mission/Introduction

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 fifteen 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 19 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 nine staff and oversees over 90 professional and administrative staff.

Cara Appel-Silbaugh, Ph.D., Associate Dean of Students – Dr. Appel-Silbaugh has been part of the Division of Student Life for six years and serves in various capacities. Dr. Appel-Silbaugh serves as the leader for the Orientation & Transition Team including Disability Services, New Student & Sophomore Programs, and Parent & Family Programs. Her main responsibilities include seeing students for general/crisis appointments, managing the Dean on Call process and follow up, creating/overseeing the assessment efforts of individual departments, and serving on various Institute wide committees.

Julia Whitfield, Assistant to the Vice President & Dean of Students – Julia has been a Georgia Tech staff member for 21 years, the last nine with 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.

Dionne Chears, Administrative Professional – Dionne has been a member of the Division of Student Life since January 2016. Dionne's responsibilities include, greeting all guests to the Division of Student Life suite, managing student requests (in person and virtually),

organizing and preparing correspondence, schedule appointments and maintain the calendars for two Associate Deans, file maintenance, and related administrative activities.

Georgia Braxton, Administrative Professional Sr. – Georgia has been a Georgia Tech staff member for 29 years. While for the last 9 months she has served with the Division of Student Life, the previous time was spent as an Administrative Professional with Student Government. Georgia's present responsibilities include: monitoring the Main Office front desk, tracking Grade Substitution submissions, Readmission applications, and Alcohol Approval Request Forms.

New Staff
Not applicable

Progress: Completed

III.   Policy/Procedure
New or Changed Policy/Procedure
Not applicable

Progress: Completed

IV.   Significant Accomplishments
Significant Accomplishments
- The physical space of the Student Life suite underwent major construction Summer, 2016. The new configuration led to new traffic flow and way of conducting business. The implementation of "Slack" as a notification system was paramount. The notification system has allowed students to check in for appointments quickly and notify staff remotely when arriving. It has also allowed front desk staff to use their time more efficiently (not repeatedly calling or walking the hallways to find staff).
- The Division continued to fully implement the reorganization plan during the 2016-2017 academic year. The Office of Strategic Consulting conducted a survey in the Fall to assess the staffs' response to the reorganization. Overall, the results were positive and affirming.
- The Division Staff worked to raise $289,709 in foundation funds.

Progress: Completed

V.   Statistics

Unit Statistics

<u>Main Office</u>

Total Student Contacts
(General Appointments, Office Contact, Faculty Online Referrals)
*adjusted based on recalculation from the 2013-2014 report

Academic Year	Total Student Contacts	Total Increase/ Decrease	Grade Substitutions Processed	Online Referrals	Total Increase/ Decrease
2007-2008	962	-	-	-	-
2008-2009	998	4%	-	-	-
2009-2010	1092	9%	-	-	-
2010-2011	1062	-3%	-	180	-
2011-2012	1210	14%	-	141	-21%
2012-2013	1371	13%	60	229	62%
2013-2014	1570*	15%	523	185	-19%
2014-2015	1947	24%	445	291	57%
2015-2016	2084	7%	318	327	12%
2016-2017	2291	10%	204	295	-9.79%

<u>Deans Appointments/Contacts</u>

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

Dean/Staff Member	Total Summer 2016	Total Fall 2016	Total Spring 2017	Percentage of Total (Summer/Fall/Spring)
Cara Appel-Silbaugh	71	207	184	30%/25%/20%
Colleen Riggle	7	50	62	3%/6%/7%
Cynthia Jennings	5	30	38	2%/3.5%/4%

Dionne Chears	56	354	405	24%/42%/44%
John Stein	59	89	121	25%/11%/13%
Julia Whitfield	5	23	16	2%/3%/2%
Melanie DeMaeyer	-	-	1	-/-/<1%
Stephanie Ray	37	96	114	16%/11%/12%
Bonnie Weston	-	-	1	-/-/<1%
Taffey Cunnien	-	1	-	-/<1%/-
TOTAL	235	840	921	1996
TOTAL UNIQUE STUDENTS SEEN*	214	747	786	1747

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

Additional Demographic Statistics

Deans Appointments/Contacts

A total of 1467 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, 2017.

Average Grade Point Average of Students Seen: 2.72

Reason for Meeting/Contact	Total Students
Class absence (excuses)	708
Issue of concern (academic)	515
Faculty/staff referral	186
Issue of concern (non-academic)	148
Emergency transport (non-duty, medical, mental health, etc.)	141
Academic I (drop, withdrawal, issues with course instructor, incompletes)	84
Wellness check	48

Personal matters (death in the family, mental health)	40
Hip pocket loan	39
Academic II (study skills, struggling in classes)	21
Domestic matters	15
General questions	11
Arrest/jail	10
Harassment/discrimination	10
Klemis Kitchen	9
Financial distress	6
Re-enrollment advice	4
Family emergency	2
Deceased student	1
Missing student	1

Sex: Female (640 total students), Male (827 total students)

Top Majors	**Total Students**
Computer Science	382
Mechanical Engineering	216
Biomedical Engineering	195
Industrial Engineering	217
Business Administration	179
Chemical and Biochemical Engineering	119

Class	**Total Students**
Doctoral	44
Masters	168

Senior	560
Junior	293
Sophomore	288
Freshman	106
Unknown	4

Ethnicity	**Total Students**
Hispanic	127
White	653
Black	170
Asian	240
American Indian or Alaska Native	1
Two or More Races	55
Native Hawaiian or Other Pacific Islander	168
Unknown	53

Academic Standing	**Total Students**
Academic Dismissal/Drop	35
Good Standing	1101
Probation	119
Probation from Dismissal	6
Probation from Review	6
Review	3
Warning	124
No Status	74

Degree Candidate: No (1412 total students), Yes (56 total students)

Athletes: 61 total students

Fraternity/Sorority Members: 629 total students

<u>Dean/Student Life Staff On Call</u>

During Summer, 2016 12 staff served in the Dean/Student Life on Call capacity. During Fall, 2016 and Spring, 2017 15 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 236 calls were received Summer, 2016, Fall, 2016, and Spring, 2017. Below is a detailing of calls received.

Summer 2016 (May 9, 2016 - August 21, 2016)

Category/Classification of Call	Number of Calls
Information/Inquiry - NO ACTION REQUIRED - GTPD	17
Transport - Medical	6
Transport - Alcohol	3
Attempted Robbery	2
Information/Inquiry - NO ACTION REQUIRED - Parents/Family	2
Emergency Abroad - Study Abroad	1
Information/Inquiry - ACTION REQUIRED - GTPD	1
Information/Inquiry - ACTION REQUIRED - Housing	1
Information/Inquiry - NO ACTION REQUIRED - Housing	1
Transport - Jail/Arrest	1
Transport - Mental Health	1
TOTAL Summer 2016	**36**

Fall 2016 (August 21, 2016 - January 8, 2017)

Category/Classification of Call	Number of Calls
Information/Inquiry - NO ACTION REQUIRED - GTPD	13
Transport - Medical	30
Transport - Alcohol	25

Category/Classification of Call	Number of Calls
Information/Inquiry - ACTION REQUIRED - Parents/Family	2
Information/Inquiry - NO ACTION REQUIRED - Parents/Family	1
Mental Health	1
Information/Inquiry - NO ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - NO ACTION REQUIRED - Staff	2
Information/Inquiry - ACTION REQUIRED - Staff	1
Information/Inquiry - NO ACTION REQUIRED - Housing	1
Transport - Jail/Arrest	5
Transport - Mental Health	5
Transport - Illegal Substances/Drugs	3
Information/Inquiry - NO ACTION REQUIRED - Faculty	1
Suicide	1
TOTAL Fall 2016	**107**

Spring 2017 (January 9, 2017 - May 7, 2017)

Category/Classification of Call	Number of Calls
Information/Inquiry - NO ACTION REQUIRED - GTPD	15
Transport - Medical	26
Transport - Alcohol	15
Information/Inquiry - NO ACTION REQUIRED - Staff	4

Information/Inquiry - ACTION REQUIRED - Parents/Family	1
Information/Inquiry - ACTION REQUIRED - Staff	3
Information/Inquiry - ACTION REQUIRED - GTPD	7
Information/Inquiry - ACTION REQUIRED - Housing	1
Information/Inquiry - NO ACTION REQUIRED - Housing	3
Transport - Jail/Arrest	2
Transport - Mental Health	7
Transport - Illegal Substances/Drugs	1
Information/Inquiry - ACTION REQUIRED - Faculty	1
Information/Inquiry - ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - NO ACTION REQUIRED - Counselor on Call	1
Alcohol	1
TOTAL Spring 2017	**89**

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

Staff Member	Total Summer 2016	Total Fall 2016	Total Spring 2017	Total Per Person
Cara Appel-Silbaugh	3	14	5	22
Colleen Riggle	9	4	10	23
Mac Pitts	3	7	9	19

Stephanie Ray	1	17	7	25
Cynthia Jennings	2	5	8	15
Kelly Cross	2	5	5	12
Larry Cloud	3	7	2	12
Bonnie Weston	2	11	5	18
Tim King	3	4	5	12
Debbie Dorsey	4	7	6	17
Laci Weeden	3	4	1	8
Taffey Cunnien	-	9	9	18
Jamison Keller	-	6	4	10
Gerome Stephens	1	5	5	11
Karen Yiu	-	2	8	10
Total Dean on Call Contacts	36	107	89	232

Progress: Completed

VI. Service to the Institute

Staff Service

John Stein, Vice President for Student Life & Dean of Students
Co-Chair, Black Student Experience Task Force
Member, Athletic Academic Steering Committee
Member, Academic Faculty Senate
Member, EXCEL Review Committee
Member, Review Committee for VP-Graduate Education and Faculty Development Search
Member, Proposed Campus Center Planning Group
Member, Alumni Association Board
Member, Arts Advisory Board
Member, Health and Well Being Executive Advisory Committee
Member, Serve-Learn-Sustain Strategic advisory Council
Member, Institute Policy Steering Committee
Member, Compliance and Risk Management Network
Member, Institute Undergraduate Curriculum Committee

Member, Study Abroad Program Review Committee
Member, Study/Work Abroad Travel Warning Committee
Member, Diversity Symposium Planning Committee
Member, Commencement Reflection Selection Committee
Member, Parent Advisory Board
Member, Alvin Ferst Leadership Selection Committee
Member, Various Search Committees
Member, GT Advisory Board
Member, Rules & Regulations Committee
Member, Selection Committee – Diversity Champion Award
Volunteer, Family Weekend
Participant, Student Life Fundraising Events
Participant, Leadership Roundtable
Instructor, GT 1000
Member, Women's Resource Center Advisory Board
Faculty/Staff Advisor, Phi Mu
Volunteer, Family Weekend
Volunteer, Proctor/Disability Services
Faculty Member, Honors Program

Julia Whitfield, Assistant to the Vice President & Dean of Students
Committee Member, Alcohol Policy Development Team – Alcohol Request Form
Coordinator, Ambassador for UGA PEI Group
Coordinator, VPSL Cabinet Retreat
Coordinator, Front Office Administration Meeting
Administrative Support, Black Student Experience Taskforce
Consultant, Referral Form
Lead Trainer, Summer Student Assistant Training & Development
Participant, FLSA Training
Participant, Time Entry Approval Training
Volunteer, Family Weekend
Volunteer, FASET Orientation

Dionne Chears, Administrative Professional
Volunteer, Family Weekend
Volunteer, FASET Orientation

Progress: Completed

VI.   Professional Development
Staff Professional Development
John Stein, Vice President for Student Life and Dean of Students
Co-Presenter/Attendee, NASPA Mental Health Conference
Attendee, President's Leadership Retreat
Presenter, New Faculty Orientation

Presenter, Brittain Fellows Orientation
Presenter/Panelist, Family Weekend Workshop
Presenter, Lunch/Learn – Admissions Office
Presenter, Professor Diane Leader's Psychology class
Participant, ACC Focus Group with NASPA
Participant, ACC VP Roundtable
Participant, Table Top on International Crisis Management
Participant, QPR Training
Attendee, SteerSmart Luncheon

Cara Appel-Silbaugh, Associate Dean of Students
Presenter/Attendee, NASPA Region III Summer Symposium
Presenter/Attendee, NASPA Annual Convention
Presenter, Brittain Fellows Orientation
Attendee, Disability Services – Access 101
Participant, IT Presentation – Level Up Your Security
Appointee (Second Term), Region III Regional Knowledge Community Coordinator (NASPA)
Directorate Body Member, Commission for Assessment & Evaluation (ACPA)
Conference Program Reviewer, ACPA; NASPA

Julia Whitfield, Assistant to the Vice President & Dean of Students
Participant, (ESP), Empower, Successful, Purposeful - (Executive Administrative Network)
Participant, Division Staff Onboarding Luncheon
Participant, Division Open House
Participant, IT Presentation – Level Up Your Security
Participant, Disability Services Presentation – Access 101
Participant, Hidden Figures Discussion

Dionne Chears, Administrative Professional
Participant, Safe Space Training
Participant, Question, Persuade, Refer
Participant, Disability Services – Access 101
Participant, Women's Leadership Conference
Participant, IT Presentation – Level Up Your Security

Georgia Braxton, Administrative Professional, Sr.
Participant, LGBTQIA Safe Space
Participant, QPR,
Participant, IT Presentation – Level Up Your Security

Progress: Completed

VIII. Institutional Effectiveness

Changes Within Unit

Not applicable

Progress: Completed

Development, Parent Giving & Student Life

I. Mission/Introduction

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

Progress: Completed

II. Staffing

Current Staff

Staffing

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

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

New Staff

William McKenna, Parent Fund Coordinator (Hired February 13, 2017)

- 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 stewardship process to insure Parent Fund gifts are properly acknowledged and donors are aware of how their contributions impact student life on campus.
- Oversees the Parent Fund Grant Program, and management of the Student Leadership Grant Program.

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure

Launched revisions to Parents Fund Grant Program application and distribution process utilizing OrgSync.

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

- As a result of last year's trip to India and Dubai, the first seven-figure gift from a pure parent, a member of the Parents Board, was received and directed to the RetailTech program within ATDC.

- In the spring, an anonymous $30 million donation was secured by a member of the Central Development Office by an international past parent.   The details of this gift will be revealed in December 2017.
- In collaboration with Admissions and Parent & Family Programs Office, 15 Admitted Students Events were conducted in March and April utilizing parent hosts for 87% of the events.
- Updated Parents Fund video.

Progress: Completed

V.   Statistics

Unit Statistics

Parent Giving

- Parent giving to the Institute finished the year with $31,891,101 an all-time high, with 2,842 transactions. (Even excluding the $30 million donation, this is still up $539,275 from FY16.)
- Two new Family Legacy Endowments were established, as compared to 3 in FY16. 564 families (1,087 gift transactions) contributed $255,043 to the Parents Fund for Student Life and Leadership.
- 76 Donations of $1,000 or more were received for the Parents Fund, up from 54 in FY16.
- 30 gifts of $2,500 or more were received by Parents Fund, up from 14 in FY16.
- A low-cost solicitation letter from the Dean of Students to all US-based addresses was sent in the fall, resulting in $92,762.
- $10,220 was received as a result of FASET solicitations.

Student Life Giving

- $993,083 was raised from 1,602 donors in FY17, down 10% in dollars and 1% in donors from the previous year. This can be attributed to post-campaign donor fatigue and the fact that the office was down a position for over half of the year.
- Significant efforts were made to raise private donations for the Counseling Center's Collegiate Recovery Program. A $9,000 gift was secured from a local Atlanta Foundation as a result. Additional major gifts were received from a member of the Parents Board.

Statistics

FY17 Funds Raised by Program from Parents and Past Parents

Program	Count	Amount
College of Architecture	8	$900
College of Computing	34	$10,300
Aerospace Engineering	4	$1,300
Biomedical Engineering	7	$3,600
Chemical and Biomolecular Engineering	8	$900

Civil and Environmental Engineering	4	$2,000
Electrical and Computer Engineering	4	$25,600
Industrial and Systems Engineering	1	$0
Materials Science and Engineering	16	$20,550
Mechanical Engineering	12	$9,575
College Of Engineering - General	14	$2,280
Scheller College of Business	22	$4,530
College Of Sciences	16	$4,140
Ivan Allen College of Liberal Arts	41	$2,148
Institute Wide Restricted	1113	$31,382,566
Institute Wide Unrestricted	967	$21,600
Athletics	568	$374,122
Designation Undetermined	5	$25,000
Total	2834	$31,891,101

Source: Advizor July 11, 2017

Student Life gifts were designated to the following departments.
Student Life Overview: FY17 gifts

Department	Count	Amount
Student Life - General	334	$377,241.52
Parent's Fund*	1087	$299,390.41
Office of the Arts	20	$129,589.04
Club Sports	86	$123,167.93
ORGT	5	$34,000.00
Robert Ferst Center for the Arts	47	$23,259.62
Campus Recreation Center	11	$5,135.08

Leadership, Education & Development Program (L.E.A.D.)	9	$700.00
ANAK	3	$600.00
Total	1602	$993,083.60

Source: Advizor July 11, 2017
*Includes gifts to undesignated Family Legacy Funds

Progress: Completed

VI.   Service to the Institute
Staff Service
Will McKenna, Parent Fund Coordinator
- Committee Member, Division of Student Life, End-of-Year Celebration event

Joan Roeber-Jones, Director of Development Parent Giving and Student Affairs
- Collaborated with Admissions and Office of Parent & Family Programs to host 15 Admitted Students events. (Served as on site host for 5 events out of state.)
- Created Gowns4Grads initiative to provide academic regalia for graduating students who cannot afford to purchase their own caps and gowns. In May, 47 students were provided regalia, thanks to the Parents Fund and Barnes & Noble.

Progress: Completed

VII.   Professional Development
Staff Professional Development
Joan Roeber-Jones, Director of Development Parent Giving and Student Affairs
- Attended Parents Fundraising Conference in Virginia, July 2016
- Cyber-Security training

Progress: Completed

VIII.   Institutional Effectiveness
Changes Within Unit
Institute Effectiveness
Effectiveness of department is based on the amount of money raised for Division priorities and the number of donors who contributed.

Progress: Completed

HR Business Partner

I. Mission/Introduction

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

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

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

Progress: Completed

II. Staffing

Current Staff
Easter Worden, HR Business Partner
Assisted with hiring and onboarding 28 staff employees, approximately 12 temporary employees, 47 affiliates and 90 students

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure
FLSA Implementation:
The FLSA is a federal law that establishes minimum wage, overtime pay, recordkeeping and youth employment standards for employees in the private sector and in federal, state and local governments.

What changed?
The Minimum Salary Threshold Test for the white-collar overtime exemption is changing. The U.S. Department of Labor (DOL) has finalized changes that will raise the minimum salary threshold to the 40th percentile of weekly earnings for full-time salaried workers. The minimum salary threshold, above which an employee can be designated as exempt from overtime requirements, is $913 a week or $47,476 annually for a full-year worker. The effective date of the Final Rule is Dec. 1, 2016. Future automatic updates to those thresholds will occur every three years, beginning on Jan. 1, 2020.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
- Assisted with approximately 175 hires for the Division: 28 staff, 9 temporary, 90 students and 47 affiliates
- Salary exceptions = 11 (temporary pay, interim pay, reclassification, new hires)
- Benefits Consultation = 12-14
- Workforce Planning = 3 department reorganizations (AVP Business Operations, Counseling Center, Office of the Arts)
- Employee Relations = 10
- Partnered with Director of Administration to create a Division Onboarding program
- FLSA - implemented and rollout of mandated salary changes
- SMART Goals - help one-on-one with employees who requested assistance writing their performance goals and objectives

Progress: Completed

V. Statistics
Unit Statistics
- Assisted with approximately 175 hires for the Division: 28 staff, 9 temporary, 90 students and 47 affiliates
- Salary exceptions = 11 (temporary pay, interim pay, reclassification, new hires)
- Benefits Consultation = 12-14
- Workforce Planning = 3 department reorganizations (AVP Business Operations, Counseling Center, Office of the Arts)
- Employee Relations = 10

Progress: Completed

VI. Service to the Institute
Staff Service
Easter Worden, HR Business Partner
Served on project teams to improve policies and systems
FLSA Implementation and Rollout
One USG training

Progress: Completed

VII. Professional Development
Staff Professional Development
Easter Worden, HR Business Partner
Employment Law Update
XpertHR workshop
Stay Calm Under Pressure

Progress: Completed

VIII.   Institutional Effectiveness
Changes Within Unit
The HR Business Partner model is designed to intentionally lead development and key people strategies and organizational capability initiatives driving Institute success within their client groups.

- Implemented and executed HR strategies that supports the Division, promotes consistency and best practices

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

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, class, nationality, and 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: (1) commemorating and celebrating LGBTQIA lives, experiences, accomplishments, relationships, and communities; (2) creating and protecting closed/exclusive spaces for marginalized groups to gather, work, and heal together; (3) centering queer voices in our work, including those that are the most silenced and marginalized; and (4) 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: (1) encouraging members to hold themselves and others accountable for their words, assumptions, and actions; (2) uniting different groups under a shared vision of inclusion and justice; (3) creating protected spaces for unique community needs to foster a larger culture and framework for inclusion; (4) 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; (5) promoting allyship as both a desirable and necessary practice in which students and employees are invited and expected to engage; and (6)

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: (1) building a robust framework of allyship and accountability for our students, employees, and alumni; (2) promoting opportunities for experiential leadership, cultivating leadership of different styles and experiences, and centering leadership from within communities; (3) engaging alumni in fundraising, mentoring, leadership, and community building opportunities; (4) creating sustainable practices and infrastructure for the Center, its programs, and its student organizations to thrive; (5) pooling diverse resources with on- and off-campus partners; and (6) 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

LGBTQIA Resource Center

Aby Parsons, Ph.D., Director (April 2014 - present)

Aby completed her third year as director of the Center. She has been responsible for completing the strategic planning process for the next 5 years, implementing and evaluating ongoing and new programs, advising students and employees, and supervising the graduate and undergraduate assistants.

Adreanna Nattiel, Graduate Assistant (September 2016 – present)

Adreanna served as a Graduate Assistant throughout the fall and spring semesters while working towards an MA in Women's, Gender, and Sexuality Studies at Georgia State University. Her responsibilities include: (1) managing registration and logistics for our allyship training programs and student discussion groups, (2) developing the monthly newsletter, (3) developing a social media plan, (4) providing event planning and setup support, and (5) planning the Black History Month exhibit

Courtney Parsons, Graduate Assistant (January – May 2017)

Courtney served as a Graduate Assistant throughout the spring semester while completing her MSW at Georgia State University.

Her responsibilities included: (1) managing registration and logistics for our allyship, (2) training programs and student discussion groups, (3) designing marketing materials for target populations and events, (4) providing event planning and setup support, and (5) developing an accessibility checklist.

Jhazzmyn Joiner (September 2016 – May 2017) and Oniecia Henry (January – May 2017), Student Assistants
Jhazzmyn and Oniecia served as general office assistants this year. Their responsibilities included data entry, photocopying, preparing training materials, covering the Center, and assisting with event setup.

Eli Whisnant, Graphic Designer (October 2017 – present)
Eli served as the graphic designer for the Center, designing posters, flyers, web graphics, and exhibition materials for our programs.

Progress: Completed

III.   Policy/Procedure
New or Changed Policy/Procedure
There have been no new policies or procedures implemented this year.

Progress: Completed

IV.   Significant Accomplishments
Significant Accomplishments
Black History Month
We coordinated Hidden Histories: A Queer Black History Exhibit in partnership with AASU for Black History Month. This was the third event of this collaborative initiative, and it attracted approximately 100 attendees. The exhibit coincided with the Black History Month lecture that the Center co-sponsored with AASU and Institute Diversity. Janet Mock's talk had an audience of around 150 people. The Center played a pivotal role in the organizing and marketing of both events.

Pride Employee Resource Group
Aby relaunched the Pride ERG, planning and hosting Pride Trivia, a Mindfulness and Meditation Workshop, the LGBT History Month Talk, and a dessert social for faculty and staff.

Lavender Graduation and the Lavender Awards
The 5th annual graduation celebration was our largest to date with over 120 attendees. We were able to solicit sponsorship from 3 new campus partners - the GT Alumni Association, the CRC, and Professor Beril Toktay's ADVANCE Chair. The event received coverage in campus media.

Unfinished Business: Queer Justice After Marriage Equality
We coordinated an OUT Week panel featuring community partners with over 80 people in attendance. This event was a collaboration with Pride Alliance and GT College Democrats and was comprised of speakers from 4 community organizations discussing state violence, racial justice, and discriminatory legislation affecting the LGBTQIA community.

Website Launch
The new website for the Center launched in August 2016.

Graduate Student Needs Assessment and Series Launch
We hosted a feedback session with Graduate Students and began the Queering STEM partnership with the D&I Fellows and ADVANCE Professor Kim Cobb in spring 2017.

HIV+ Student Dinner and Discussion
Following an increase in the number of new HIV diagnoses on campus, the Center hosted the first dinner for students living with HIV. We partnered with Stamps to reach out to HIV+ students and coordinated a private meeting space for those students to connect and find support.

Strategic Plan
We entered the first year of the Center's 5-year strategic plan, beginning with the development and distribution or implementation of communications initiatives – employee brochure, graduate student handout, social media plan, campus-wide coverage in the Whistle and Daily Digest, web resources, and downloadable educational guides. The plan was finalized at the end of summer 2016, following a year-long process to generate ideas, collate feedback, and formulate a 5-year outline of goals and strategies. The Advisory Board was split into sub-committees who then developed the plan, along with additional community members who brought needed perspectives and expertise.

T+
We convened a committee of trans students to develop the T+ initiative and they are now planning events for fall 2017.

Other notable events and programs:
● LGBTQIA Student Welcome Reception (in partnership with the Department of Housing)
● Marching in the Atlanta Pride Parade
● Continuation of Greek Allies (in partnership with the Office of Greek Allies), Safe Space, SSPE, Trans 101, and Q Chats
● Participated in GT Unite with RHA
● Study Abroad for LGBTQIA Students workshop (in partnership with OIE)
● Community Screen Printing Workshop (in partnership with the WRC)
● Love x 3: A Healthy Relationship Workshop for Queer Women (in partnership with the WRC)
● QPR Training for LGBTQIA Students and Allies (in partnership with the Counseling Center)
● Three Journeys: An LGBTQIA Interfaith Lunch and Learn (in partnership with the Wesley Foundation)
● Presentations to Diversity Ambassadors and OIE
● 2 Ace Space coffee hours
● With the Pride ERG: Queer Trivia, LGBT History Month Talk, Mindfulness Workshop, Ice Cream Social, What's Next for LGBT Georgians?

- QPOC Meet-Up at the Center for Civil and Human Rights
- Trans Day of Remembrance Self-Guided Workshop and Vigil
- Coordinated a panel on queer black women's experiences for the Black Leadership Conference

Progress: Completed

V.   Statistics

Unit Statistics

Allyship Trainings

Number of allyship training sessions offered and number of participants to complete each one:

Program	Trainings Offered	Total participants
Safe Space	5	72
Trans 101	4	52
Safe Space: Peer Education	5	81
Greek Allies	2	18

Program Attendance

Program	Attendees
Let's Talk About Sex: Queer Men's Edition	12
Love x 3: A Healthy Relationship Workshop for Queer Women	20
Making Art, Making Change: Community Screen Printing Workshop	20
Trans Day of Remembrance Self-Guided Vigil and Workshop	70
Black Leadership Conference Panel	20
Hidden Histories: Black History Month Exhibit	100
Interfaith Lunch and Learn: 3 Journeys	40
Ace Space: Coffee Hour	15
Ace Space: Coffee and Crafts	12
Graduate Student and Postdoc Social	30
Unfinished Business: Queer Justice After Marriage Equality	80

Lavender Graduation and the Lavender Awards	120
Student Welcome Reception	90

Progress: Completed

VI. Service to the Institute
Staff Service
Aby Parsons, Ph.D.
Principal Empowerment Officer, Pride ERG, March 2016 – present
Advisor, Pride Alliance, Fall 2014 – present
Instructor, GT1000, Fall 2016
Member, Employee Resource Group Communications Task Force, May 2017 - present
Family Weekend Volunteer, Parent and Family Programs, October 2016
Proctoring Volunteer, Office of Disability Services, December 2016 and April 2017

Progress: Completed

VII. Professional Development
Staff Professional Development
Aby Parsons, Ph.D.
Off-Campus Speaking Engagements
● Parsons, A., & Mabry, Q. (2017). Better Together: An Activist's Guide to Meaningful Collaboration. Workshop presented at the University of Georgia Connect Conference, Athens, GA.
● Parsons, A., & Evans, M. (2016). More Than Just Rainbows: Intentional Approaches for Welcoming LGBTQ Graduates. Session presented at the Out & Equal Workplace Leaders Forum, Atlanta, GA.

Other Training, Service, and Participation:
● Scholarship Chair, GALA: Emory LGBT Alumni Affinity Group (elected)
● Member, Board of Directors, Georgia Equality (elected)
● Inclusive Leader Academy, Georgia Tech (in progress)
● Multicultural Competence Certificate Level 1 (completed January 2017)

Publication
● "I Just Cain't Wait to Get to Heaven: Nostalgia and Idealized Queer Community in Fried Green Tomatoes at the Whistle Stop Café and Fried Green Tomatoes" in Trent Brown, ed., Sex and Sexuality in Modern Southern Culture (Baton Rouge: Louisiana State University Press, forthcoming September 2017)

Media Citations
- Quoted in: Duncas, Dallas. "Georgia LGBT students honored at Lavender Graduations." Georgia Voice 27 Apr. 2017. Web.

Progress: Completed

VIII.   Institutional Effectiveness
Changes Within Unit
- Developed social media plan to inform strategy for all official Center accounts.
- Launched 5-year strategic plan for the Center.

Progress: Completed

Veteran's Resource Center

I. Mission/Introduction

Essential Function(s) of Department

The Veteran's 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 complement 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 Veteran's 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

No changes within unit

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

- The VRC Hosted opportunities for Student Veteran employment and networking with visits from Google and AT&T employment recruiters. Allowed student the opportunity to meet with potential employers for internships and co-ops
- Hosted VRC open house. Allowed students, staff and faculty the opportunity to visit and learn more about the center.
- 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 Georgia Tech Veterans Day basketball game. Student Veterans were recognized on court during opening with National Anthem.
- Participated in Atlanta's downtown 2016 Veteran's Day celebration. Joined Student Veterans in Veteran's Day Parade, and celebration.
- Coordinated a campus Veteran's Day Celebration with GTMAG and Emergency Preparedness Office.

- Hosted a fall semester reception and luncheon for Student Veterans. Provided opportunity for current and new Student Veterans to meet and network.
- Coordinated a visit from the Veterans Administration and Disabled Veterans for students and staff. Local VA representatives visited to provide information on Veteran benefits to students, faculty and staff.
- Presented Student Veteran Awareness Workshops to Center for Academic Success.
- Provided student veteran awareness information and discussed the purpose and goals of the Veteran's Resource; also 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.

Progress: Completed

V. Statistics
Unit Statistics
Student Veteran Enrollment

	Undergraduate Students	Graduate Students (On-Campus)	Graduate Students (Online/Distance)	Total On Campus
Fall, 2016	70	95	145	165
Spring, 2017	71	90	144	161

Overall Student Veterans Enrollment decreases this year with:
Total Student Veteran Past Enrollments

Fall 2015	Spring 2016	Fall 2016	Spring 2017
180	172	165	161

During the Fall and Spring semesters of FY17, the office had 44 student veteran office visits with 27 scheduled appointments with student veterans, and 17 walk-ins. This is slight decrease from the previous years 49 office visits, due to lower Student Veteran enrollment

Office	Phone	Email	Reason
11	-	-	VA certification questions
2	-	-	Class schedule change
-	44	25	Admissions questions

7	-	-	VA payment questions
8	-	-	Internship questions
35	-	-	Check-In Meetings

Progress: Completed

VI.   Service to the Institute

Staff Service

Veterans Resource Center

<u>David Ross, Director</u>

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

Veterans Resource Center

<u>David Ross, Director</u>

- Enrolled in Master's of Strategic Communication, Troy University
- Attendee, Education Fair held at Ft Benning Columbus Georgia.
- Attendee, NASPA Veterans Symposium, Louisville Kentucky.
- Attendee, Military/Veteran Center Directors meeting, held at Middle Georgia State University
- Attendee, The Certification for Veterans Service Providers, Operation College Promise held at Armstrong State, Savannah, GA.

Progress: Completed

VIII.   Institutional Effectiveness

Changes Within Unit

Veterans Resource Center

As a result of a student veteran focus group, the VRC hosted visits form the Veterans Administration and Disabled American Veterans. Additionally, the VRC will hold a Student Benefits fair in September of 2017. The VRC staff coordinated a Student Veteran Leadership Panel during an Army ROTC class. The Students discussed leadership styles

with ROTC cadets. The Student Veterans student organization at Georgia Tech, coordinated a volunteer opportunity at a local elementary school, the Student Veterans assisted in painting and cleaning of classroom.

In order to provide career enhancement and opportunities to Student Veterans, the VRC partnered with FourBlock, a career service company that assisted Veterans with employment networking, resume, and interviewing skills. Additionally, the VCR added a webpage to the VRC's website to include career opportunities for military and veterans.

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

Progress: Completed

Women's Resource Center

I. Mission/Introduction

Essential Function(s) of Department

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

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

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

Progress: Completed

II. Staffing

Current Staff

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

- Direct the day-to-day operations of the Center which include supervision of staff and budget. Oversee general appointments to assist students with a variety of personal and academic issues.
- Serve as a member of the on-call Student Life rotation responding to emergencies after hours and weekends.
- 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.
- Manage the Women's Resource Center, WLC and GT Campaign for EveryBody website.
- Serve on various campus committees; i.e.: Student Health Advisory Board, Go T.E.C.H. Coalition, and Executive Director of Health and Wellbeing search committee.
- Teach GT 1000 Freshman Seminar class (fall/summer)

Melanie DeMaeyer, Assistant Director of Women's Resource Center

- Develop and implement programs on a wide range of topics including: leadership and professional development, body image, sexual violence, sexuality, and social justice.

- Provide referrals, advocacy, and support to students on a wide range of issues including mental health, academic needs, wellness, and professional and leadership development.
- Supervise graduate assistant.
- Advise the Black Women's Initiative
- Advise the Take Back the Night committee
- Serve as a member of the on-call Victim Advocate rotation responding to issues of sexual violence during the day and after hours, as needed.
- 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 Diversity Symposium.

Lo Denmon, Graduate Assistant
Lo was a 2nd year graduate student in the Masters in Student Affairs program at the University of West Georgia. Lo worked on the pre planning for the social justice retreat (Fall 2016), assessment initiatives for the body image committee, facilitated Yoga for Everybody, and worked on skill development and time management. Lo worked with us as our graduate assistant for 20 hours a week, while finishing up their Masters degree. They completed their degree in May 2017 and are staying on with the Women's Center until August as an office and program assistant, supporting the WRC for FASET, Fall program planning, social media, and general office duties.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
Not applicable

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
1. Women's Leadership Conference
2. Advocacy and Support for Survivors of Sexual Violence
3. Black Women's Initiative
4. GT Body Image Committee
5. WRC Annual Awards
6. SE Regional Women's Center Meeting

1. Women's Leadership Conference – April 1
Date of Program: Saturday, April 1
Location: Historic Academy of Medicine, Georgia Tech
Approximate Number of Attendees: 200
Staff in Attendance: Colleen Riggle, Melanie DeMaeyer, Lo Denmon, Tjzha Mahani
Background: The Women's Leadership Conference began during the winter of 1998 as a means to celebrate, recognize, and learn more about the strong leadership exhibited by

women of the Georgia Tech community. The mission of the WLC is to inspire and prepare the women of Georgia Tech and the Atlanta area to become equal partners in the leadership of our professions, communities, and society.

Program Goals and Objectives:
- To inspire and prepare women to become strong leaders and equal partners in the community
- To encourage networking among women in the Georgia Tech and Atlanta community
- To broaden the personal, professional, and global horizons of all conference attendees

Award Recipients:
Each year, five Women of Distinction are honored at the Women's Leadership Conference. This year's honorees included:
- Outstanding Faculty Woman of Distinction – Dr. Rebecca Burnett
- Outstanding Staff Woman of Distinction – JillAnn Hertel
- Outstanding Undergraduate Woman of Distinction – Raksha Muthukumar
- Outstanding Graduate Woman of Distinction – Lea Ikkache
- Outstanding Alumna Woman of Distinction – Errika Mallett

Women's Leadership Conference
2017 Planning Committee
Advisors: Colleen Riggle
Kayla Townsend – Overall Chair
Neeki Memarzadeh – Vice Chair
Layla Darian – Speakers Chair
Kavya Sengouttouvane – Speakers Chair
Reagan Johnson – Logistics and Finance Chair
Ally Hopkins – Ambassador
Ana Jafarinia – Marketing Chair
Kaitlyn Murdock – Marking Chair

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

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

Principal Sponsors: Georgia Tech College of Engineering, British Petroleum (BP) (additional $1000 student scholarship), Suntrust, Georgia Tech Research Institute (additional $1000 student scholarship), Women in Engineering, Student Government Association, Georgia Tech Parent Fund
- Gold Level: Institute of Electronics and Nanotechnology
- Silver Level: College of Chemical and Biochemical Engineering
- Bronze Level: GT Ivan Allen College of Liberal Arts, and Georgia Tech Center for the Study of Women, Science, and Technology

2. Advocacy and Support for Survivors of Sexual Violence

Advocacy and Service
The WRC provides support and advocacy for survivors of sexual violence through continued collaboration with the VOICE initiative (a program in Health Initiatives). Sexual violence impacts 1 in 5 college aged women before graduation, and thus, it is vital that the WRC remain a committed partner to VOICE. In terms of direct support to survivors, Colleen serves as the primary contact for issues related to academic accommodations for survivors, or when other services require confidential advocacy from a Dean. Melanie continues to serve in an on call capacity and as backup when Victim Survivor Advocates are unavailable or need additional support. Additionally, Melanie provided training for the VOICE peer educators on sexual violence as an issue of gender equity and social justice and how to consider advocacy through this lens. Both Melanie and Colleen have remained active on the Sexual Violence Prevention Alliance, with Melanie serving on the advocacy subcommittee and Colleen serving on the programming subcommittee. Colleen also served as a member of the team for the VOICE Initiative's AVON/ Futures Without Violence grant.

Programming: Take Back the Night and Teal Ribbon Day
The WRC continues to collaborate with VOICE on major programming initiatives which we developed, including Teal Ribbon Day and Take Back the Night. Take Back the Night remains a longtime cornerstone program for the WRC, having its origins in Women's Awareness Month but now taking place during Sexual Assault Awareness Month. This year, TBTN reached about 350 students, faculty and staff and 16 survivors were able to share their stories, either anonymously or in person. TBTN had a small planning committee chaired by a student leader, Katie Martin, with Melanie DeMaeyer serving as an advisor to the committee.

Additionally, the WRC has chosen to remain a partner in Teal Ribbon Day, the annual show of support for survivors of sexual violence. For the second time, Teal Ribbon Day was used as a Day of Action, with the focus being on asking participants how they would act to prevent sexual violence or work to support survivors. This was the fourth Teal Ribbon Day, and 850 people took selfies and sent in ways they would take action against sexual violence on campus, and even more people wore their ribbons across campus. The WRC assisted in ensuring that all 7,800 ribbons and letters were stuffed and mailed to faculty and staff, through hosting ribbon cutting and envelope stuffing at the center. Additionally, WRC staff members tabled as part of Teal Ribbon Day, provided consultation on the Teal Ribbon Day letter and messaging campaign.

3. Black Women's Initiative

In May 2016, Melanie DeMaeyer met with two students who wanted to start an initiative focused solely on the lives and experiences of Black women at Georgia Tech. Through close collaboration with those two initial students in Fall 2016, the Black Women's Initiative was formed. We recruited 14 undergraduate women to participate in the first cohort. The group met weekly, hosted bi-weekly discussion groups for Black Women

called SpeakEasy, and hosted several well attended programs throughout the year, including a Bystander Intervention training focused on sexual violence prevention and an Open Mic Night.

Melanie also hosted a weekend long retreat with the BWI leaders to create a mission and vision for the group, discuss areas of focus, identify potential partners, and further develop knowledge and leadership skills. She also met weekly with the two chairs of the group to advise, problem solve, plan and brainstorm new directions for BWI.

As a result of this initiative, we've seen a significant increase in the number of Black women utilizing WRC services and attending WRC programs. BWI is currently recruiting members for a second cohort to begin in Fall 2017.

4. GT Body Image Committee

WRC Director Colleen Riggle co-led the campus-wide GT Campaign for Everybody with Health Promotion's Michelle Cohen (who left Georgia Tech in November). GT Campaign for EveryBody Week activities and events were sponsored by the GT Body Image Committee. Other collaborators included the Women's Resource Center, Stamps Health Services, Auxiliary Services, Campus Recreation Center, the Counseling Center, Diversity Programs, and Department of Housing.

The mission of the committee is to encourage GT students of all genders to examine perceptions of body image and to generate discussion of body image issues on campus. Members of the committee include GT students and professionals from the Women's Resource Center, Stamps Health Services, Counseling Center, Athletic Association, Campus Recreation Center, Housing, GT Library, Student Center, Communication and Culture, Institute Communications, and the Office of International Education.

The schedule of events has been designed around several goals and learning outcomes.
Goal 1: To encourage students to engage in the variety of activities that contribute to positive body image.
Learning Outcomes: Students will be able to-
- Identify body image resources
- Recognize the variety of healthy behaviors that contribute to having a positive body image
- Recognize unhealthy behaviors that can lead to negative body image
- Identify different activities that lead to improved self-confidence

Goal 2: To challenge students to critically analyze how the media positively and negatively influences body image.
Learning Outcomes: Students will be able to-
- Identify positive role models in the media
- Recognize unrealistic portrayals of beauty/attractiveness portrayed by the media
- List the gender-related messages we receive from the media
- Discuss multicultural influences on body image

- List ways to challenge negative messages and images portrayed by the media

  Goal 3: To encourage students to evaluate the messages they give to and receive from their peers, friends, and family.
  Learning Outcomes: Students will be able to-
- Identify body image resources
- Identify comments they make that may lead to negative body image (for themselves and others)
- List ways to change the way they talk to one another
- List gender-specific messages they receive from peers, friends, and family
- Discuss multicultural influences on body image
- Identify what on-campus influences the ways they feel about our bodies

The Body Image Committee Assessment Team led GT Campaign for EveryBody Week assessment efforts. Paper and pencil evaluations were distributed at most active programs. Blankets, towels, sunglasses and pens were chosen to be used as incentives to encourage participants to complete evaluations to measure program effectiveness. Evaluation results indicated that students had achieved program learning outcomes and were aware of the offices on campus which are equipped to support students and their body image needs.

Many strategies were used to promote GT Campaign for EveryBody Week. Our website (www.bodyimage.gatech.edu) was used along with our Facebook page. Other promotional materials included plasma screen promotions, and posters distributed throughout campus. Personalized emails were sent to many student organizations and academic departments.

Complete list of GT Campaign for EveryBody programs:

Program	Date	Time	Location	Attendance
Kick-off event	2/23	11am-1pm	Student Center, Healthy Space	100
The Fat Body (In)Visible	2/27	6-8pm	Student Center, Theater	15
FREE select CRC classes (cycling and Zumba)	2/27 & 3/3	Varies	CRC	40 (total)
Yoga for EveryBody	2/24 & 3/1	12-1pm	Student Center, Peachtree Room	40 (total)
LunaFest	4/1	12 to 2pm	Academy of Medicine	150

5. Annual Awards
Yvette Upton Empowerment Award
The award is named in honor of Yvette Upton, Director of the Georgia Tech Women's Resource Center (and former Assistant Dean of Students) from January 2000 to December 2009. The award focuses on the service, support and advocacy Yvette Upton provided to the women of Georgia Tech from January 2000 to December 2009. This year's award winner was:

Award winner – Amira Abadira
Previous winners:
Alissa Hartenbaum, Computational Media (April, 2011)
Julie Champion, Biomedical Engineering (April, 2012)
Gwen Hughes, Public Policy (April, 2013)
Emily Gooding, Polyfiber Engineering (April 2014)
Maggie Burcham, Biochemical Engineering (April, 2014)
Kate Harlan, Computer Science, (April 2015)
Katie Martin, Biomedical Engineering (April, 2017)

WRC Make a Difference Award
This award is given out annually at the Up with the White and Gold ceremony for someone who is instrumental in working with the Women's Resource Center.

Award winner – Neeki Memarezadeh

6. SE Regional Women's Center Meeting
On June 5 - 6, 2017 the Georgia Tech Women's Resource Center hosted the southeastern regional women's center meeting. We had 20 women's center professionals from the following campuses:
- Virginia Tech
- U of N. Alabama
- U of Alabama
- Georgia College
- Colorado State
- George Mason
- Vanderbilt
- U of Tennessee
- UVA
- Emory

Attendees were surveyed in advance to see what topics would be most important to them and the following conversations were developed over the two-day meeting. Those broad topics were programming, interpersonal violence, outreach and structural. Additionally, we had a keynote address from John Stein, Vice President for Student Life and Dean of Students. Lastly, we traveled to Charis Books (oldest feminist bookstore in the United States), as well as dinner in Little Five Points area. A follow up survey was sent to

participants, as well as platform to keep all SE Women's Center Professionals connected throughout the year.

V. Statistics
Unit Statistics
Section 5: Statistics

WRC Programs	Attendance – Fall 2016	Attendance – Spring 2017
Women's Leadership Conference	Not applicable	200
Programming****	531	150
Women's Awareness Month****	Not applicable	150
Women in the Wilderness	27	15
WST/WRC welcome	100	Not applicable
Other Programs*	273	8472
Presentations**	20	5
Trainings**	Not applicable	30
Advocacy***	15	15
Meetings	1035	1075
Tabling	300	500
Total	2301	10412

Women's Resource Center Statistics 1999-2017

AY	99-00	00-01	01-02	02-03	03-04	04-05	06-07	07-08	08-09
WLC	200	218	300	415	275	240	317	372	350
Programming	702	985	530	1844	1638	1309	1508	2466	1985
WIW	N/A	37	67	103	102	72	79	60	67
WST	200	149	120	140	110	100	75	71	105
Other Programs	400	1043	1576	465	292	409	384	1734	1424
Presentations	0	100	0	251	168	146	650	837	434
Trainings	0	0	0	121	7	155	349	683	688
Advocacy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11	10
Meetings	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tabling	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	1502	2532	2593	3339	2592	2431	3362	6234	5063

AY	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
WLC	350	300	300	199	200	200	200	200
Programming	2055	1670	1336	1095	1100	400	150	681
WIW	41	26	38	17	21	30	15	42
WST	209	45	45	75	80	100	100	100
Other Programs	2018	942	1569	1810	**6900**	**7548**	8472	8695
Presentations	1262	1280	1432	1510	2000	0	N/A	25
Trainings	647	340	499	414	750	6270	N/A	30
Advocacy	20	13	11	24	35	45	11	30
Meetings	N/A	1327	1614	1600	1675	1725	1655	2110
Tabling	N/A	860	630	530	1450	1300	800	800
Total	6602	6803	7474	7274	14211	17618	11403	12713

***includes Teal Ribbon Day, STEM Women Coffee Talks, and other collaborative programming.

**In years past the WRC's trainings and presentations were given through the VOICE initiative. As a result of the move of the VOICE initiative to Health Promotion, the WRC did not provide any trainings or presentations this year.

***The WRC advocacy numbers have dramatically decreased because victim advocacy has moved to Health Promotion. The WRC did have a few students who first reported to our office and we with then referred to Health Promotion for ongoing case management. Those initial reports and the services we provided in the interim are reflected here.

****We made an intentional decision to scale down WAM programming this year in an attempt to assess need and what future WAM programming might become. These numbers reflect collaborative programs planned with longtime WAM partners and general programming not classified in another category.

Progress: Completed

VI.   Service to the Institute
Staff Service
Colleen Riggle
Campus Service:
- Chair, Body Image Committee
- Co-taught, GT 1000
- Member, Diversity Symposium planning committee
- Member, Student Health Advisory Board
- Member, Sexual Violence Prevention Alliance
- Member, Employee Resource Group - Women
- Member, Clery Act Committee
- Member, Title IX Committee
- Member, AVON/Futures Without Violence Leadership Institute
- Member, Inclusive Excellence

Melanie DeMaeyer
Campus Service:
- Member, Sexual Violence Prevention Alliance
- Member, SVPA Advocacy Committee
- Member, Title IX Committee
- Member, Body Image Committee
- Safe Space Facilitator
- Trans 101 Facilitator
- Member, Employee Resource Group- PRIDE
- Member, LGBTQIA Advisory Board
- Member, Family Weekend Planning Committee
- Member, AVON/Futures Without Violence Leadership Institute
- Member, Diversity Symposium planning committee
- Facilitator/ Subject Matter Expert, Reporting and Responding to Sexual Misconduct Training (OHR)
- Serves as an on-call advocate on nights and weekends, as needed

Progress: Completed

VII. Professional Development
Staff Professional Development
Colleen Riggle
Professional Development:
- Program proposals accepted for the National Women's Studies Association Annual Conference – November 2016. One session entitled:
  - Experiences of Women's Center Professionals
  - We Aren't Just Braiding Our Hair and Stirring the Pot: Gender, Power, and Care Work as Women's Center Professionals
  - Writing Disruption Into the Mission: Opportunities and Challenges for Establishing a Campus-Based Women's Center in Contemporary Institutional Climates
- Published, Journal of Diversity in Higher Education entitled: From Margins to Mainstream: Social Media as a Tool for Campus Sexual Violence Activism
- Attended, Region III NASPA Summer Symposium
- Attended, Futures Without Violence Leadership Institute
- Attending, Inclusive Excellence Trainings
- Book Chapter proposal accepted, "Experiences of Women's Center Professionals" for an edited volume that will explore the state of Women's Centers in higher education

Melanie DeMaeyer
Professional Development:
- Program proposal accepted for the National Women's Studies Association Annual Conference – November 2016. One session entitled:

- ○ Revisiting Experiences of Women's Center Professionals: We Aren't Just Braiding Our Hair and Stirring the Pot: Gender, Power, and Care Work as Women's Center Professionals
- Attended, National Women's Studies Association National Conference Campus Advocacy & Prevention Professional Association (CAPPA), member
- Book Chapter proposal accepted, "Experiences of Women's Center Professionals" for an edited volume that will explore the state of Women's Centers in higher education

Progress: Completed

VIII. Institutional Effectiveness

Changes Within Unit

Focus Groups

During the Spring 2017, several focus groups were conducted for women students at Georgia Tech. Facilitated by the Director of Research and Assessment for Student Life, focus groups will be conducted with the following women student populations: graduate students, undergraduate students, student-parents, and transfer students.

Qualitative data was collected through 4 student focus groups (Undergraduate students, Graduate students, Student parents, and Transfer students). When students were asked to provide three words which describe the Women's Resource Center the following were provided: welcoming, supportive, community, leadership, programs, services, advocacy, staff and caring. The participants shared the following valued added from the Women's Resource Center to their student experience: safe and friendly, quiet place to study, staff/food/resources, personal invitations to events.

The staff of the Women's Resource Center identified the following opportunities: increase (specific) programming for graduate students, and transfer students, increase social media presence, expansion of footprint across the campus. Further, the staff learned that women students identify WRC programs and events through these top three platforms, email, social media, and word of mouth. Of the social media platforms, participants use Facebook, Instagram and Snapchat.

The staff of the Women's Resource Center has shared this information with the WRC Advisory Board and will include this information in the planning of the 2017-2018 academic year.

Women's Leadership Conference

Our goal for the Women's Leadership Conference is that after attending the Women's Leadership Conference, attendees will report that WLC improved their leadership skills in alignment with the social change leadership model. We gave all attendees survey at the end of the conference that collected both quantitative and qualitative data.

The results from the surveys showed that most attendees were attending for the first time, but most indicated that they would return. Participants expressed that they wanted more workshops on the following: self-actualization, managing work/life balance, public

speaking, and networking. As a result of attending WLC, attendees reported feeling higher levels confidence and courage.

Progress: Completed

Involvement and Civic Engagement

Director of Student Engagement

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.

Progress: Completed

II.   Staffing
Current Staff

- E. Gerome Stephens, Ph.D. – Dr. Stephens serves as the Director of Student Engagement. He has been in his role since July 1, 2013.
- Sarah Perkins – Sarah serves as the Assistant Director, Civic Engagement. Sarah has been in her role since June 20, 2011.
- Kelly Cross – Kelly serves as the Assistant Director, Student Organizations. She has been in her role since July 8, 2013. Kelly accepted a position in Legal Affairs at Georgia Tech and began June 1, 2017. The position is currently open and the search is active.
- Quinn Mabry – Quinn serves as the Administrative Professional to Student Engagement. They have been in their role since July 5, 2016. The position is new to the Division of Student Life.
- Stephanie Travis – Stephanie serves at the Site Manager for the JumpStart program at Georgia Tech. Stephanie has been in her role at Georgia Tech since October 16, 2014. During the 2016-2017 academic year plans were made to move the Greek Affairs staff into a renovated Student Engagement suite. The Greek Affairs staff will move into the suite in mid-July 2017 and be adding a third staff member to focus on Georgia Tech's NPHC and Multicultural Greek Organizations.

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure

The implementation of OrgSync led to a shift in several key procedures for both Student Engagement and Student Organizations as a whole. Three primary areas for this change include the Student Organization Annual Registration Process, the creation of an online waiver of liability form, and attendance tracking at events.

While the Student Organization Annual Registration process policy remains conceptually the same, organizations and advisors can now utilize the online registration system to submit the required forms, rather than turn in paper copies to the Student Engagement. Information collected via this online form can be shared with relevant campus partners including Greek Affairs, and the Competitive Sport Office as they support Fraternities, Sororities and Sport Clubs respectively. Additionally, the form retains data from year-to-year, so student organization leaders can utilize the process of Annual Registration compliance to facilitate positional leadership transition.

The largest area of growth for Institute offices, departments, and student organizations is the capacity to build and share online waivers. Within the Student Engagement Umbrella alone over 9,000 waivers were submitted electronically during the 2016-2017 school year. These numbers represent waivers that were signed to participate in a wide variety of events including Homecoming Competitions, Greek Week, SGA Retreats, and riding in the Reck. The Student Center Programs Council had over 4500 online waivers filled out this year which represents a significant shift in process. Paper waivers are required to be retained for at least two years, and for many organizations this represents a significant challenge. By utilizing waivers developed within OrgSync, student organizations, offices, and departments are able to retain searchable, verifiable waivers on OrgSync servers indefinitely.

An additional area of procedural change can be found in the area of participation tracking at events through OrgSync tools. Student Organizations, Offices, and Departments are now able to card-swipe students into events, which allows organizers to understand who was present, and for how long. Fraternities and Sororities also began utilizing this feature with general meetings, and social functions to ensure those in attendance were Georgia Tech students. Over the course of the 2016-2017 school year almost 60,000 hours were tracked. This feature allows organizations, departments and offices to track who is participating, follow-up intentional, and generate automatic surveys to gather additional feedback. Individual students can utilize the participation tracking feature to support class and organization requirements.

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

Student Organizations

OrgSync at Georgia Tech serves to support individual students seeking involvement and engagement opportunities, and administrative tasks needed by offices and departments.

During the 2016 - 2017 school year this online system provided an organized and efficient way for student organizations to build community, manage events, and oversee leadership transition. Many of the significant areas of success are noted above. Following OrgSync implementation in the Spring of 2016, Office staff focused on building strategic relationships with highly visible, and highly process focused student organizations include the Ramblin' Reck Club, the Student Center Programs Council (SCPC), MOVE, the President's' Council Governing Board, the Interfraternity Councils and Collegiate Panhellenic Council. These student organizations all represent groups with many layers of organizational events, a significant need for capacity building support, and experienced student leaders who understand the importance of risk management, data tracking, and data-based funding requests.

These groups allowed Student Engagement to highlight diverse ways organizations and general students can interact with OrgSync because of the number of large scale and open events they each host. As noted above, SCPC alone had over 3500 online waivers filled out for Homecoming. The visibility of their events and processes supported high adoption rates by other student organizations and encouraged the adoption of phrases like "OrgSync Waivers" and "Card Swiping" to become a standard part of student organization event planning.

Civic Engagement
A major accomplishment in 2016 was the creation and implementation of the first EngageATL extended orientation program in collaboration with the Center for Serve-Learn-Sustain. EngageATL is a three-day, two-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 five student leaders. In addition to three direct service projects with the Proctor Creek Stewardship Council, Global Growers, and the Atlanta Community Food Bank, the program engaged three additional on-campus partners: Office of International Education, Office of Sustainability, and Westside Communities Alliance. 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.

Another accomplishment for 2016-2017 is the development of the Community Service Partners Database within the OrgSync system at Georgia Tech. The goal of this project is to register community partners who partner with Student Engagement. A new intake process was created to respond to volunteer inquiries from community partners and the student assistant training will now incorporate how student assistants can support this process. Important features of the new intake process and Community Service Partner Database include partners providing documentation of their insurance and general liability coverage, partners engaging in OrgSync training in order to leverage the systems and its tools, and the ability to use online waivers for service projects.

Small Act Big Impact continued as a summer-long service project in collaboration with FASET New Student Orientation and Atlanta Mission. Travel sized toiletry items as well

as art supplies were donated during each FASET session. Approximately 20 people attended the on-campus packaging event to assemble critical needs kits for Atlanta Mission. Student Engagement continued to participate in FASET Leader training and Small Act Big Impact remained a part of Evening Social on Day One of the FASET program. During Evening Social, participants had the option to create encouragement cards, which are included in the critical needs kits.

Civic Engagement continued its participation in the President's Interfaith & Community Service Campus Challenge, a national initiative sponsored by the White House Office of Faith Based and Neighborhood Partnerships, the Department of Education, and the Corporation for National and Community Service. As part of this initiative, Georgia Tech sent a delegation of one staff member and four students to the National Gathering of Campus Challenge participants in Washington, DC as well as a separate delegation of five students to the Atlanta-based Interfaith Leadership Institute sponsored by Interfaith Youth Core (IFYC). Additionally, Student Engagement and Student Diversity Programs partnered with Atlanta Habitat for Humanity for the second annual Collegiate Interfaith Build. In collaboration with IFYC, Student Engagement administered the Interfaith Diversity Experience Attitudes Longitudinal (IDEALS) Survey and is currently reviewing the Time 2 data set. With the change in the national administration, the Campus Challenge initiative is not expected to continue; Student Engagement will determine different options for interfaith engagement after further review of the IDEALS data.

Civic Engagement partnered with other areas on-campus to host the 7th Annual MLK, Jr. Day of Service for over 230 participants who engaged in seven different service projects with six community partners. The 2017 MLK Day of Service strengthened its partnership with the Stamps President's Scholarship Program (SPS) by incorporating the MLK Day of Service into the SPS' 2nd year retreat program. The 2nd year SPS students served with the West Atlanta Watershed Alliance project as the service component of their weekend retreat. Additionally, the program collaborated with the Center for Serve-Learn-Sustain (SLS); SLS incorporated their new partnership with Friends of Refugees into the MLK Day of Service program. The Friends of Refugees project was a full-day project while the other six sites took place from 9:00am-12:00pm.

Student Engagement also implemented the fourth annual MLK Sunday Supper event. The event included facilitated conversations over dinner and dessert. A total of nine guest facilitators moderated small group discussions among the 70 attendees, which included students, staff, and faculty.

The Assistant Director, Civic Engagement continues strong partnerships with campus departments such as Government & Community Relations, the Center for Serve-Learn-Sustain, and Westside Communities Alliance of which she is an Advisory Board member.

Over $4100 was allocated to 14 community service projects from the Class of 1981 Public Service Endowment Fund. These projects represented nine student organizations

and two on-campus departments.

Alternative Service Breaks
The Alternative Service Breaks (ASB) student organization hosted ten Alternative Break trips during the 2016-2017 academic year, which is a record number of trips hosted in one year. The ten trips included two fall break trips, one winter break trip, six spring break trips, and one summer break trip. This is the first year ASB has hosted a winter break trip and an international summer break trip. A total of 120 student participants, 17 student leaders, and 14 staff advisors served across the ten trips. A major accomplishment for ASB, which supported its programmatic growth, was submitting a funding proposal to the Strategic Advisory Planning Group (SPAG); ASB's proposal was selected and fully funded. ASB received $25,000 in its first year and will receive $5,000 across the next five years for a total of $50,000. As a result of the SPAG funding, ASB offered a total of $4684 in cost reductions to international trip participants. For the first time, the cost of an international trip was under $1000 for all participants. This is especially significant because ASB hosted three international trips during the academic year; previously ASB only hosted one international trip, if any. Of the ten trips, seven trips introduced a new partnership or a new location with an existing partner.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
- Maryville, TN – Once Upon a Time (Fall Break)*
- Orlando, FL - Give Kids the World (Winter Break)*
- Biloxi, MS – Community Collaborations, Int'l (Spring Break)
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
- Memphis, TN – Feed the Children and Nashville Food Project (Spring Break)*
- Wilmington, NC – Cape Fear Habitat for Humanity (Spring Break)*
- Gandoca, Costa Rica - Community Collaborations, Int'l (Spring Break)**
- Monte Cristi, Dominican Republic - Outreach360 (Spring Break)*
- Hopkins, Belize - 7 Elements (Summer Break)*
  * New service partner
  ** New location with an existing service partner

Alternative Service Breaks received multiple awards as a result of its successful year: the Matter of Degree Award presented by the Division of Student Life, Burdell's Best for Most Creative Fundraiser, Burdell's Best for Best Short-Term Service Project, and Burdell's Best for Best On-Going Service Project.   Additionally, Ben Ashby received the Division of Student Life's TECHcellence Award for his leadership with ASB and for authoring the SPAG proposal.

Mobilizing Opportunities for Volunteer Experience (MOVE)
MOVE's annual Into the Streets day of service for new students engaged over 200 students across six service projects with five community partners. An exciting program addition this year included a partnership with Grand Challenges; the Grand Challenges retreat, which took place over the same weekend, embedded the Into the Streets program as the service component of the retreat. This helped to increase the number of participants as well as secure a higher yield of registered participants. Additionally, Into the Streets collaborated with Atlanta Habitat for Humanity; for the second year in a row, a full-day

Habitat build was offered as one of the service project options.

JumpStart
Beginning September 1, 2016, the Jumpstart program returned to a full-time capacity at Georgia Tech with an allotment of 30 Americorps Slots. As of May 24, 2017, 28 of those 30 slots are filled, which makes this the strongest recruitment year Jumpstart at Georgia Tech has had in the last five years. The Jumpstart student team included 10 Federal Work Study students, which helped the Institute reach it's FWS service quota. Jumpstart Teams served and implemented Jumpstart Sessions in three Pre-school classrooms during the fall of 2016 and an additional two classrooms beginning in the Spring of 2017 to serve five total classrooms this academic year. Additionally, eight Jumpstart members will continue to serve through the summer supporting three of the classrooms. This academic year Jumpstart members have served over 5,000 hours to date and are expected to serve a total of 7,500 hours by the end of the summer.

Progress: Completed

V.   Statistics
Unit Statistics
To facilitate successful Annual Registration, the Assistant Director of Student Organizations hosted:
- 37 training sessions
    - 15 in-person sessions
    - 22 webinars
    - 500+ student, faculty, and staff participants

During the Fall and Spring time periods to charter student organizations, 90 groups submitted the initial new student organization chartering paperwork and at the close of the Spring, 2017 semester over 50 of those groups had become fully chartered student organizations for a completion rate of 55%.
To facilitate successful implementation of the new Student Organization Charter process staff facilitated:
- 28 student organization charter trainings
- 100+ Student Participants

Alternative Service Breaks (ASB) expanded its trip offerings by hosting seven new trips (i.e. either a new service partner or a new location with an existing service partner). The new locations and/or partnerships included Maryville, TN (Once Upon a Time); Orlando, FL (Give Kids the World); Memphis, TN (Feed the Children & Nashville Food Project); Wilmington, NC (Cape Fear Habitat for Humanity); Gandoca, Costa Rica (Community Collaborations, Int'l); Monte Cristi, Dominican Republic (Outreach360); and Hopkins, Belize (7 Elements). The Orlando trip was ASB's first winter break trip, and the Belize trip was ASB's first international summer break trip. This is the first year that ASB hosted three international trips in one academic year, including two during spring break. A total of 17 student leaders, 120 student participants, and 14 staff members participated across the ten trips. Listed below is specific participation data from the ten trips.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
  - 1 student leader, 0 staff advisor, 11 student participants
- Maryville, TN - Once Upon a Time (Fall Break)
  - 1 student leader, 1 staff advisor, 10 student participants
- Orlando, FL - Give Kids the World (Winter Break)
  - 1 student leader, 1 staff advisor, 10 student participants
- Biloxi, MS – Community Collaborations, Int'l (Spring Break)
  - 2 student leaders, 1 staff advisor, 15 student participants
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
  - 2 student leaders, 2 staff advisors, 16 student participants
- Memphis, TN – Feed the Children and Nashville Food Project (Spring Break)
  - 2 student leaders, 2 staff advisors, 16 student participants
- Wilmington, NC - Cape Fear Habitat for Humanity (Spring Break)
  - 2 student leaders, 1 staff advisor, 10 student participants
- Gandoca, Costa Rica - Community Collaborations, Int'l (Spring Break)
  - 2 student leaders, 2 staff advisors, 12 student participants
- Monte Cristi, Dominican Republic - Outreach360 (Spring Break)
  - 2 student leaders, 2 staff advisors, 10 student participants
- Hopkins, Belize - 7 Elements (Summer Break)
  - 2 student leaders, 2 staff advisors, 10 student participants

ASB also received $25,000 in SPAG funding this academic year, which helped ASB offer $4684 in cost reductions to international trip participants. A breakdown of the cost reductions is noted below. Additionally, ASB raised $6540 with its letter writing campaign; together with the SPAG funding, ASB has significantly increased its Agency and Foundation accounts.

- Gandoca, Costa Rica (spring break)
  - Community Collaborations, Inc: Sea Turtle Rescue and Community Development
  - Number of total participants = 16 (14 students and 2 staff advisors)
  - All student participants received a cost reduction of 5% ($50)
    - 2 participants received further cost reductions of varying amounts, ranging from 40% ($400) to 60% ($600) based on demonstrated need
- Monte Cristi, Dominican Republic (spring break)
  - Outreach360: Teaching English
  - Number of total participants = 14 (12 students and 2 staff advisors)
  - All received a cost reduction of 5% ($50)
    - 6 participants received further cost reductions of varying amounts, ranging from 15% ($150) to 60% ($600) based on demonstrated need
- Hopkins, Belize (summer break)
  - 7 Elements: Sustainability and Solar Power Installations
  - Number of total participants = 14 (12 students and 2 staff advisors)
  - All student participants received a cost reduction of 5% ($50)
    - 4 participants received further cost reductions of varying amounts, ranging from 40% ($400) to 60% ($600) based on demonstrated need

Progress: Completed

VI. Service to the Institute
Staff Service
Gerome Stephens, Director, Student Engagement

- Advisor, Ramblin Reck Club
- Advisor, FreshGA
- Facilitator, StrengthsQuest Training
- Facilitator, Safe Space
- Member, Project 1 Program Committee
- Co-Chair, Georgia Tech Event Logistics Committee
- Co-Principal Investigator, IDEALS Survey
- Advisor, ACC Advocacy Day, Washington DC
- Principal Investigator, JumpStart Grant

Sarah Perkins, Assistant Director, Civic Engagement

- Advisor, Alternative Service Breaks
- Advisor, MOVE
- Advisor, Alternative Spring Break trip to Wilmington, NC (Cape Fear Habitat for Humanity)
- Advisory Board Member, Westside Communities Alliance
- Campus Lead, President's Interfaith and Community Service Campus Challenge
- Chair, Search Committee for Student Engagement Administrative Assistant
- Chair, Search Committee for Stamps President's Scholarship Program Assistant Director
- Member, Family Weekend Planning Committee
- Member, MLK Institute Celebration Planning Committee
- Presenter, GT1000 Course Workshops: "Service and Engagement at Georgia Tech"
- Support one service-learning course taught by Dr. Owen Cantrell (spring)

Kelly Cross – Student Organizations/Assistant Director

- Advisor, President's' Council Governing Board
- Advisor to the SGA Vice President of Campus Organizations, and the Vice President of Finance
- Facilitator, StrengthsQuest Training
- VOICE Peer Educators
- FLO Advisory Board
- Student Organizations
- Member, Event Logistics Committee
- Presenter, GT1000 Course Workshops on Engagement and Strengths
- Presenter, Presidents' Summit
- Presenter, GT1000 Team Leader Training
- Presenter, FASET trainings
- Presenter, Student Government Association Retreat
- Lead Staff Member/Organizer, Up With the White and Gold Awards Ceremony

- Member, Student Activities Committee
- Member, Freshman Leadership Organization Advisory Board
- Member, Search Committee, Student Center Associate Director

Quinn Mabry – Administrative Professional
- Facilitator, Safe Space (LGBTQIA Resource Center)
- Facilitator, Trans 101 (LGBTQIA Resource Center)

Progress: Completed

VII. Professional Development
Staff Professional Development
Gerome Stephens, Director, Student Engagement
- Participant, National Gathering for President's Interfaith and Community Service Campus Challenge (Washington, DC)
- Advisor, ACC Leadership Symposium (Wake Forest)
- Workshop Presenter, Dialogue on Diversity Conference, Presentation title: *Religious Diversity and Student Identity Development: How Ought Student Affairs engage in issues of religious diversity?* (Bellarmine University)

Sarah Perkins, Assistant Director, Civic Engagement
- Member, ACPA-College Student Educators International
- Participant, ACPA Annual Convention (Columbus, OH)
- Selected Participant, Interfaith Youth Core ILI Curriculum Hack-a-thon (Chicago, IL)
- Attendee, Lectures and Curriculum Development trainings presented by LAMP

Kelly Cross – Student Organizations/Assistant Director
- Participant, OrgSync Webinars – Community Management, Umbrella Creation, On-Site Consultation

Quinn Mabry – Administrative Professional
- Conference Presentation: *"Better Together: An Activist's Guide to Meaningful Collaboration."* Connect Conference, University of Georgia (2017).
- Conference Presentation: *"Framed: Imagining Trans Liberation in Sequential Narrative."* Southeastern Women's Studies Association (2017).
- Member, Southeastern Women's Studies Association
- Georgia Tech BuzzMart Purchaser Training (2016)

Progress: Completed

VIII. Institutional Effectiveness
Changes Within Unit
Student Engagement explored how the EngageATL extended orientation program for newly admitted first-year students supported them in feeling more a part of the Atlanta

community and potentially generated a greater understanding of how to connect with service opportunities and sustainable communities at Georgia Tech. A survey was sent in September 2016 following the EngageATL extended orientation. Of the 16 EngageATL student participants, 9 responded to the survey. Based primarily on the open-ended portion of the survey, EngageATL participants believed the small group size supported relationship development between students. As the camp grows it will be important to engage students in small groups and be even more intentional about relationship development. The extended orientation had significant impact on the student participant perspectives of the Atlanta community surrounding Georgia Tech, specifically the Westside. Additionally, participants appreciated the introduction to Atlanta beyond service as the program engaged students in social activities in the city such as Ponce City Market's Skyview Park.

Progress: Completed

Greek Affairs

I. Mission/Introduction

Essential Function(s) of Department

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

Progress: Completed

II. Staffing

Current Staff

Over the 2016/17 academic year, the Office of Greek Affairs was in a constant state of staff transition.

Dr. Jamison Keller began his tenure on June 8, 2016 as the new Assistant Dean and Director of Greek Affairs. In addition to Assistant Dean responsibilities, Jamison's primary duties consist of overall department operations, budget oversight, staff development, advising the College Panhellenic Council, the National Pan-Hellenic Council and presidents, and 32 Interfraternity Council chapter presidents. Jamison also advised Greek Homecoming and began a chapter of the Gamma Sigma Alpha Greek Academic Honor Society.

Amanda Fishman began her tenure on July 1, 2016 as the Coordinator of Greek Affairs. She directly advises the Interfraternity Council, the Multicultural Greek Council and presidents, as well as 10 College Panhellenic Council chapter presidents. She also oversees the Greek Neighborhood Council and works with numerous constituents and campus entities with supporting the 36 physical fraternity and sorority living facilities. This year she also advised the Order of Omega Chapter, Greek Week, and supported the start up support for Georgia Tech's newest sorority Kappa Alpha Theta.

After 11 years as the Senior Administrative Assistant with the Office of Greek Affairs,

Tawanna Wilson ended her tenure in May of 2017 to accept a new position in the Counseling Center. Based on the upcoming physical move to Student Engagement, this position will not be renewed.

Eli Argueta served as the graduate assistant for the department since August 2015. Eli's primary duties included advising the Multicultural Greek Council and supporting educational programming initiatives for all student groups. Eli ended his two-year

appointment six months early to accept a full-time position as the Fraternity and Sorority Advisor at Columbus State University.

Based on recommendations from both the Black Student Experience Task Force and the Greek Life Task Force, a new permanent Greek Coordinator position has been approved for hire beginning in the 2017-18 academic year.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
No major policy or procedure changes for this academic year.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments

Progress: Completed

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

Chapter Operations
Each year, the Office of Greek Affairs 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 66% of Greek members are involved in another campus organization outside their fraternity/sorority.
- 35% of Greek members hold a leadership position in a student organization outside of their fraternity/sorority.

Financial Breakdown:

Average Semester Cost ($)	Resident Rent	Meal Plan	Active Member Dues	New Member Dues
IFC	2230	870	1080	1140
CPC	2200	800	700	1300
MGC	Not applicable	Not applicable	500	300
NPHC	Not applicable	Not applicable	300	1500

- The houses in the Greek Sector provides upwards of 1,366 beds in a given semester to be used for student housing. Approximately 36% of Greek members live throughout the Greek Sector.
- **The Greek Affairs Coordinator checks each fraternity and sorority facility for general cleanliness, proper dumpster use, and lawn maintenance. The maintenance and upkeep of trash removal, dumpsters, and lawn care is mandated through GNA policy.**
  - **27% of houses within the Greek Sector were repeat offenders for trash and dumpster violations**
  - **$800 was collected in fines, primarily Dumpster Violation fines**
- *Educational Programs:* Through partnerships across campus, the Office of Greek Affairs is able to offer a variety of programs for fraternity and sorority members to learn about important issues relevant to their experience. Programs and initiatives address topics such as risk management education, leadership development, academic preparation, diversity and cultural awareness, personal enrichment, and career development. Many of these programs are facilitated at the chapter level and include the following trends and topics:
  - Academics
  - Alcohol & Drug Awareness
  - Career Development
  - Culture & Diversity
  - Greek Allies Training
  - Mental Health
  - Leadership Development
  - Personal Finance
  - Sexual Assault Prevention

Academics

Academic success is very important in the Greek 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. However, in order to gain a greater perspective on the differences within the fraternity and sorority community, this year we

segregated the grade point averages based on council.

CPC Sorority Academic Report	Fall 2016	Spring 2017
All-Undergraduate Average	3.22	3.29
All-Undergraduate Women's Average	3.25	3.31
All-Sorority Average	3.36	3.38
All-Sorority New Members	3.37	3.47

For Fall 2016:
10 out of 10 Panhellenic Sororities were above the All-Women's Average
For Spring 2017:
7 out of 10 Panhellenic Sororities were above the All-Women's Average

IFC Fraternity Academic Report	Fall 2016	Spring 2017
All-Undergraduate Average	3.22	3.29
All-Undergraduate Men's Average	3.21	3.28
All-Fraternity Average	3.31	3.34
All-Fraternity New Members	3.35	3.28

For Fall 2016:
24 out of 32 IFC fraternities were above the All-Men's Average
For Spring 2017:
22 out of 32 IFC fraternities were above the All-Men's Average

MGC Chapter Academic Report	Fall 2016	Spring 2017
All-Undergraduate Average	3.22	3.29
All-MGC Chapter Average	3.07	3.16
All-MGC New Members	3.00	3.12

For Fall 2016:
0 out of 2 MGC fraternities were above the All-Men's Average
0 out of 2 MGC sororities were above the All-Women's Average
For Spring 2017:
1 out of 2 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 2016	Spring 2017
All-Undergraduate Average	3.22	3.29
All-Undergraduate African American Average	Not applicable	2.90
All-NPHC Chapter Average	2.76	2.64
All-NPHC New Members	3.15	3.33

For Spring 2017:
1 out of 5 NPHC chapters were above 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 7 to 104 men, with an average chapter size of 63. The Collegiate Panhellenic Council sororities range in size from 29 to

212 women, with an average chapter size of 154. National Pan-Hellenic Council groups range in size from 3 to 13 members, with an average chapter size of 7. The Multicultural Greek Council chapters range in size from 3 to 30 members, with an average chapter size of 16.

Fall 2016
Membership in fraternities and sororities comprised 25% of the undergraduate population for a total of 3,881 undergraduate students. 22% of male undergraduate students are members of fraternities. 30% of female undergraduate students are members of sororities.

Spring 2017
Membership in fraternities and sororities comprised 26% of the undergraduate population for a total of 3,656 undergraduate students. 23% of male undergraduate students are members of fraternities. 30% of female undergraduate students are members of sororities.

Progress: Completed

VI.   Service to the Institute
Staff Service
In addition to accomplishments and recognition of staff members, the Office of Greek Affairs assisted in various capacities with other departments on campus. The following is a list of contributions of each staff member:

Dr. Jamison Keller
Member, Alcohol Education Team
Member, Family Weekend Committee
Member, Division Nominations & Awards Committee
Member, Greek Life Task Force
Member, Black Student Experience Implementation Committee
Advisor, Alternative Service Break trip to Belize

Amanda Fishman
Member, Sexual Assault Prevention
Member, Greek Life Task Force
Advisor, Alternative Service Break trip to Mississippi
Member, Institute Landscape Workgroup
Member, Division of Student Life FUN Committee

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

Progress: Completed

VII. Professional Development

Staff Professional Development

The following is a list of professional development experiences of each staff member:

Dr. Jamison Keller
Member, Association of Fraternity/Sorority Advisors
Board Member, Gamma Sigma Alpha Greek Academic Honor Society
Sigma Nu Fraternity Regional Director
Professional Consultant and Facilitator
Emory University Certificate in Higher Education

Amanda Fishman
Member, Association of Fraternity/Sorority Advisors (AFA)
Participant, 1st 90 Days program - AFA
Participant, Advance U Webinars - hosted by AFA and Zeta Tau Alpha
Recruitment Advisor, Beta Theta Pi – Emory University
Alumnae Advisor, Pi Beta Phi – Auburn University
Presenter, The Summit of the Carolinas – Hosted by Pi Kappa Phi
Path to Peak Performance, an assessment of Shine: using brain science to get the best of your people (Edward Hallowell)
Small Group Facilitator, Greek Summit – Florida State University
Small Group Facilitator, Greek Leader Retreat – Emory University
Facilitator, Critical Conversations Program – Provided by Pi Beta Phi
Judge, Case Study Competition at SEIFC – sponsored by Order of Omega
Participant, Inter-Fraternity Institute

Tawanna Wilson
Achieved second tier recognition Diversity Initiatives

Progress: Completed

VIII. Institutional Effectiveness

Changes Within Unit

Greek Life Task Force
Beginning in October 2016, a group of Staff, students, and one family member were charged with discussing, documenting, and assessing the current status of Greek Life at Georgia Tech. The Task Force was comprised of nine students, five Staff members, and one family member. The group met a total of 11 times October 2016 – April 2017.
The Task Force quickly determined that to gather a holistic and honest perspective of the current status of fraternity/sorority life at Georgia Tech it would be necessary to engage stakeholders affiliated with the campus community. The group generated a list of stakeholders and began holding "Directed Discussions" with structured questions tailored to specific constituent groups. By March 2017, the group had spoken with a total of 177 people (74 students, 27 Staff, 9 faculty, 25 Alumni, 32 family members, and 10 volunteers. These discussions led to a series of clear recommendations for action and issues for serious consideration by student leaders in partnership with Advisors, Alumni,

House Corporation Leaders, and Institute Officials. The committee presented all recommendations to Vice President, John Stein and President Peterson in May 2017. The implementation of these recommendations will begin in the 2017/18 academic year. President Peterson has also charged the Greek Life Task Force to continue meeting with the charge of addressing locally at Georgia Tech the national fraternity industry challenges of sexual assault and hazing.

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

Progress: Completed

II. Staffing

Current Staff

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

Key responsibilities include:

- Working with students to create a variety of print publications;
- Supervision of a full-time marketing and sales coordinator;
- Serving as the business manager for an annual budget of over $225,000.00;
- Managing an office Suite for six publications, the director and coordinator;
- Managing payroll and stipends/honorariums for student staff with the Student Organizations Financial Office (SOFO);
- Handling all licensing, printing, purchasing transactions for the office and media organizations;
- Serving as the professional manager who works with the Federal Communications Committee (FCC) on behalf of the student-managed radio station;
- Coordinating all print and broadcasting contracts;
- Serving as the Treasurer of the Institute's Board of Student Publications;
- Serving as Chair of the Radio Communications Board;
- Additional efforts include participating in the Dean on Call rotation and serving a variety of campus committees.

Kenisha Allen – Kenisha serves as the Coordinator of Marketing and Sales. She joined the Institute's Office of Student Media in February 2015. Her most recent position

before coming to Georgia Tech was marketing coordinator for the local FOX News channel, FOX 5 Atlanta. Prior to Fox 5 Atlanta, Kenisha was employed by the marketing and sales teams at the Atlanta Creative Loafing magazine and the Atlanta Journal and Constitution newspaper.

<u>Key responsibilities include:</u>

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

Progress: Completed

III.   Policy/Procedure

New or Changed Policy/Procedure

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

Not revised since 1998, the governing body's constitution did not compliance with student government's student organizational requirements with regard to voting membership and there were some other policies and practices which also needed updating to comply with Institute policy. Of the significant changes needed, faculty and staff members of the Board are no longer allowed voting privileges and three students were needed as designees to serve as the Chair, treasurer and member-at-large on the Board.

What type of policy? Institute Policy/Procedure

Progress: Completed

IV.   Significant Accomplishments

Significant Accomplishments

- The Technique student newspaper won (8) Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in Macon, Georgia including second place for Best Newspaper and a first-place award of Best Layout and Design;
- Rewriting of the Board of Student Publications' constitution and bylaws;
- The North Avenue Review, the Institute's free speech publication successfully printed 2 successful magazines for the year and celebrated a one hundred percent distribution/pick up rate;
- WREK Atlanta 91.1 FM organized another successful annual WREKtacular music festival/concert in early April 2017. The event featured four bands/artists and was held off campus at a local music venue which donated the space to WREK;

- A new five-year printing and distribution contract was entered between the Blueprint and Walsworth Printing Company;
- Produced the ninth print versions of The Tower: Undergraduate Research Journal, and the journal worked to get its name out to campus meeting before the Provost, GTRI and members of the Faculty;
- Continued to work to develop alternative revenue resource streams for printing and production funding for all the publications;
- Updated online version of the Technique newspaper which saw a dramatic increase in daily views in 2016-2017;
- Student publications and WREK Atlanta worked with FASET to coordinate incoming student information sessions through Opportunities at Tech;
- Successfully submitted annual FCC Ownership Report for WREK Atlanta (December 2016);
- 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;
- Continued coordination with the Office of Career Services to hold portrait sittings for the Blueprint at its largest annual events (career and job fairs) to increase mailing request and portrait sittings to raise needed commissions and postal funds for operations;
- 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 a Constitution Day event for campus in September 2016 in alignment with National Constitution Day.

Progress: Completed

V. Statistics
Unit Statistics
Annual Technique Revenue

Annual *Technique* Revenue FY16-FY17

FY16: $90,000

FY17: $53,000.00
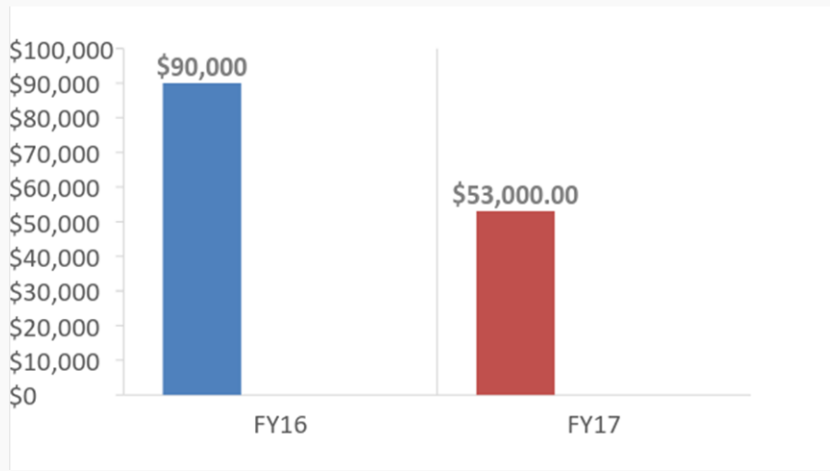
In FY17 the Technique saw an approximate forty percent drop in advertising revenue. This reduction in income can be attributed to a significant drop in National advertising, a trend seen among a significant percentage of college newspapers nationwide. The Advertising and Marketing Coordinator stayed in close communication with other similar peer institutions who also saw drops in advertising revenue. New revenue strategies will be enacted for the 2017-2018 academic year including: reduced pricing for bundle packages for multiple ads, increased communication with third-party ad agencies and a larger canvasing of local businesses and industries.

- Student activity fee money for printing and operations

Student Activity Fee Funding
Operating Supplies and Equipment (OS&E)
FY17-FY18
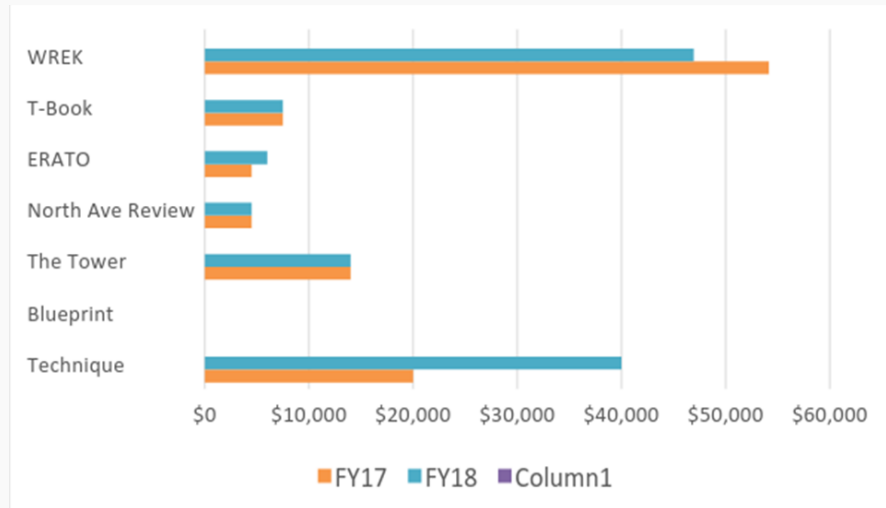
During the fall of 2016 spring of 2017 the student publications and WREK Atlanta radio submitted and defended their FY18 student activity fee request before the Institute's student government association.

During FY17, the student organizations received slightly reduced funding to operate, however, in the late Spring of 2017, they learned of the upcoming FY18 year's budget for their OS&E. The above graph depicts the minor changes in funding for the coming FY18 fiscal year. The Technique student newspaper and the ERATO literary journal both received a significant increase in funding, while the North Avenue Review, The Tower and the T-Book all received the same funding as they had in FY17. WREK Atlanta saw a tiny increase.

Progress: Completed

VI. Service to the Institute
Staff Service
D. McCall Pitts, Director of Student Publications and Media/Publications Manager
Volunteer, Dean of Students 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 2016 events
Student Life Event Planning Committee

VII. *Kenisha Allen, Coordinator of Marketing and Sales*
Emergency Preparedness Committee
Student Life Event Planning Committee
Attendee, FASET sessions
Volunteer, Family Weekend 2016 events

Progress: Completed

VIII. Professional Development
Staff Professional Development
D. McCall Pitts, Director of Student Publications and Media/Publications Manager
Attended Student Affairs professional development meetings;
Attended and participated in the 2016-2017 annual Georgia Collegiate Press
Association's conference;

Kenisha Allen, Coordinator of Marketing and Sales
CPR/AED/First Aid Training
Emergency Preparedness 101
Brown Bag Emergency Preparedness Training-Emergency Response & Crisis
Communications
Journal Entry/Bursars Office Training
Attended Student Affairs professional development meetings;
Safe Space Training
Level Up Your Security Training

Progress: Completed

IX. Institutional Effectiveness
Changes Within Unit
No changes within unit

Progress: Completed

Leadership, Education and Development

I. Mission/Introduction

Essential Function(s) of Department

STRATEGIC PLAN ALIGNMENT (Goal 1 / Strategy 1): Enrich the student experience through student programs and leadership initiatives.

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

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

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

The Grand Challenges Living Learning Community, a community for incoming freshman students, helps students develop leadership, team building, and analytical skills not taught in traditional classes. In this program, students live together in a residence hall and engage with faculty from a variety of disciplines on a frequent and casual basis. The students also take one academic class per semester together, and in groups of 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.

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, Minor in Leadership Studies
Director, Grand Challenges Living Learning Community

Alison Southern
Assistant Director, Grand Challenges Living Learning Community

Stacey Doremus, MA
Assistant Director, LEAD Programs and Systems

Chavonna Savage-Clowney
Coordinator, Grand Challenges Living Learning Community

Stephen Steppe
Coordinator, Leadership Education and Development

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
Streamlined application for Leading Edge and inserted the diversity statement in all job descriptions.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments

AY16-17 Significant Accomplishments | Executive Summary
GT Leadership Education and Development (LEAD)
Grand Challenges
As of Spring 2017, Grand Challenges has impacted 550 students through our first year living learning community, with over 350 students continuing with their team projects in the second year and beyond. With over 750 applicants for 110 openings for the upcoming year, we received additional funding from the Institute that will expand our program reach to approximately 220 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.

Minor in Leadership Studies

Since LEAD starting tracking in 2013, we have admitted more than 200 students in the Minor in Leadership Studies with over 50% of them graduated. We have achieved between 18-30% growth year-over-year. In AY16-17, the Global Engineering Track doubled the number of students admitted into the program (from 15 in the first year to 30) making it the fastest growing track in the Minor. This program continues to develop engineers who can contribute and lead effectively in domestic and global contexts in solving global grand challenges and other societal problems, working effectively across cultures.

Leading Edge | One-on-One Leadership Coaching

The Leading Edge | One-on-One Leadership Coaching program participation continues to grow at a rate of 30-40% thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help nearly 900 undergraduate students, 100 graduate students and 51 faculty/staff to sharpen and enhance their leadership skills since its inception in AY13-14.

GT 1000 Leadership Sections

Over the course of two fall semesters (2015/2016), we have impacted a total of 19 faculty/staff instructors, 42 student Team Leaders, and 208 students with a leadership development experience. With the expansion to 18 sections in 2018 Fall Semester, we have the potential to impact an estimated 26 faculty/staff instructors, 15 graduate students, 70 student Team Leaders and 350 students; 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.

Detailed Program Accomplishments
GT Leadership Education and Development (LEAD)
Grand Challenges Living Learning Community

Grand Challenges students are freshmen, living together in one dorm, learning to work in cross-disciplinary teams, tackling some of the wicked problems facing society. A part of the Leadership Education and Development Program and in partnership with the College of Engineering, Grand Challenges provides students with an opportunity to develop problem solving, analytical, and critical thinking skills to find solutions to real-world problems. Beyond, the exploration of a problem and the discovery of a solution, Grand Challenges funds students' ideas and allows them to put in practice what they learn in the classroom.

Grand Challenges admitted 110 students from the nearly 675 applicants, fall 2016. Grand Challenges has enjoyed a 99.9% retention rate over the last four years. Over 400 students are currently participating in the community as students, mentors, advisors, recruiters, ambassadors, and student and teaching assistants.

Grand Challenges students worked tirelessly on their team projects this semester. Some of the team projects include:
- The development of a Varroa mite detection device

- The development of methods to improve household waste drainage systems
- The development of methods to decrease air pollution caused by the burning of biomasses
- The development and implementation of an educational and financial based outreach program for foster youth

Grand Challenges students have received Co-Op and internship opportunities with companies such as Home Depot, Delta, DuPont, NASA, and AT&T.

Grand Challenges students are researching in labs throughout the Georgia Tech campus including the Aerospace Systems Design Laboratory, the Electro-Optical Systems Laboratory and the Computation and Advancement of Sustainable Systems Laboratory. Grand Challenges students received many scholarships this year including the Woman Enhancing Technology scholarship and the Georgia Tech Campus Life scholarship. To build community, the Grand Challenges house teams planned a variety of events including outings to Piedmont Park and Stone Mountain, a day at Six Flags over Atlanta, service projects on and off campus, and, of course, GT football games.

Leading Edge / Leadership Development
The Division of Student Life's Leadership Education and Development Office (LEAD) gives participating students the opportunity to learn and practice effective leadership skills that can be applied to all areas of their personal and professional lives. 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. In AY16-17 we impacted more than 1,400 students through intentional growth and development in the following areas:

- Scaled our Leading Edge | One-on-One Leadership Coaching program participation by more than 30% thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help nearly 900 undergraduate students, 100 graduate students and 51 faculty/staff to sharpen and enhance their leadership skills since its inception in AY13-14.
- Expanded our LEAD Recruitment Team to include 4 undergraduate students, 5 graduate students and 3 faculty/staff members. The purpose of the LEAD Recruitment Team is to assist the Office of Leadership Education and Development and the Colleges in increasing awareness of leadership development opportunities at Georgia Tech, recruiting new participants in the Minor in Leadership Studies, Grand Challenges, and Leading Edge (One-on-One and Team-based Coaching), as well as capturing leadership development stories on campus. To assist with our anticipated growth in the Grand Challenges and Leading Edge program we have added a new position to our advanced fellow staff – Graduate Student Ambassador. The Georgia Tech Graduate Student Ambassador is a dedicated student representative that strives to promote LEAD graduate student opportunities to their peers, faculty and staff while providing knowledgeable insights about being a Leadership Fellow/Facilitator. The Graduate Student LEAD Ambassador serves as a liaison between the graduate student body, LEAD and Institute alumni, faculty, staff and guests.

- Over the course of two fall semesters (2015/2016), we have impacted a total of 19 faculty/staff instructors, 42 student Team Leaders, and 208 students with a leadership development experience. With the expansion to 18 sections in 2017 Fall Semester, we have the potential to impact an estimated 26 faculty/staff instructors, 15 graduate students, 70 student Team Leaders and 350 students; 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.
- Proposed a new initiative, Teams for Tech, to the Georgia Tech Student Foundation and was awarded nearly $4,200 to launch the program in Fall 2017. Teams for Tech is a year-long student initiative where 10 undergraduate 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 Georgia 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. Each team will work closely with a trained team leadership fellow (coach) that will observe and ask curious questions to aid members in building a high-performing cohesive team. Concluding with a final proposal presentation to key stakeholders, teams have the potential to receive investment dollars to implement their project right here at Georgia Tech. We are hoping to impact (5) graduate students and nearly 60 undergraduate students in AY17-18.
- Administered team evaluations to more than 2,250 students to date helping them discover what behaviors and group dynamics characterize high-performing teams (HPTs). Continued with a series of leadership development workshops for Sibs Day and Family Weekend.
- Student impact statements from one-on-one leadership coaching:
  - "The One-on-One Leadership Coaching program helped me to better understand the type of leader I am meant to be, and how to embrace it with confidence. It has impacted my current roles by learning how to effectively communicate and consider everyone's expectations. It is unbelievable how team members react so positive to this single, but very important concept." - Paula Gomez, Ph.D Student in the College of Design
  - "A program that is designed to personally get to know an individual and then guide them through a growing process based on their own ideas, conclusions, and goals is one I have never been a part of and has truly brought me out of my comfort zone and helped me grow. I now understand better how to experiment with my leadership style, and have been able to serve as a coach to others I lead in my respective field of influence." – Maggie Howell, 4th Year Biomedical Engineering Student, Former President of Alpha Gamma Delta
  - "I have been able to consistently take a step back and look at situations holistically. I have grown in areas where I thought I'd always stay the same, where I was too afraid to break down walls that had taken years to construct…. The Leading Edge (One-on-One Leadership Coaching) program has allowed me to see parts of myself I never even knew existed, it has challenged me every day,

it has brought amazing and life-changing people into my life." - Anthony Remensnyder, 4th Year Business Administration Student, Theta Chi Fraternity, LEAD Recruitment Team

Minor in Leadership Studies
Offered in partnership with the School of Civil and Environmental Engineering, the Scheller College of Business, and the School of Public Policy, the Minor in Leadership Studies 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 professional internship or capstone project. LEAD facilitates programs that focus on the relationship between technology, globalization, and leadership in the contemporary marketplace.

In AY16-17, LEAD:
- Worked closely with the School of Civil & Environmental Engineering to evaluate a variety of assessment strategies and validated scales to rollout in 2018 Spring Semester.
- Increased enrollment to more than 200 students across all tracks with over 50% of them graduated. We have seen the Minor in Leadership Studies grow between 18-30% consistently year-over-year.
- Doubled the number of students admitted into the Global Engineering track (from 15 in the first year to 30) making it the fastest growing track in the Minor. This track continues to develop engineers who can contribute and lead effectively in domestic and global contexts in solving global grand challenges and other societal problems, working effectively across cultures.
- Announced the Grand Challenges Scholar Program designation for all students completing Minor in Leadership Studies, Global Engineering track. Upon graduation, students receive a certificate that shows they have obtained the Grand Challenges Scholar designation.

GT1000 Leadership Sections
First-year students are introduced to leadership development through a series of six modules framed around what leadership is, assessing strengths and weaknesses, intentionally explore and grow leadership skills, building highly effective teams and managing conflict.

In AY16-17, LEAD:
- Expanded leadership pilot to 8 sections of the GT1000 (First-Year Seminar Course) impacting 141 students and 11 instructors.
- Impacted a total of 19 faculty/staff instructors, 42 student Team Leaders, and 208 students with a leadership development experience in GT 1000 to date (Fall 2015/2016 Semesters). This has improved outcomes in student organizations, team projects, augmented and supplemented technical degrees, prepared students for professional life and provided a way for GT1000 to continuously evolve.
- Based on pre-and-post surveys to measure the development of our student's leadership capacity over the course of the semester, we found that first year students did in fact report significant gains in leadership skill, leadership efficacy and motivation to lead.

This lends support for the premise that completing the GT 1000 First Year Seminar leadership sections result in students who are more "ready, willing, and able" to engage in leadership behaviors.

● Co-presented with Lacy Hodges at the First-Year Experience Conference in Atlanta, GA where we shared the impact of developing leadership skills in a first-year seminar course.

Progress: Completed

V. Statistics

Unit Statistics

● <u>End of Year Report</u>
AY16-17 LEAD Year End Report_103017.pdf
AY16-17 LEAD Year End Report_103017.pdf
● AY16_17_LEAD_Dashboard_FINAL_FOR_SUBMISSION_071517.xls
● AY16-17 Minor in Leadership Studies Year in Review.pdf
● FYE Presentation 2017_FINAL.pdf
● GrandChallengesFacilitatorInterviewFeb2017.pdf
● GT 1000 First Year Seminar Leadership Pilot 2015-2016 Fall Semester Leadership Efficacy Data Analysis_030217 FINAL_with expansion proposal and decision.pdf

Baseline Data Sources

● Program / Leadership Capacity Assessment Sources
● AY 16-17 Leadership Fellows (Coaches) Training Survey Results_FINAL
● Pre-and-Post Leadership Scales - see Campus Labs project
● Continued collecting data from 2015 Spring Semester – forward
● Analysis conducted on 2016 Fall Semester of GT1000
● Leadership Class Analysis (GC & PUBP 4140) - 2017 Fall
● Leading Edge Surveys - see Campus Labs project
● Facilitator Interviews / Focus Groups (GC) - Brenda Woods
● Minor in Leadership Studies – statistics
● Analysis / Findings (Compliance Assist)
● First-Year Experience (FYE) Presentation
● Grand Challenges Facilitator Interviews February 2017
● GT 1000 First Year Seminar Leadership Sections (2015/2016 Fall Semesters) Leadership Efficacy
● AY16-17 Minor in Leadership Studies Year in Review

Progress: Completed

VI. Service to the Institute

Staff Service
Wes Wynens
Not applicable

Alison Southern
Division of Student Life Creating Connections Committee

Stacey Doremus
Division of Student Life Multicultural Competence Committee / MCC Capstone Project
Lead - Homelessness and Food Insecurities Awareness Week
Member of Georgia Tech Academic Advisors Network (GTAAN)
GT 1000 Leadership Cohort Instructor (2016 Fall / 2017 Spring and Summer)
ILA Student Case Competition Co-Advisor, 2016 Summer and Fall
Tokyo Tech International Student Visit Leadership Workshop Coordination, March 2017
Judge for Senior Design Expo, April 2017

Chavonna Savage-Clowney
Not applicable

Stephen Steppe
Advisor for Phi Sigma Kappa
Alternative Spring Break Advisor
Division of Student Life Creating Connections Committee
Member of Georgia Tech Academic Advisors Network (GTAAN)
Member of Georgia Tech Event Coordinators Network
Member of Georgia Tech Graduate Resource and Information Network (GRIN)

Progress: Completed

VII.   Professional Development
Staff Professional Development
Wes Wynens
Not applicable

Alison Southern
Division of Student Life Assessment Workshop
GRE Preparation (for Master's program) – July 2017 (test date)
Applied for Valdosta State University's Master of Public Administration program

Stacey Doremus
Welcoming Diversity in the Workplace: Prejudice Reduction – October 2016
International Leadership Association Conference, November 2016
Trans 101 Training – November 2016
Webinar - Social Media Trends to Put into Practice in 2017 – December 2016
FYE Presenter, Developing Leadership Skills in the First-Year Seminar - February 2017
Multicultural Competence Level: 3 Action – Capstone Project Lead – 2016-2017
Awareness | Campus Event / Social Media Campaign
Benchmarking | EAB Study
Funding | Foundation Account Setup
Fearless Dialogues – April 2017

Chavonna Savage-Clowney
New Employee Experience: Welcome to Tech – February 2017
Getting Out of Debt – February 2017
Salary Negotiation Workshop – February 2017
Design Your Destiny: Creating the Career You Want – March 2017
TAP/STRAP Program - April 2017
Georgia Tech Leaders Panel – May 2017
GRIOT Our Stories – June 2017
Bank At Work – June 2017
Giving and Receiving Feedback – July 2017
Seizing Your Career The Ga Tech Way – July 2017

Stephen Steppe
Online Adobe Creative Suite Courses (Photoshop / InDesign / Illustrator)
GRE Preparation (for Master's program) – June 2017 (test date)
Applied for Valdosta State University's Master of Public Administration program

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 focus groups, anecdotal data, and observation. Starting in 2015 Spring Semester we moved to pre-and-post leadership capacity surveys within Grand Challenges. With this assessment, we intend to explore the degree to which participants in Grand Challenges report changes in leadership self-efficacy, motivation to lead and leadership skills. LEAD plans to conduct the analysis for 2015 Spring Semester, AY15-16 and AY16-17 in Summer of 2018.

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

In individual interviews with Grand Challenge facilitators, participants expressed a desire for additional training and professional development opportunities as graduate students. They felt there was ample support and guidance from faculty and staff inside the classroom but struggled with drawing connections to their professional development. Since facilitators often work with teams in various stages of progress, facilitators also felt

trainings held throughout the academic year would be more beneficial than a two-day retreat.

As a result of these interviews, Grand Challenges LLC has restructured the facilitator's development to include an initial half-day training session prior to the Fall semester, bi-weekly training check-ins and monthly professional development meetings. During training sessions, facilitators will have the opportunity to review classroom logistics, improve their facilitation skills, provide team progress updates and seek individual meetings with faculty. Grand Challenges faculty will provide professional development seminars at monthly meetings, based on facilitator needs.

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.

In AY16-17 LEAD continued with a formal assessment strategy within Leading Edge (One-on-one Leadership Coaching) to measure learning outcomes for students, faculty, staff and alumni. Based on the results of these assessments, we completely revamped our Leadership Fellows Training (Retreat) to focus more on coaching skills development and the practical aspects of coaching. Monthly meetings have been adjusted to reflect learning outcomes as well. To gauge the coaching experience in the field, we developed a (4-5) question real time response assessment for Coachees as well as Coaches. The quality of the coaching experience continues to improve giving us confirmation that the pedagogy improvements made for AY16-17 were successful and translated into a more impactful, quality coaching experience. We also implemented the following changes as a result of our findings – expanded our use of Slack to facilitate conversations between LEAD staff and peer coaches, share coaching best practices and increase learnings between monthly meetings through our new initiative - SLACKShop, online workshops that facilitate professional leadership / coaching development to meet the needs of our One-on-One Leadership Coaching Community. 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).

In 2015 Spring Semester LEAD moved from satisfaction surveys to pre-and-post leadership capacity surveys within PUBP 4140 and Leading Edge (Coaches and Coachees). With this assessment, we intend to explore the degree to which participants in Leading Edge (One-on-One Leadership Coaching) report changes in leadership self-efficacy, motivation to lead and leadership skills. LEAD plans to analyze these findings for Spring 2015, AY15-16 and AY16-17 in Summer of 2018. For AY17-18 and beyond new assessment strategies/scales have been identified and will be rolled out in Fall 2017.

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 while enrollment remains on a steady incline, the majority of students are still seeking out the minor on their own (e.g. LEAD website or asking a faculty/staff member). In addition, we have found that the majority of students declare the Minor when they are in their Junior and Senior year. This would indicate that the majority of students are not thinking about leadership development until later in their career at Georgia Tech. While we are putting more targeted marketing messaging in place, we believe getting in front of students earlier with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers.

In AY16-17 our marketing and outreach strategy focused on a more targeted approach to colleges, faculty, staff, students and advisors. The LEAD Recruitment Team played a large role in this effort. Moving forward into AY17-18, we will increase our engagement with academic advisors (GTAAN), professors (specifically one that teach classes that are included in the Minor and those that stimulate interest in leadership development), and students.

Identifying the need to assess a change in leadership capacity in the Foundations of Leadership Class, LEAD continued to collect 360-degree behavior feedback as well as pre-and-post leadership self-efficacy, motivation to lead and leadership skills data. This information will be disseminated among LEAD faculty, staff and other LEAD stakeholders with identified course improvements in Summer of 2018. For AY17-18 new assessment strategies/scales have been identified and will be rolled out in Spring 2018. Longitudinal studies will also be explored.

GT 1000 Leadership Sections
The Pre-and-Post Leadership Capacity Survey explores the degree to which participants in GT 1000 report changes in leadership self-efficacy, motivation to lead and leadership skills. Dr. Kari Keating, Dr. David Rosch and Lisa Burgoon from the University of Illinois have done some great work in this area and have written an article on the development of effective leadership capacity entitled "Developmental Readiness for Leadership: The Differential Effects of Leadership Courses on Creating, 'Ready, Willing and Able' Leaders".* With their permission, we are conducting similar pre-and-post surveys to measure the development of our student's leadership capacity within all LEAD programs.

Comparing 2016 to 2015, the qualitative data clearly demonstrate a consistent and significant gain in confidence in engaging in leadership behaviors (SEL). In addition, we are seeing a larger effect size (between the pre-and-post responses) in the areas of transactional leadership skills and non-calculative motivation to lead. In other words, students are reporting larger gains in transactional leadership behaviors within groups and a tendency to avoid rationally calculating costs and benefits of holding a leadership position. What is particularly interesting to note is that, while the degree to which a student is personally drawn to leadership roles is not statistically significant in the LEAD

instructor taught sections (LED/E15), there is a larger effect in leadership skill and the motivation / willingness to display these skills. This lends support to the notion that a more tightly integrated curriculum and better trained cohort of instructors could make a more significant impact within the GT 1000 First Year Seminar Course.

In the 2017 Fall Semester we are expanding leadership development within GT 1000 to 20 sections in total (cohort/general sections). We will continue to recruit faculty and staff fellows as instructors and will pair each instructor with a trained graduate student Leadership Fellow. This provides each instructor with a highly trained leadership development professional teaching the leadership development modules. In addition, an Advanced Graduate Student Fellow was hired to coordinate and provide administrative support for leadership sections offered.

In future research, we would like to see an increase in response rates. Since the survey is voluntary and analysis requires both surveys to be complete for a paired response, we propose that time is allotted in the first and team presentation classes to complete the survey. In addition, we would like to see more attention to response rates in the beginning and end of the semester with consistent follow-up to the instructors and the possibility of an incentive-based class competition. In addition, we would like to launch a longitudinal program of study where responses can be tracked semester-to-semester. The results may yield different results and could provide valuable insights into how we might improve the curriculum and training.

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 manager of this department (Communications and Marketing Manager). She has been with the Institute for 10 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 it's departments. This position interacts on a regular basis with: faculty, staff, unit and Institute management, and external stakeholders. This position advises and counsels division staff on their communications plans and marketing strategies for their programs and services.

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

There are currently no other staff members within this department.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
No policies or procedures were edited or created during this fiscal year.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments

The most significant accomplishment of this office this fiscal year is the assistance in the creation and promotion of the Tech Ends Suicide initiative, a collaborative initiative between the Division of Student Life, the Counseling Center and multiple departments and organizations throughout the Institute. The launch of this initiative was welcomed on campus with great success, including the introduction of Mrs. Val Peterson, first-lady of Georgia Tech, as the lead ambassador of the program.

Other significant accomplishments include:

- transition of 85% of our Division websites to the Drupal content management system with content reviewed and updated on all converted sites and multiple staff trained in the use of the platform to manage their content.
- completion of the Division's Visioning Project from the previous fiscal year and rebranding of the Division including complete name change transition
- creation of new marketing materials for the Division, including a brochure, quick guide rack card
- creation of new departmental materials and promotional items (women's resource center brochure, inclusion, advocacy and support brochure, religious and spiritual life brochure, veterans resource center brochure, office of student integrity brochure and quick guide rack cards, and multiple brochures for the Counseling Center's programs and services)
- complete transition of the Parent's Program name change to Parent & Family Programs

Progress: Completed

V. Statistics
Unit Statistics
Social Media Statistics
The Division of Student Life has one social media account on Facebook. This account has been active for many years. Unfortunately, I have not had the time to dedicate to growing this account and using it properly for engagement with our audience.

At the end of this fiscal year and likes on our Facebook page is up to 808 followers. This is an increase of 120 followers from the previous year. Although this is not a significant jump or accomplishment, as social media is not a premium channel used for communication, this is a good amount of growth without consistent effort put into the page.

It will be a focus of this office to better use our social media channels in the following

year or decide to close the accounts if not used properly and if no growth is seen. Our goal would be to reach 1,000 followers by next year.

Progress: Completed

VI.   Service to the Institute
Staff Service
Sara Warner, Communications and Marketing Manager
Georgia Tech Staff Council Communications Committee
Division Student Life Multicultural Competence Committee
Division of Student Life Assessment Team/Committee
Division of Student Life Accessibility Committee

Progress: Completed

VII.   Professional Development
Staff Professional Development
This year I attended the Digital Summit Conference in Atlanta, GA. This conference focused on the use of digital platforms and channels for communications and program marketing. Particularly useful were the sessions on communicating with millennials and using social media as a tool for communications, promotions and advertising.

Progress: Completed

VIII.   Institutional Effectiveness
Changes Within Unit
Not applicable.

Progress: Completed

Multicultural Competence Committee

I.   Mission/Introduction

Essential Function(s) of Department

Multicultural competence is the foundation for creating a diverse and inclusive Georgia Tech community. Multicultural competence is also at the core of our work as student affairs professionals to assure our programs, services, and resources enhance and enrich the academic and personal experience of Tech's students, faculty, and staff.

As the Division of Student Affairs, we are committed to enriching the academic, personal and professional growth of all Georgia Tech students by providing innovative programs and services that contribute to the development and improvement of the human condition. We believe student learning occurs best in communities that value diversity and inclusion.

As Student Affairs professionals, we are also challenged to examine and evaluate our own level of cultural competence. The Division's Multicultural Competence Strategic Plan, which was deployed in June 2012, allows each person and the Division in its entirety to explore and engage in developing areas of awareness, knowledge, and skills in order to rise to this challenge.

Progress: Completed

II.   Staffing

Current Staff

Co-Chairs

Toti Perez, Director, Counseling Center
Stephanie Ray, Associate Dean of Students and Director, Student Diversity Programs

Committee Members

Madison Cario, Director, Office of the Arts
Drew Adelman, Psychologist, Counseling Center
Sara Warner, Marketing and Communications Manager for Student Life
Brenda Woods, Director, Research and Assessment
Easter Worden, HR Business Partner
Stacey Doremus, Leadership Edge Coordinator
Debbie Dorsey, Director of Administration for Student Life

New Staff

Dr. Drew Adelman was named co-chair of the MCC Committee Spring 2017.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure
Not applicable

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
Seven staff members completed the Multicultural Competence Certificate Program by attaining Level III Spring 2017. Participants were recognized at a Division of Student Life Meeting and were given glass globes for their achievement. One of the requirements for Level III is to complete a Capstone Project, and the cohort selected student homeless and food insecurity as their project. Key components of the project were as follows:
- Partnered with two student organizations: STAR (Students' Temporary Assistance and Resources) and MOVE
- Launched a social media campaign on Facebook, and Twitter to raise awareness of the issue
- Screened the documentary, "Invisible: Homeless on Campus," and led a discussion afterwards
- Visited classes to raise awareness, and connect students to resources (GT 1000, HPS 1040, Residence Life Student Staff)
- Sponsored a service event with MOVE that focused on how students can support the initiative
- Secured a way for faculty/staff to give through Roll Call
- Conducted an EAB Study Spring 2017
- Made plans to expand Homelessness and Hunger Week Fall 2017

Progress: Completed

V. Statistics
Unit Statistics
During FY17:
Seven staff members completed MCC Level III.
Three staff members completed MCC Level II.
Four staff members completed MCC Level I.

Progress: Completed

VI. Service to the Institute
Staff Service
The Multicultural Competence Committee's work aligns with the Institute's Strategic Plan Mission, "...in improving the human condition...".

Multicultural competence is the foundation for creating a diverse and inclusive Georgia

Tech community. Multicultural competence is also at the core of our work as student affairs professionals to assure our programs, services, and resources enhance and enrich the academic and personal experience of Tech's students, faculty, and staff.

As the Division of Student Affairs, we are committed to enriching the academic, personal and professional growth of all Georgia Tech students by providing innovative programs and services that contribute to the development and improvement of the human condition. We believe student learning occurs best in communities that value diversity and inclusion.

Progress: Completed

VII.   Professional Development
Staff Professional Development
See content for Sections IV Significant Accomplishments and Section V Statistics.

Progress: Completed

VIII.   VIII.: Institutional Effectiveness
Changes Within Unit
Not applicable

Progress: Completed

Office of Student Integrity (OSI)

I. Mission/Introduction

Essential Function(s) of Department

Student Integrity

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

- To enhance and facilitate awareness, understanding, and compliance with community standards
- To maintain a fair and clear conduct process
- To promote awareness and understanding of the conduct process
  The above mission and goals are achieved through careful management of each case referred to the Office of Student Integrity and robust outreach efforts. In addition, the Office of Student Integrity serves as the entity at Georgia Tech that manages Title IX complaints involving students for the Division of Student Affairs.

Progress: Completed

II. Staffing

Current Staff

Student Integrity

Bonnie Weston – Bonnie assumed the role of Associate Dean and Director of the Office of Student Integrity in August 2016. She previously served as Interim Director and Assistant Director of Student Integrity. Bonnie joined the Student Integrity staff in June, 2015. Prior to GT, Bonnie worked for Georgia State University as a Student Conduct Coordinator working closely with Housing. In her role Bonnie will oversee the daily operations of the office, supervises staff, case management flow for the office and outreach efforts for the Office of Student Integrity. Bonnie will also advise the Georgia Tech Honor Committee.

Dallas Flint - Dallas joined the OSI staff in August 2016. She serves as the Student Integrity Coordinator, which includes advising the Undergraduate and Graduate Judiciary Cabinets, Honor Advisory Council, and serving as a hearing officer. Prior to joining Georgia Tech, Dallas spent three years in residential life at Wheaton College in Massachusetts where she supervised resident advisors and advised the College Hearing Board. Dallas holds a bachelor's degree in American Sign Language & Deaf Studies from Maryville College (TN) and a master's degree in College Student Affairs from Nova Southeastern University (FL).

Andrew Lawrence - Andrew joined the OSI staff in February 2017. He serves as the Assistant Director of Student Integrity. He is responsible for case management and advising the Student Honor Committee. Before joining the Office of Student Integrity, Andrew spent nine years with the Department of Housing at Georgia Tech. Andrew holds degrees with a B.A. in Political Science and a M.Ed. in College Student Affairs

Administration.

Ericka McGarity - Ericka joined the OSI staff in February 2016 as a case manager/hearing officer and continues to serve in this role during the academic year. She is responsible for investigating, adjudicating, and resolving academic and non-academic cases involving individuals or student groups.

Prior to joining Georgia Tech, Ericka worked in Residential Life and Student Conduct at Oxford College of Emory University in Georgia and Rollins College in Florida. Ericka received her Bachelor's degree in Organizational Communications and Legal Studies and her Master's degree in Student Personnel Administration/Educational Leadership from the University of Central Florida. She enjoys the positive and rewarding interaction with students that can be found in difficult student conduct cases.

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

Progress: Completed

III.   Policy/Procedure
New or Changed Policy/Procedure
Beginning July 1, 2016, and pursuant to directives from the USG Board of Regents in the summer of 2016, the management of Title IX cases was moved to the Title IX office. OSI maintained the responsibility of issuing No Contact Directives per the request of reporting or accused students.

In addition, the Board of Regents implemented a prescribed and specifically outlined investigation procedure for all USG institutions to utilize in their resolution of allegations which, if the student were to be found responsible, would result in suspension or expulsion.

The Board of Regents also mandated that all training for conduct boards and panels would be conducted by entities within institutions who were not responsible for the advisement of these boards.

The Office of Student Integrity continued to educate the campus community regarding recommendations from the Student Code of Conduct Task Force authorized by President Bud Peterson for adjustments within the resolution process, which included aggregation of incidents by student/ student organization request only, appeal guideline based upon bias by the hearing officer and review of information related to a case by the student.

What type of policy? Institute Policy/Procedure

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
Student Integrity

- Fact Cards
  - In May 2017 OSI published the office's first infocards for specific campus populations (student, faculty, parent/family/advisor). These fact cards will be used to provide a simplified understanding of the services of OSI as well as the process for reporting incidents.
- Medical Amnesty/Good Samaritan Policy
  - Revised the Medical Amnesty Policy to include reporting of incidents as a result of sexual violence or misconduct, reporting procedures, administrative policies regarding record keeping, and community expectation for use of the policy.
- Presentations
  - Increased number of requests and completed presentations to faculty, staff, and student groups regarding the services and resolution process of OSI. Requesting parties include international student orientation, Wreck Camp and FASET leaders, GT 1000 courses, Greek organizations, departmental faculty,
- Selection as the host campus for the 2017 ICAI Southeast Regional Conference
  - Undergraduate Judiciary Cabinet
  - Seven new justices sworn in by Student Government Association
  - Over 20 interviews conducted to fill vacancies on the board
  - A total of 7 justices graduated in both Fall, 2016 and Spring, 2017
  - Heard and adjudicated record number of cases: 20
  - Outgoing Chief Justice: Michael Balourdas/Incoming Chief Justice: Alexander MacAuliffe
  - Members served as student members of the Student Honor Committee
- Honor Advisory Council
  - Transitioned to new executive student leadership
  - Five new members recruited, interviewed, and selected
  - Obtained additional funding from the Parents Fund for Ethics campaign, Honor Week activities, ethics speaker, and promotional materials re-introducing the Academic Honor Code and Honor Advisory Council.
- Hosted Honor Week in April 2015, consisting of tabling, outreach, and online discussion related to issues of academic integrity at Georgia Tech
- Re-launched Ethics Seminar with an electronic version for online students and those unable to attend the scheduled workshops in person
- Issued the Academic Honor Code survey to obtain data regarding the climate of academic integrity among students (previously administered in 2001)
  Progress: Completed

V.   Statistics
Unit Statistics
2016-2017 OSI Annual Stats
Statistics of Cases Referred to the Office of Student Integrity Office of Student Integrity 2016-2017 annual statistical year was May 16, 2016-May 6, 2017

Total Referrals 2016-2017
(decrease from 2015-2016 of 842 referrals)

Semester	Academic	Non-Academic	Totals
Summer 2016	21	33	54
Fall 2016	126	141	267
Spring 2017	118	128	246
2016-2017 Totals	265	302	567

Cases by Gender

Gender	Number of Referrals	Percent of Referrals
Female	131	23%
Male	421	74%
Unreported	15	3%

Referrals by Outcome
2015-2016 = 79% responsible; 21% not responsible of resolved cases in 2016-2017 (567) = 75% responsible; 22% not responsible

Outcome	Number of Referrals	Percent of Referrals
Responsible	426	75%
Not Responsible	124	22%
Pending/Unresolved	17	3%

Referrals by Class Year

notable increase from 2% in 2015-2016 to 13% in 2016-2017 for First Year notable decrease from 21% in 2015-2016 to 12% for Masters

Class Year	Number of Referrals	Percent of Referrals
Freshman	71	13%
Sophomore	118	21%
Junior	102	18%
Senior	171	30%
Masters	70	12%
Doctoral	14	2%
Unreported	21	4%

Academic Cases by College

decreases in Computing (-239), consistent in Management, and increases in all other colleges from previous year

College	Number of Referrals	Percent of Referrals
Architecture	2	1%
Computing	73	39%
Engineering	61	33%
Ivan Allen	11	6%
Management	17	9%
Sciences	22	12%

Largest Majors Represented in Academic Reports

Major	Number of Referrals	Percent of Referrals
Computer Science	146	26%
Mechanical Engineering	66	11%
Industrial Engineering	51	9%
Business Administration	48	8%
Electrical Engineering	38	7%

Academic Violations

One referral can result in multiple charges; 451 referrals and 234 found responsible

Violation	Charges	Violations	% of Total Violations
1. Unauthorized Access	99	52	22%
2. Unauthorized Collaboration	129	70	30%
3. Plagiarism	186	97	41%
4. False Claims of Performance	17	6	3%
5. Grade Alteration	-	-	-
6. Deliberate Falsification	17	8	3%
7. Forgery	-	-	-
8. Distortion	3	1	-
9. Intellectual Property	0	0	-

Non-Academic Violations

One referral can result in multiple charges; 420 referrals and 323 found responsible.

Violation	Charges	Violation	% of Total Violations
1. Alcohol Violations*	209	155	48%
2. Drug Violations	22	17	5%
3. Unjustifiable Physical Contact/Harm	8	3	1%
4. Disorderly Conduct	3	1	<1%
5. Behavior that Endangers Self or Others	4	2	<1%
6. Unauthorized Use of Facilities/Premises	17	17	5%
7. False Information	5	2	<1%
8. Forgery	1	1	<1%
9. Hazing	2	1	<1%

10. Safety Violations	-	-	-
11. Theft	4	4	1%
12. Property Damage	3	3	1%
13. Illegal Gambling	-	-	-
14. Failure to Return Property/Records	-	-	-
15. Acting with Another to Violate Policy	2	2	<1%
16. Failure to Comply	6	2	<1%
17. Abuse of Code of Conduct	2	1	<1%
18. Harassing Another Person	5	1	<1%
19. Violation of Any Institute Policy	9	13	4%
20. Violation of Any Law	7	2	<1%
21. Discriminatory Conduct	1	-	-
Computer and Network Violations	110	96	30%

Notable increase from 102 violations in 2015-2016 to 155 violations in 2016-2017 due to OSI resolving all first-year alcohol conduct involving hospital transport along with the office resolving organizational referrals for distribution of alcohol to underage person(s).

Progress: Completed

VI. Service to the Institute
Staff Service
Bonnie Weston, Associate Director/ Director
Member, Academic Integrity Committee
Member, Athletic Association Academic Integrity Work Group
Member, Clery Committee
Member, AOD Coalition
Volunteer, FASET Leader Interview Panel
Volunteer, Wreck Camp Leader Interview Panel
Volunteer, Family Weekend
Andrew Lawrence, Assistant Director
Member, Clery Committee
Member, AOD Coalition
Member, Department of Housing Biennial Review Team
Volunteer, Alternative Spring Break Advisor

Dallas Flint, Student Integrity Coordinator
Member, Sexual Violence Prevention Alliance
Volunteer, Alternative Spring Break Advisor
Volunteer, Testing Center Exam Proctor

April Collins, Administrative Professional
Member, Sexual Violence Prevention Alliance

Progress: Completed

VII.   Professional Development
Staff Professional Development
Bonnie Weston, Interim Director
Attendee, ICAI Southeast Region Conference on Academic Integrity
Attendee, NASPA Annual Conference
Attendee, University System of Georgia AOD and Sexual Violence Prevention Summit
Attendee, Department of Housing Diversity Training w/ Dr. Stephen Quaye
Attendee, Georgia Tech Inclusive Leaders Academy
Attendee, NASPA/SACSA Mid Manager's Institute
Attendee, Webinar: Legal Updates and Compliance Issues on the Horizon
Attendee, Webinar: Student Responsibility- New Rules of Engagement
Attendee, Webinar: The Clery Act & Primary Prevention
GT Representative, Regent's Advisory Committee for Student Conduct Officers
Doctoral Student, EdD program in Educational Leadership and Policy Analysis (East Tennessee State University)

Andrew Lawrence, Assistant Director
GT Representative, Regent's Advisory Committee for Student Conduct Officers
Attendee, Southeastern Student Conduct Institute
Attendee, Georgia Prevention Network Annual Conference
Attendee, Webinar: Greek Investigation Models
Attendee, Webinar: Educational Sanctioning Options

Dallas Flint, Student Integrity Coordinator
GT Representative, Regent's Advisory Council for Student Conduct Officers
Attendee, ICAI Southeast Region Conference on Academic Integrity
Attendee, Association for Student Conduct Administrators (ASCA) Annual Conference
State Coordinator, ASCA
Attendee, Webinar: Educational Sanctioning Options

April Collins, Administrative Professional
Attendee, Annual P-Card Certification

Progress: Completed

# VIII.	Institutional Effectiveness

Changes Within Unit

In accordance with the implementation of the new investigation procedures prescribed by the Board of Regents, OSI provided educational material to the campus community regarding important changes impacting the student experience within the complaint, investigation, and resolution of allegations. Passive educational materials included printed informational materials, advertising spaces within the GT campus transit system, and graphics for televised marketing within various campus spaces. Active educational efforts included participation in a student-organized town hall, informational presentations to various campus departments, question and answer sessions with student leadership organizations (SGA, FASET leaders, Wreck Camp leaders, Greek letter organizations), and training UJC members to serve as peer educators on policy changes.

In Spring 2017, HAC revised the educational module for the Ethics Workshop for students sanctioned to the educational assignment, adding a written plan for students unable to attend in person and online students unable to visit campus for the workshop. The written plan maintains the evaluation of student learning with respect to personal ethics and integrity in the larger context of the institutional expectations for ethical and sound decision-making skills, personal integrity and value development, and creation of personal ethical statements. Students are required to complete the pre- and post-assessment quizzes to demonstrate learning during the educational assignment and reflective assignment.

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

Office of the Arts Staff:

Madison Cario – Director
Thomas Ames – Theatre Production Manager
Blake Buford - Marketing Specialist
Kathryn Colegrove - Assistant Director
Lane Conville-Canney - Special Events and Grants Coordinator
Paul Cottongim - Operations Manager/Technical Director
Esther Famojure - Student and Artist Engagement Coordinator
Rachel Haage - Theatre and Client Services Manager
Mary Holloway - Patron and Events Services Coordinator
Dorcas Jones - Administrative Assistant
Stephanie Lee - Marketing And Public Relations Manager
Holley Mitchell - Box Office Coordinator
Camille Warren - Box Office Assistant - part time
Sarah Van Buskirk - Assistant House Manager - part time

New Staff

New Staff members this year include:

Esther Famojure - Student and Artist Engagement Coordinator

Prior to joining the staff Es worked in the field of music artist management and also for Georgia Tech's Ivan Allen College of Liberal Arts as Marketing Coordinator for the Women's Entrepreneurship Initiative and Africa-Atlanta 2014. She is a graduate of Georgia State University. Her responsibilities include:

- Working with faculty and students on arts-related projects
- Coordinating arts engagement events related to Arts@Tech season and resident artists
- Coordinating the GT Council for the Arts
- Advising the Art Matters student group

Holley Mitchell - Box Office Coordinator
Holley Mitchell has worked in box office management for over 20 years, including the Center for Civil and Human Rights, the Atlanta Beat women's pro soccer team, and 11 years at the Center for Puppetry Arts. Her responsibilities include:

- Hiring and Managing the box office staff
- Managing ticket sales for all performances in the Arts@Tech season and all events in the Ferst Center
- Managing the ticketing system. Currently managing the switch to a new ticketing system.

Rachel Haage - Theatre Events Coordinator
Rachel comes to the Office of the Arts from the Rialto Center at Georgia State University where she was an event/stage manager overseeing events with community clients, student groups, and assisting with production stage management for their season productions. Prior to that, she was a stage manager and event manager in Philadelphia. Responsibilities include:

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

Camille Warren - Box Office Assistant - part time
Prior to moving to Atlanta, Camille worked at the Ferguson Center for the Arts in Virginia, managing patron services and ticketing services. She holds a Bachelor's Degree from the University of Virginia. Her responsibilities include:

- Ticket sales and staffing at performances
- Training student sales staff
- Assisting the Box Office Manager with reporting, scheduling, and transitioning with the new ticketing system

Sarah Van Buskirk - Assistant House Manager - part time
Sarah has a BA in English from Wesleyan College, minoring in Music with Vocal Emphasis, and a Master's degree in Teaching from Augusta University. Previously, she spent five years in education teaching high school English Literature. Theater has always been a part of her life where she has experience in everything from acting to running sound to ushering. Her responsibilities include:

- Overseeing the audience seating process, customer service and safety
- Leading the usher and concessions staff during events
- Submitting house manager reports

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure

The Office of the Arts worked with the Georgia Tech Foundation to refine the policy and procedures outlined in the document "Georgia Tech Foundation Policies Regarding Acquisition of Art." The policy outlines the procedures for gift or purchase of works of art on recommendation of the Office of the Arts and on documented recommendation from the Executive Committee of the Arts Advisory Board or its designated subcommittee, currently the Public Art Committee.

The Office of the Arts follows these guidelines when coordinating the acceptance of works of art for campus.

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

Strategic Plan Implementation - Active implementation of the new Office of the Arts Strategic Plan began in FY17, following the blueprint of **Activate**, **Engage**, and **Produce.** Significant achievements were made in all three areas:

Activate - The process of enriching the campus with the arts. **Office of the Arts programming and coordination assistance reached over 7,000 Georgia Tech students this year.** This high 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:

- Artists enriched the academic process for six classrooms in the Ivan Allen College under the GT Fire grant program. Course projects by the students reflected the artists' input in theme, design, and creativity.
- I Feel Safe When, a project of the Office of the Arts prompting personal reflection and storytelling, initiated a campus-wide discussion of personal safety and well-being. Distributed both online and in person at tabling events, in classrooms, and at student group events, the project reached 4,000 students.
- The first portion of a new Arts Survey was administered to students, receiving a strong completion rate and marking a baseline of arts participation information. Focus groups to be held in Fall 2017 will complete the survey process. The creation and implementation of the survey was student-driven and student-led by a group of students interested in establishing a baseline of knowledge for moving forward in the arts on campus.

- New works of public art were placed on campus, selected by the Public Art Committee of the Georgia Tech Arts Advisory Board, by artists Robert Winkler and Mike Roig. College of Design Dean Steve French accepted the position of chair of this committee.

    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.

- Art Matters - The Art Matters student group, which grew out of the Arts Think Tank in FY16, was officially chartered and received ongoing support and direction from the Office of the Arts as it navigated its first year of activities. Art Matters students participated in leadership roles on FASET panels, in the Pianos for Peace Project, and on the Georgia Tech Arts Advisory Board and Council for the Arts. Art Matters coordinated three major events: a Tech Arts Expo, Tech Arts Fest, and a Coffee+Art series.
- Students engaged with several visiting professional artists who conducted master classes and workshops, including Jennifer Edwards, Suli Holum, Second City improv group, Katherine Helen Fisher, Alonzo King Lines Ballet, Russell EL Butler, Ear Films, Octbr, Ducko McFli, Aliya Smith, Chilly O, and Fabian Williams.
- The Office of the Arts collaborated with the Center for Serve Learn Sustain on its Environmental Justice Series, highlighting the environmental justice themes in the work of DJ Spooky and Natasha Tsakos.
- The annual student Art Crawl exhibition featured the work of 225 student artists, and added a new category this year in digital art.
- ACCelerate Creativity and Innovation Festival - Over 40 students competed for three final project spots in this festival, which will be held at the Smithsonian Institution in Washington in October 2017.
- The Georgia Tech Council for the Arts, comprised of faculty and staff, was reconstituted under the leadership of Professor Jason Freeman. Freeman was instrumental in applying for a campus SPAG grant that will 1) embed artists in classrooms across campus and 2) creates faculty Arts Fellows who will receive assistance for their work in creative pursuits and they will also serve on the council. The new programs will begin in Fall 2017.

    Produce - FY17 marked the first year that the Office of the Arts has produced original work at the intersection of art and technology, in a program titled "Made@GT."

- Creative Collisions - This program brought together artists and technologists in the creation of *Characters*, a one-woman show by artist Katherine Helen Fisher in conjunction with a team from Georgia Tech led by IMTC research scientist Clint Zeagler. An interactive costume titled "Le Monstre" was created for the show that allowed the audience to actively participate in the production by touching and pulling parts of the costume, which in turn created sound and light. Student engagement was important throughout the creative process, from attending and giving feedback at an early rehearsal to participating onstage in the final production. Creative Collisions was selected for the ACC Creativity and Innovation Festival to be presented in October 2017.

- The Office of the Arts began working with Georgia Tech student Raianna Brown to assist her in the presentation of *In Human*. This dance piece was selected for the 2017-18 Arts@Tech Season and Raianna Brown will receive production assistance in several areas from the Office of the Arts. The piece reflects the kind of SEAD programming (work at the intersection of science, engineering, art, and design) that is a highlight of the Arts@Tech Season each year.

Progress: Completed

V. Statistics
Unit Statistics
FY17 Student Engagement:

7,370 students participated in 74 arts events and projects coordinated by the Office of the Arts, a 300 percent increase in student participation over the previous year. Connecting to thousands of 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. In addition to the increase in numbers, this year saw a diversification in the type of student engagement activity, with students participating in the creation of new artistic work, chartering the new Art Matters student arts group, participating in a new Atlantic Coast Conference art and creativity festival, and developing a student arts survey, among other activities.

FY17 Usage of the Ferst Center for the Arts:

Campus Use - 107 Days, 68 events
External Use - 43 Days, 42 events
Office of the Arts Use - 35 Days

Campus Use Breakout

Students - 49 Days, 31 events
Other Campus / Divisions - 58 Days, 37 events
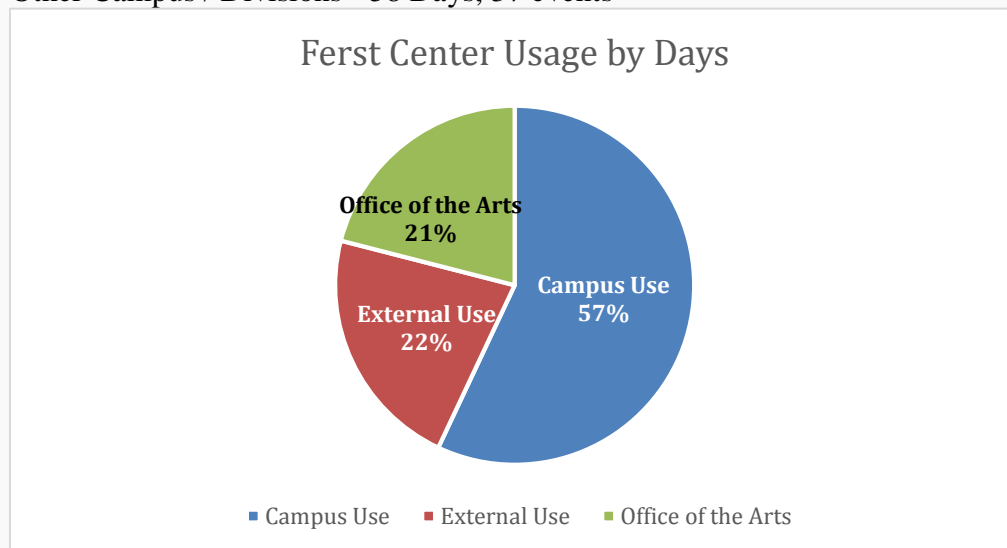
Progress: Completed

VI. Service to the Institute
Staff Service
Madison Cario:
Member of the MLK Day Committee
Member of the ACC Creativity and Innovation Festival Planning Committee
Advisor, TekStyles, Georgia Tech Student Group
Member, Student Leader Retreat Advisory Group

Blake Buford:
Member of the Georgia Tech Earth Day Committee
Member of the Division of Student Life Events Committee

Kathryn Colegrove:
Member of the Division of Student Life Professional Awards Committee

Lane Conville-Canney:
Leadership Fellow, Georgia Tech LEAD Program

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

Esther Famojure:
Advisor, Georgia Tech Art Matters student group
Member of the Georgia Tech MLK Day Committee
Member of the ACC Creativity and Innovation Festival Planning Committee

Rachel Haage:
Member, Event Logistics Committee

Stephanie Lee:
Member of the Division of Student Life Professional Awards Committee

Progress: Completed

VII. Professional Development
Staff Professional Development
Madison Cario:
<u>Speaking Engagements:</u>
- Panel Moderator, Museum of Design Atlanta, "Wearing the Future: Arts and Media and Wearable Technology," September 2016

- Panelist, DeVos Institute, Ford Foundation, New York, "Emerging Means of Production, Anticipating the Next Digital Divide," November 2016
- Session Leader, National Arts Marketing Project conference, "Embodied Awareness," Austin, TX, November 2016
- Facilitator, Opening Plenary, National Performance Network conference, Austin, TX, December 2016
- Session Leader, Arts Presenters conference, "Embodied Awareness," New York, January 2017
- Panelist, Conference for Research on Choreographic Interfaces, Brown University, Providence, RI, March 2017

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

Other:
- Named 2017 People to Watch, Creative Loafing, January 2017

Blake Buford:
- Attended the National Arts Marketing Project Conference in Austin, TX, November 2016

Kathryn Colegrove:
- Attended Student Life and Residence Life/Housing Seminar - Bridging Difficult Dialogues with Dr. Stephen Quaye
- Attended Multi Cultural Competency 101
- Attended Student Affairs Certificate Program – Managing Change, two-day workshop at Emory University
- Attended Fierce Conversations, two-day workshop at Georgia Tech
- Completed Georgia Tech Departmental Financial Management Certificate

Dr. Stephen Quaye
- Attended Multicultural Competency 101
- Attended Student Affairs Certificate Program – Managing Change, two-day workshop at Emory University
- Attended Fierce Conversations, two-day workshop at Georgia Tech
- Completed Georgia Tech Departmental Financial Management Certificate

Rachel Haage
- CPR Certification

Stephanie Lee
- Member, Audience Roundtable
- Attended the National Arts Marketing Project Conference in Austin, TX, November 2016
- Attended Fierce Conversations, two-day workshop at Georgia Tech
- Attended Safe Space Training

Holley Mitchell
- Attended Safe Space Training

Progress: Completed

VIII. Institutional Effectiveness

Changes Within Unit

Following the last couple of years of refining its mission and goals, the work of the Office of the Arts focused on its primary goals of Activate, Engage and Produce this year. The area of "Produce" was a significant change in that this type of work had not been done in the past by either the Office of the Arts or its predecessor department, the Ferst Center for the Arts. Most identifiable in this area was the Creative Collisions project, which brought together artists and technologists in the creation of a new theatrical work for the stage, titled Characters.

The project was highly successful, and the staff learned much in terms of supporting the producing process and collaborating deeply with other departments on campus, all of which can be implemented in successive producing projects.

Overall, the increase in student-centric events and projects, and the number of students served, has increased dramatically to 7,370, and this is detailed in the attached chart.

16-17 Georgia Tech Student Participation - Office of the Arts Programs and Events

Arts@Tech Season Shows	#Shows	Students Paid/Comp	Overall Attendance
The Wholehearted - Suli Holum/Deborah Stein (alt. space Dull Theatre)	3	105	158
DJ Spooky: The Hidden Code (alt. space Amphitheatre)	1	91	147
DJ Spooky: Peace Symphony	1	32	143
Greg Wohead: Hurtling (alt. space Clough Rooftop - 1 person per show)	1	3	13
Greg Wohead: Backseat of My Car (alt. space in car - 1 person per show)	1	4	12

Second City	1	119	575
Pilobolus	1	74	633
Hiromi	1	19	449
Joe Gransden	1	23	306
Iluminate	1	159	925
Blind Boys of Alabama	1	15	518
Alonzo King Lines Ballet	1	74	840
Natasha Tsakos (alt. space - audience on Ferst stage)	1	5	59
Vijay Iyer	1	51	287
EarFilms (alt. space Dull Theatre)	3	42	200
Kate Fisher (alt. space - audience on Ferst stage)	2	45	157
Guthman Musical Instrument Competition	1	288	385
Bang on A Can All-Stars	1	3	77
DrumLine Live	1	30	970
Dance Canvas	2	38	667
SFJazz Collective	1	40	458
Total	27	1260	7979
Overall audience paid attendance	7979		
Percent students compared to overall attendance	15.79%		

16-17 GT Student Engagement Events	Events	Student Leaders/Participants
GT Fire Artists in Classrooms	6	125
Pianos for Peace student leaders		3

Pianos for Peace	1	Open to all
I Feel Safe When - In person participation	1	933
I Feel Safe When - online participation	1	3101
I Feel Safe When - workshops and presentations	7	60
The Wholehearted - workshop	1	12
The Wholehearted - post-show panels	3	30
Campus Movie Fest - student film projects	1	150
DJ Spooky pre-show features Tekstyles	1	5
Second City - GT improv students in the show	1	7
Joe Gransden pre-show features GTDA students	1	8
Talk + Rehearse with Katherine Helen Fisher	1	30
Characters - student performers	2	4
Alonzo King Lines Ballet & Atlanta Ballet Master class	1	2
Drew Charter School Campus Tour w/ student guides	1	2
ACC Festival Call - student project responses	1	42
Electronic Music and Artist Talk w/ Russell EL Butler	1	20
Tekstyles - assist students with Southbound event	1	10
Tech Arts Expo Music Production Workshop w/ Octobr & Ducko McFli	1	25
Tech Arts Expo Improv Workshop w/ Let's Try This	1	10
Tech Arts Expo Photography Exploration Workshop w/ Chilly O	1	30
Tech Arts Expo Basic Sketching Workshop w/ Aliya Smith	1	60
Trap Music and Social Justice Panel	1	100
Tech Arts Fest w/ Art Matters	1	300

EarFilms workshop	1	21
Art Matters - advising student group formation		37
Art Matters leadership presentations to GT Arts Advisory Board	2	4
Clough Art Crawl artists		225
Clough Art Crawl	1	Open to all
Bang on a Can pre-show - GT Women in Music Tech perform	1	5
Arts Survey - Students who responded	1	437
Coffee + Art daytime talks - assisted and sponsored	3	50
Atlanta Symphony Orchestra - student passes (multiple concerts)		262
Arts@Tech Season shows student attendance	27	1260
Total	74	7370

Progress: Completed

Orientation and Transition

Disability Services

I. Mission/Introduction

Essential Function(s) of Department

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

The 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. Disability Services 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 Disability Services team works collaboratively to find creative solutions and implement reasonable accommodations.

Progress: Completed

II. Staffing

Current Staff

Dr. Taffey Cunnien – Dr. Cunnien began as the Assistant Dean/Director, July 1, 2016. Dr. Cunnien joined the office after working as the Director of Counseling and Student Support Services at SCAD-Atlanta.

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

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

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

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

Sarah Endicott – Sarah serves as a staff member with the Institute in another department and has served with the office in a 10-hour a week capacity. Sarah performs intake

appointments with students, document conversion, assessment projects, and consulting with faculty members.

Shana Wright-Wood – Shana served as a Disability Services Intern from October 2016 – April 2017 while she was pursuing her Master's degree in Rehabilitation Counseling from Georgia State University. Shana served in a 15-hour a week capacity performing intake appointments with students and providing disability counseling.

Christian Compton & Loren Childs – Both Christian and Loren served as Tech Temps during the academic year working with the Testing Center. Christian served in the Testing Center May 2016 – November 2016. Loren has served in the Tech Temp role since February 2017.

Progress: Completed

III.   Policy/Procedure
New or Changed Policy/Procedure
Testing Center Procedures
To optimize space allocation, students were directed to book exams five days in advance, rather than three of their desired exam date.

Main Office Procedures
The internal intake procedure was significantly revised to reduce the initial time it took students to meet with a staff member and receive accommodations.

To increase organizational efficiency, the office moved to digitize student files, including digitizing medical documentation and initial paperwork. This change was to minimize the maintenance of paper files.

The University System of Georgia allows students with documented disabilities more than one attempt to pass Learning Support courses. In collaboration with the Center for Academic Success and the Regents Center for Learning Disorders, the Office of Disability Services implemented a procedure to apply the USG policy allowing additional attempts at learning support courses for students with disabilities.

What type of policy? Departmental Policy/Procedure

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

- The Shell Corporation renewed the award to the office to provide career development education and opportunities for students.
- The Roy and Zou Feagin Scholarship was awarded to three undergraduate students who have a documented disability, showed leadership qualities, and demonstrated financial need.
- In collaboration with OIT, the Office of Disability Services implemented Symplicity Accommodate.
- The Office of Disability Services designed a new interactive website.
- Implemented the utilization of Notetaker Express to ensure 100% compliance in fulfilling note-taking accommodation requests each semester.
- In collaboration with the Freshman Chemistry Program, the Testing Center successfully piloted a new program that allowed Testing Center staff to proctor accommodated exams within the academic department, rather than students coming to the Testing Center. The program has the potential to help alleviate overcrowding in the Testing Center, provide students greater access to instructors during tests, and eliminate delays in grading.
- The Office of Disability Services implemented a system to track office statistics more efficiently through the Student Accommodation Manager (SAM) software.
- In collaboration with the Registrar, the Office of Disability Services created consistency of student disability data between Banner and SAM based upon USG Disability Services reporting criteria.
- To encourage students to recognize outstanding faculty who show a clear commitment to accessibility, the Office of Disability Services implemented the Access Ally Awards. At the close of the 2016-2017 academic year, the Office of Disability Services recognized 15 faculty members across the Institute.
- With new leadership, the Office of Disability Services focused on strengthening relationships with campus partners. The Director and Assistant Director met with 45 campus colleagues and departments over the past academic year.
- In collaboration with the Georgia State University Counselor Education Department, the Office of Disability Services successfully established an internship program for master's degree students interested in working with individuals with disabilities.
- Successfully implemented a weekly Student Discussion Group for students with disabilities to connect with one another, as well as, co-facilitated the weekly Autism Support Group in collaboration with Dr. Shannon Croft.

Progress: Completed

V. Statistics
Unit Statistics

Total Students Registered* (Active and Provisional Status)		
Academic Year	Total Students Registered	Total Increase/Decrease
2009 – 2010	351	
2010 – 2011	459	+31%
2011 – 2012	565	+23%
2012 – 2013	614	+9%
2013 – 2014	597	-3%
2014 – 2015	581	-3%
2015 - 2016	685	+18%
2016 - 2017	795	+16%

*As of 5/30/2016

Disability Type	2016-2017
Acquired Brain Injury	5
Attention-Deficit Hyperactivity Disorder	282
Autism Spectrum Disorder	37
Communication Disorder	4
Deaf & Hard of Hearing	21
Learning Disorder	146
Mobility Disorder	33
Psychological Disorder	271
Systemic Disorder	177
Visual Disorder	17
Other	6

Testing Center			
	Summer, 2016	Fall, 2016	Spring, 2017
Number of students utilizing the Testing Center	-	282	365
Test administered (non-final exams)	-	1843	1678
Final exams administered	-	573	641
Total Exams Proctored in the Testing Center	-	2416	2319

Private Proctoring			
	Summer, 2016	Fall, 2016	Spring, 2017
Total students utilizing private proctoring	1	10	6
Tests proctored (non-final exams)	5	69	27
Final exams privately proctored	1	14	13
Total exams privately proctored	6	83	40
Total funds paid to private proctors	-	$920	$684

Temporary Accommodations	
Stingerette Services	42
Testing Services	35
Note Taker Services	14

Note Taking Accommodations			
	Summer, 2016	Fall, 2016	Spring, 2017
Class requests	38	332	432
Students using the services	22	99	124
Note takers hired	26	86	183
Notetaker Express	NA	NA	50
Total funds paid for Notetaking	**$2,062.61**	**$10,775**	**$15,850**

Progress: Completed

VI. Service to the Institute

Staff Service

Taffey Cunnien
Facilitator, QPR Training
Facilitator, Proctor Training for Final Exams
Member, Assistance Animal Review Committee
Member, Director of Health Behavior Search Committee
Member, Student Center Employee of the Year Selection Committee
Member, Campus Life Scholarship Selection Committee
Member, Student Life Winter Celebration Planning Committee
Presenter, Faculty Training | Understanding Accommodations
Presenter, Counseling Center | Introduction to Disability Services
Presenter, GTAAN Meeting | Advising Students with Disabilities
Presenter, Office of the Registrar's Staff Retreat | Advising Students with Disabilities
Presenter, Undergraduate Admissions Staff Meeting | Introduction to Disability Services
Presenter, Campus Tour Guides | Introduction to Disability Services
Presenter, Spring New Student Athletics Orientation| Introduction to Disability Services
Presenter, TA Fellows Orientation | Introduction to Disability Services
Volunteer, Family Weekend

Rashad Morgan. Assistant Director
Advisor, Eye to Eye Student Organization
Advisor, Wheel Chair Basketball Student Organization
Member, Director of Career Education Search Committee
Member, ADA Transition Plan Implementation Committee
Member, Division of Student Life Awards Committee
Participant, Diversity Day Tabling Event
Presenter, Diversity Ambassadors Training
Presenter, Faculty Training | Understanding Accommodations

Presenter, Staff Training | Access 101
Presenter, GTAAN Meeting | Advising Students with Disabilities
Presenter, Office of Admissions | Introduction to Disability Services
Presenter, Office of the Registrar | Advising Students with Disabilities
Volunteer, Family Weekend
Volunteer, FASET Leader Interviews
Volunteer, Wreck Camp Counselor Interviews

Shana Wright-Wood, Intern
Facilitator, ADHD Screening Day
Facilitator, Autism Support Group
Facilitator, ODS Student Discussion Group
Participant, Diversity Day Tabling Event
Marilyn Glasper Butler, Coordinator
Facilitator, ODS Student Discussion Group
Facilitator, Suites and Jackets | Disability Disclosure
Facilitator, Suites and Jackets | Schedule A Hiring Authority
Member, 2016-2017 Leadership Fellows Program
Presenter, New Student Athlete Orientation | Introduction to Disability Services
Presenter, STAMPS Professional In-service | Introduction to Disability Services
Presenter, Center for Career Discovery and Development | Introduction to Disability Services
Presenter, Center for Career Discovery and Development | Career Development for Students with Disabilities
Volunteer, Family Weekend

Alysha Brown, Testing Center
Volunteer, Family Weekend

Tina Allen, Administrative Professional
Volunteer, Family Weekend

Progress: Completed

VII. Professional Development
Staff Professional Development
Taffey Cunnien, Assistant Dean & Director
- Appointee, Georgia State University | Counselor Education Program Advisory Board
- Appointee, Argosy University | Counselor Education Program Advisory Board
- Doctoral Student, Graduated from UWG with an Ed.D in Professional Counseling and Supervision
- Attendee, RACDS Meeting
- Attendee, RCLD Meeting
- Attendee, AHEAD Webinar: "Intersecting Disability Services and Conduct"
- Attendee, AHEAD Webinar: "Disability Studies 102"

- Attendee, AHEAD Webinar: "Title II and Title III Regulations to Implement ADA Amendments Act of 2008"
- Attendee, "Islamophobia: How We Can Support Muslim Students, Faculty and Staff" Webinar
- Attendee, Heyward & Associates Webinar: "Student Responsibility: What Are the New Rules of Engagement?"
- Attendee, Heyward & Associates Webinar: "Legal Updates and Compliance Issues on the Horizon"
- Attendee, Solomn Heyward | ADA / Section 504 Training
- Attendee, New Employee Experience
- Attendee, Student Life Division | New Staff On-Boarding
- Attendee, AMAC Open House and Tour
- Attendee, Accessibility Symposium
- Attendee, AccessComputing Capacity Building Institute
- Attendee, HR Topics for Managers | Fair Labor Training Act Implementation
- Attendee, HR Topics for Managers | The Evaluation Cycle
- Attendee, Access 101
- Attendee, AMAC Assistive Technology Training
- Attendee, AHEAD Management Institute: Finding Your Voice
- Attendee, LGBTQIA Resource Center Safe Space Training
- Attendee, DISC Assessment: Flexing your Style to Achieve Results
- Attendee, StrengthsQuest Training
- Attendee, CyberSecurity

Marilyn Glasper Butler, Coordinator
- Attendee, RACDS meeting
- Attendee, RCLD Statewide Conference
- Attendee, Diversity Symposium
- Attendee, Georgia AHEAD
- Attendee, Assistive Technology Training with AMAC
- Attendee, AccessEngineering: Capacity Building Institute
- Attendee, DiSC: Flexing your style to achieve results
- Attendee, Resilience ERG Session: "Navigating Uncertainty: Defining OUR Next"
- Attendee, Be Well: Wills, Presented by ARAG Legal
- Attendee, Living Building Equity Petal Charrette
- Attendee, INSS: Smart Cities, Connected Communities

Shana Wright-Wood, Intern
- Participant, Disability Services Internship
- Attendee, QPR Training
- Attendee, AMAC Assistive Technology Training

Tina Allen, Administrative Professional
- Attendee, DISC: Flexing your style to achieve results
- Attendee, Online Training | Concur P-Card Software

- Attendee, Solomn Heyward | ADA / Section 504 Training
- Alysha Brown, Testing Center Administrative Professional
- Attendee, DISC: Flexing your style to achieve results
- Attendee, Solomn Heyward | ADA / Section 504 Training

Progress: Completed

VIII. Institutional Effectiveness
Changes Within Unit
The adjustments to the final exam policy and the pilot program to offer exams within the departmental structure contributed to greater efficiency for staff, students, and faculty. The adjustment of the final exam request policy (three business days to five) allows the staff to better plan for upcoming exam days. The allowance of students taking their exams in their home department again increased efficiency for all stakeholders.

Progress: Completed

New Student and Sophomore Programs

I. Mission/Introduction
Essential Function(s) of Department

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

Progress: Completed

II. Staffing
Current Staff

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

Larry Cloud – Larry has served as Assistant Director of New Student Orientation for four years. His major functions include training FASET Cabinet Members and Leaders and managing the logistics of FASET. He also directs the KNIT New Student Mentoring Program and Freshman Council First Year Leadership Organization. In June, 2017 Larry announced his leaving Georgia Tech for a position at the University of Arkansas. His service with Georgia Tech will conclude August, 2017.

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

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

Jazmine Robinson – Jazmine joined NSSP in August, 2015 as the Graduate Assistant from the University of West Georgia. She has assisted with office programs with an emphasis on FASET. Jazmine graduated in May, 2017 with her Masters degree from University of West Georgia.
Destiny Deaton & JaQuille Collins – Both served as graduate interns for Wreck Camp and FASET, respectively, during Summer, 2016.

Jordan Conway, Ricardo Destinvil, Gerald Johnson, and Hammed Sirleaf – All four are serving as graduate interns for FASET and Wreck Camp for Summer, 2017. Jordan, Ricardo, and Gerald are working specifically with FASET. Hammed is working with Wreck Camp.

Progress: Completed

III. Policy/Procedure
New or Changed Policy/Procedure

After a two-year process, the NSSP Office launched the VizualZen Registration Program for new students to register to attend FASET. This program has significantly eased the registration process, and has allowed the staff to manage data collected by the program much more efficiently. Training was offered to academic advisors and other staff members who needed access to this information.

Progress: Completed

IV. Significant Accomplishments
Significant Accomplishments
New Student & Sophomore Programs

- FASET Orientation
  - Welcomed a total of 2880 new first-year students accompanied by 2930 first-year parents and/or guests.
  - Created and implemented the first Sibling Orientation program that took place during the first day of first-year FASET sessions. The program hosted 151 siblings.
  - Increased the number of FASET Cabinet members from 10 to 12 members to order to meet the growing needs of FASET orientation. The two additional members led a new committee, "New Student Engagement." This committee focuses on Summer Programming, Social Media, and increased Leader Engagement. To date, the Student Engagement Committee has hosted two welcome programs to new students in January and June 2017. The group has also hosted Facebook Live events to provide information about what to expect at FASET and increased social media postings during FASET sessions.
  - Chose 84 FASET Leaders from a pool of 257 applicants, the largest pool in the past 5 years.
- Wreck Camp
  - Completed fifth Wreck Camp in August, 2016 with 140 student participants.
  - Selected four Wreck Camp Directors in September, 2016 to serve as the executive board for the 2017 programs: Maithili Appalwar, Aliyah Hill, Maddie Sibilia, Aaron Young.
  - Altered staff recruitment and selection timeline to begin during the Fall, 2016 semester, and selected a staff of 38 student leaders from an applicant pool of 169 students in the beginning of Spring, 2017 semester.
  - Added an international and transfer component to Wreck Camp 2016. Thirteen international students completed the program, five of those students were transfer students.

New Student Programs

- KNIT
  - Created and piloted KNIT, a first-year mentoring program focused on the holistic development of students along the four tenets of KNIT (Knowledge, Nurture, Interaction, and Tradition).

- ○ Chose an Executive board of 10 campus leaders to help lead the creation/vision of the program.
  - ○ Recruited and trained 84 KNIT Mentors who were paired with 130 KNIT mentees.
  - ○ Planned and hosted monthly KNIT events including a Fall KNIT tailgate, a registration assistance event, and service project.
  - ○ Created partnerships with multiple Institutional Departments (OSI, Disability Services, International Ambassadors, STAR, Excel) to provide foundational training to mentoring programs and increase the network of mentoring opportunities on campus.
  - ○ Established a KNIT executive board of nine (9) members including a newly appointed Executive Director, Andrea Vargas, and four (4) committees (programming, membership, training, and marketing) each co-chaired,
  - ○ Recruited and trained 160 mentors for the second Spring, 2017 KNIT Mentor Cohort
  - ○ Hosted the first Summer First-Year mentee cohort paired with 37 mentors Summer, 2017.
- ● Summer Programming
  - ○ Partnered with Undergraduate Education, Housing, and the Student Center to provide more engaging and comprehensive summer programming options for students beginning in the Summer, 2017 semester.
  - ○ Created a calendar with over 50 programs over seven (7) weeks of programs from various departments and organizations.
  - ○ Hosted various summer programs focused on the success and engagement of summer first-years including the Summer Kickoff and First-Day Donuts.
  - ○ Transfer Programs
  - ○ Transfer students were more intentionally involved in Wreck Camps this year.
  - ○ The two-day FASET pilot program was launched with 350 students in attendance.
  - ○ Offered an additional orientation in Fall, 2016 for late-admit transfer students.
  - ○ Worked closely with the Transfer Student Association to provide a mentoring program to new transfer students.
  - ○ Welcome program offered to Spring transfer students in the Tech Rec. Approximately 75 students attended the event which was co-hosted by the Transfer Student Association and FASET.

Sophomore Programs
- ● Sophomore Career Experience (SCE)
  - ○ SCE completed the fifth year of the program in conjunction with the Center for Career Discovery & Development, the Communications Center, Leadership & Civic Engagement, and the GT Alumni Association. A total of 30 students completed the four-week workshop series and received a complementary padfolio.
- ● Sail Into Your Second Year
  - ○ Sail Into Your Second Year was an edited initiative from previous years. A tabling fair was held in the early Fall semester in collaboration with several departments on campus. A total of 17 departments participated in the event and 250 shirts were given out to participating students.

- Second Year Celebration
    - The Second Year Celebration event was a new initiative focused on giving second year students the chance to celebrate the end of their second year at Tech. Students were provided with free food, a padfolio, and the chance to mingle with Dean Stein. A total of 14 students participated in the event.

Progress: Completed

V.: Statistics
Unit Statistics

FASET Participation	2012	2013	2014	2015	2016	2017*
Students Registered	3922	3515	3682	3807	3840	3673
Parents/Guests Registered	3474	2993	3231	3523	3305	2663
FASET Leaders	90	90	75	90	90	84
FASET Cabinet	10	10	10	10	10	12
Professional Staff	7	7	7	7	7	8
Total Participation	7503	6615	7005	7437	7252	6440

*As of June 20, 2017

Wreck Camp Participation	2012	2013	2014	2015	2016	2017*
Student Participants Registered	83	134	127	85	72	63
Student Leaders	30	36	36	38	38	38
Directors	3	4	5	4	4	4
Professional Staff Attending Camp	3	2	5	3	3	3
Total Participation	119	179	173	130	140	108

*As of June 19, 2017

Wreck Camp Staff Applicants	2013	2014	2015	2016	2017*
Total Applicants	81	94	133	93	169

Sophomore Career Experience Participants	2013	2014	2015	2016
Total Applicants	36	18	8	30

Progress: Completed

VI.　Service to the Institute

Staff Service

New Student & Sophomore Programs

Cynthia Jennings, Assistant Dean/Director, New Student & Sophomore Programs
Instructor, GT 2000
Chair, Extended Orientation Planning Committee
Member, Project One Program Committee
Member, Registration Task Force
Member, Black Student Experience Committee
Member, Sophomore Speaker Selection Committee
Member, GTAAN
Advisor, Transfer Student Association
Volunteer, Family Weekend
Volunteer, Test Proctor for Disability Services
Facilitator, Transfer Mentor Training

Larry Cloud, Assistant Director
Instructor, GT 1000
Advisor, Freshman Council First-Year Leadership Organization
Advisor, Filipino Student Association
Advisor, Gamma Psi Chapter of Delta Tau Delta
Judge, Greek Stroll Competition during Greek Week 2017
Member, Dean on Call Rotation
Member, Creating Connections Committee
Member, Project One Program Committee
Member, Event Logistics (Student Center) Search Committee
Member, Student Center Coordinator Search Committee
Co-Chair, New Student Orientation Schedule Committee
Member, GTAAN
Volunteer, Family Weekend
Volunteer, Test Proctor for Disability Services

Member, Fun Committee

Tim King, Assistant Director, Extended Orientation and Transition Programs
Instructor, GT 2813/2000
Member, Extended Orientation Planning Committee
Member, Disability Coordinator Search Committee
Volunteer, Family Weekend
Volunteer, Test Proctor for Disability Services
Member, Dean on Call Rotation
Judge, Greek Stroll Competition during Greek Week 2017
Volunteer, Winter Celebration Committee

Carol Kinsey, Administrative Professional Senior
Member, Event Coordinators Network (ECN)
Volunteer, Family Weekend
Volunteer, Test Proctor Disability Services
Volunteer, Winter Celebration Committee

Progress: Completed

VII.   Professional Development
Staff Professional Development
New Student & Sophomore Programs
Cynthia Jennings, Assistant Dean/Director

- Attendee/Volunteer/Presenter/Peer Reviewer, NODA Annual Conference
- Attendee/Volunteer/Peer Reviewer, First-Year Experience Annual Conference
- Presenter, NISTS Conference
- Participant, Leading Women @ Tech Program
- Attendee, Diversity Symposium
- Attendee, Safe Space and Trans 101 Trainings
- Attendee, MCC 101 Trainings
- Attendee, Combating Islamophobia Webinar
- Peer Reviewer, ACPA Annual Conference

Larry Cloud, Assistant Director-Orientation
- Attendee/Presenter/Volunteer, NODA Annual Conference
- Attendee/Presenter, NODA Region VI Conference (SROW)
- Presenter, NISTS Conference
- Co-Coordinator, NODA, State of Georgia
- Co-Host, 2016, Georgia Annual NODA Drive-In
- Co-Host, 2017 Southern Regional Orientation Workshop hosted at Georgia Southern University
- Attendee, Combating Islamophobia Webinar

<u>Tim King, Assistant Director, Extended Orientation and Transition Programs</u>
- Attendee/Volunteer, NODA Annual Conference
- Attendee, Extended Orientation Institute
- Attendee/Volunteer, NODA Region VI Conference (SROW)
- Attendee, NODA, Georgia State Drive-In Conference
- Attendee, Strategically Serving International Students in Transition
- Attendee, International Student Orientation: Transition Programs that Engage Your International Students in their New Campus Community
- Attendee/Conference Committee, 2017 Southern Regional Orientation Workshop
- Attendee, First Year Experience Conference

<u>Carol Kinsey, Administrative Professional Senior</u>
- Attendee, Managing Personnel Transactions Training
- Attendee, BuzzMart Requester Training
- Attendee, Bi-Weekly Time Entry Training
- Attendee, General Ledger Reports Training
- Attendee, GT Accounting Basics Training
- Attendee, Grants Contracts Training
- Attendee, Ad Hoc Reporting Training
- Attendee, PCardholders Training
- Attendee, Disability Services Proctor Training
- Attendee, Salary Planning & Distribution
- Attendee, Safe Space Training
- Attendee, Excel Online Training

<u>Jazmine Robinson, Graduate Assistant</u>
- Attendee/Presenter, NODA Region VI Conference (SROW)
- Attendee, SACSA Regional, 2016

Progress: Completed

VIII. Institutional Effectiveness
Changes Within Unit

The implementation of VizualZen has transformed the work of those working with FASET orientation across campus. The ability of the staff who manage FASET and the system have capabilities that have led to great efficiency.

Progress: Completed

Parents and Family Programs

I. Mission/Introduction

Essential Function(s) of Department

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

Progress: Completed

II. Staffing

Current Staff

Laci Weeden - Laci has served as the Director of Parent & Family Programs for three 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 ongoing communications and programming for Georgia Tech students and   families. Laci works collaboratively with campus partners to build a successful program that increases and develops family involvement.

Student Staff - Laci supervises 18 student leaders who serve as work study students in the office or Parent Assistant Leaders (PALs) for special events. Several of the student leaders will be returning for their third year with Parent & Family Programs.

Tyler Barker – Tyler was hired as a NODA (Association for Orientation, Transition, and Retention in Higher Education) Summer Intern to assist with summer projects. Tyler is a second year graduate student from The University of Alabama and worked on creating a Parent & Family Programs blog, developing a communications plan for the academic year, helping with FASET, and preparing for Family Weekend.

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure

No changes within unit.

Progress: Completed

IV. Significant Accomplishments

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. Parents also enjoy writing the letters to their students that are delivered the first week of class to Student Center mailboxes.
- Based on an idea from the University of Kentucky, Parent & Family Programs hosted a "First Day of Class Picture" session on the first day of class in August, 2016 as part of R.A.T.S Week. Over 200 students showed up to have their pictures taken. Pictures were posted on the Parent & Family Programs Facebook page. The returning students working the event enjoyed it as much as the new students! The office partnered with Amazon to provide giveaways to encourage more participation throughout the day.
- The Georgia Tech Parent & Family Ambassador program, a parent volunteer program serving current and prospective Georgia Tech families, grew in its second year. There are currently 77 Parent & Family Ambassador from 18 states and 10 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 also are happy to help when called upon for events in their region.
- Worked with Undergraduate Admissions and the Alumni Association to help organize Meet & Greets. The transition from previous years proved challenging for Alumni Networks. Fifteen Meet & Greets were held between mid-March and mid-April, 2017. Eight Parents Board families and Parent & Family Ambassador families hosted over half the events and other current families and alumni hosted the other events around the country. 246 students and 371 families were in attendance. 58% of the students who attended the Meet & Greets decided to come to Georgia Tech. Currently, Alumni is still managing the Summer Send-Offs.
- Commencement continues to be very popular event for Parent & Family Programs because of our congratulations message and the Proud Parent, Proud Grandparent, and Proud of our Grad buttons and stickers. This year Proud Sibling buttons were added, which were extremely popular. Each year the order is increased to meet the demand for these special buttons. Families also continue to call after Commencement to get have a button mailed if they were not able to get one the day of Commencement.

Progress: Completed

V. Statistics

Unit Statistics

<u>Burdell's Brunch:</u>

Burdell's Brunch had over 300 people in attendance from 14 states and 7 countries. President Peterson welcomed the new Georgia Tech families and Laci shared some closing remarks. Joan Roeber-Jones matched the attendees to faculty and staff hosting each table to maximize the opportunities for connecting with new families. New Student Convocation was streamed live for families to watch from home, but families were still able to attend if they wanted to do so. Burdell's Brunch is supported by registration fees

and Parent & Family Programs.

Family Weekend:
- Family Weekend 2016 was the largest Family Weekend to date with over 3,630 family members and students (889 families) registered 40 states and seven countries: Puerto Rico, Brazil, Canada, Columbia, India, Mexico, Portugal and the United Kingdom. Family Weekend numbers continue to rise from previous years: 2015 – 3,612 people/875 families and 2014 - 2,309 people/674 families. Held over three days, from September 30 – October 2, 2016, students and families attended 59 events.
- Family Weekend is supported by registration fees, sponsorship dollars and the Parent & Family Programs budget. On average, over 68% of the families were families made up of 3 to 4 people.
  In the Family Weekend 2016 Survey the following question was posed: "My involvement with Family Weekend 2016 makes me feel more connected to Georgia Tech." A total of 95.68% of respondents (310/324 families) either agreed or strongly agreed with this statement regarding connectedness.
- Of the 324 respondents to the survey 84.56% strongly agreed or agreed that "Information and/or connections gained during Family Weekend 2016 will help me better support my Georgia Tech student(s) toward graduation."
- Of the 324 respondents, 70.45% said this was the first Family Weekend they have attended and only 10.02% of respondents had been to 3 or more Family Weekends.

Sibs Day
The Second Annual Sibs Day was hosted on February 11, 2017. Georgia Tech students were invited to host family and friends ages 7-17 for a day-long, campus life experience. A total of 568 people - 220 siblings, 88 parents, 44 cousins, 30 other relatives or family friends, and 186 Georgia Tech students were in attendance. Siblings came from the following 21 states to join us for Sibs Day. . Due to capacity issues, the event had to be closed.
- The 2017 Sibs Day numbers were an increase from 2016 with 432 people - 185 siblings, 52 parents, 16 cousins, 16 other relatives or family friends and 163 Georgia Tech students.
- Sibs Day 2017 was supported by registration fees and a small funding amount from the Office of the Vice President for Student Life/Dean of Students.
- Surveys were designed and electronically emailed to all participants. Survey respondents consisted of 41 GT students, 49 parents, and 47 siblings and guests. Based on the 137 responses (24.12%), this summary presents selected results.
- Highlights from the GT 2017 Sibs Day surveys include:
  - After participating in Sibs Day, respondents reported having a more positive view of Georgia Tech (Largely/Moderately): Students (92.68%); Parents (95.92%); and Siblings (93.62%). It is noted that the percent for the student sample size was a 56% increase from last year's Sibs Day.
  - GT students and their sibling(s) reported Sibs Day enjoyable (Extremely Enjoyable/ Enjoyable): Students (95.12%); and Siblings (100%).

- When asked the importance of visiting campus and experiencing campus life (Extremely/Very): almost all parents (93.87%), siblings (91.49%), and students (82.92%) responded that experiencing campus life is extremely or very important.
- Among both GT students and their sibling(s) their top 3 favorite Sibs Day activities were: 1) the GT Men's Basketball game; 2) Campus tour; and 3) Visiting the Campus Recreation Center.
- 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 (95.92%) reported that their younger child has a better idea of what their older sibling is doing at college.
- As a result of Sibs Day, 93.62% of siblings reported being more excited about going to college.
- As a result, 72.50% reported that they are very likely or likely to apply for admission to Georgia Tech because of attending Sibs Day.

Volunteers

Parent & Family Programs had 169 Georgia Tech parents volunteer throughout the year with various activities, both on and off campus. A total of 25 parents served on the FASET Parents Panel, 27 parents helped with Family Weekend prep, 6 parents helped with December Commencement and 13 parents helped with May Commencement. A total of 85 Parents Board Members and Parent & Family Ambassadors make phone calls to incoming families in the Spring which allowed Admissions to reach over 900 families. In partnership with Admissions, 13 Parents Board, Parent Ambassadors, and families also hosted Meet & Greets.

Communications
- ParentNews (MailChimp):
  - The current email database of parents and family members stands at 32,915. The open rate, on average, is 26.50% and industry open rate is 17.73%, the click rate varies, but on average it is 4.3%. 86.3% are from the U.S. and 8.7% are outside of the United States.
- Facebook:
  - There are currently 3,307 Facebook followers which is up from 2,770 Facebook followers in 2016 and 2,330 in 2015. Over 3,079 are families from the United States. There are also families following us from 44 countries.
- Parent Call/Emails:
  - Calls:
    - On average Laci will receive 8 calls per month (Parent concerns: i.e. depression, suicidal, academics, roommate issues, and general advice). Total = 64 calls per year.
    - The Front Desk/Student Staff receive 20 calls per month with the exception of August, September, February, and April (40 calls for those months). Total = 280 calls per year.

- Higher Volume Months:
  - August and September - Move in, Family Weekend, Bursar related questions
  - January/February - Sibs Day
  - April – Storage/Commencement/Academic Concerns
- Emails:
  - Over 397 emails were received in the Fall semester and 215 emails were received in the Spring semester to the parents@gatech.edu inbox on various topics from Family Weekend and Sibs Day to how to change an email address.

Progress: Completed

VI.   Service to the Institute
Staff Service
Laci Weeden
- Volunteer, Dean On Call Rotation
- Member, Board of Directors, Association of Higher Education Parent/Family Program Professionals (AHEPPP)
- Presenter, AHEPPP 2016, "Thinking Beyond Family Weekend: Engaging Families Year Round"
- Collaborated with Undergraduate Admissions, Development and Alumni to host Meet & Greets around the country. Presented at events in Raleigh, NC and Chicago, IL
- Presenter, Two local private high schools on transition issues from high school to college life for Senior parents

Progress: Completed

VII.   Professional Development
Staff Professional Development
Laci Weeden
- Conference Liaison Chair, AHEPPP 2016, Boulder, CO
- Member, AHEPPP Board of Directors, Spring Meeting, Dallas, TX
- Attendee, ACC Parent & Family Symposium, Raleigh, NC

Progress: Completed

VIII.   Institutional Effectiveness
Changes Within Unit
The Parent & Family Programs Bi-Annual Survey completed in June, 2017 and the results were not only helpful to Parent & Family Programs, but also Development, and other campus partners to learn more about working with Georgia Tech parents and families. The results were also helpful to learn more about the

relationship/communication Georgia Tech families have with their students.

Progress: Completed

Student Diversity Programs

I.   Mission/Introduction
Essential Function(s) of Department
Student Diversity Programs
Student Diversity Programs is responsible for fostering a vision of diversity appreciation that is actualized through intentional educational programming in support of the Institute's strategic plan.

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

The Office provides an intentional approach for meeting the needs of underrepresented and underserved populations by coordinating and planning educational experiences that foster interaction and learning across groups. Through its programs and services, the Office 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:

(i) Assists the Institute and the Division of Student Life in creating and sustaining an environment where all students are valued and affirmed.

(ii) 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.

(iii) 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.

(iv) Serves as an advisor to student organizations and student groups to foster inclusion.

(v) 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.

(vi) Serves as an entry point where students can report acts of discrimination and intolerance.

(vii) Works cooperatively with the Women's Resource Center, the Veterans Resource Center, and the LGBTQIA Resource Center.

Progress: Completed

II.   Staffing
Current Staff
Student Diversity Programs
Stephanie Ray – Stephanie has been a part of the Office of the Dean of Students for 20 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. Ray supervises the Inclusion, Advocacy, & Support Collective which includes the LGBTQIA Resource Center, the Office of Student Diversity Programs, the Veterans Resource Center, and the Women's Resource Center.

Karen Yiu – Karen joined the Office of Diversity Programs full-time June 2015 after serving as a graduate assistant for 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.

Progress: Completed

III.   Policy/Procedure
New or Changed Policy/Procedure
Human Resources added two new forms to the campus affiliate package for chaplains: the Security Questionnaire and the Visiting Non-Employee/Affiliate Access and Intellectual Property Agreement. Chaplains must now visit OHR to get the security form notarized.

What type of policy? Institute Policy/Procedure

Justification
OHR communicated the forms were already in place, but they did not require all offices to use them.

Progress: Completed

IV. Significant Accomplishments

Significant Accomplishments

The Office of Student Diversity Programs collaborated with three departments/offices: the Counseling Center, the Women's Resource Center, and the LGBTQIA Resource, and seven student organizations: Hillel, Delta Phi Lambda, the Residence Hall Association, the Diversity Ambassadors, SGA's Culture and Diversity Affairs Committee, the Iranian Students, and the Women's Leadership Conference Committee to sponsor Diversity and Inclusivity Month. Sixteen diversity related programs were offered to our GT Community during Diversity and Inclusivity Month 2017, and over 2,785 individuals attended Diversity and Inclusivity Month events. Thanks to the generous support from General Motors and the Residence Hall Association, Diversity and Inclusivity Month was a huge success. The Office of Student Diversity Programs is grateful for this partnership. January 2017 the Rev. Dr. Martin Luther King, Jr. Student Board hosted three major events for our campus community.

- MLK Student Celebration
  - The MLK Student Board hosted the 7th annual MLK Jr. Student Celebration with the theme, "Setting the Agenda for the Next Civil Rights Movement." The event took place in the Student Center Ballroom, and was attended by 300 students, faculty, staff, and parents. Every year the student celebration aims to commemorate the continuation of Dr. King's dream. In addition, 50 student organization representatives lit candles to symbolize that Dr. King's dream continues, and the light must be carried forward for generations to come. The highlight for the evening was the four student speakers who spoke to the theme of assuming leadership roles to make Dr. King's dream a reality. Each student speaker received a pad folio from Barnes & Noble.
- Washington, D.C. Civil Rights Tour
  - Seventy students and thirty faculty/staff participated in a Civil Rights Tour of Washington D.C. during the Rev. Dr. Martin Luther King, Jr. weekend. The GT delegation visited the National Museum of African American History & Culture, the National Mall, the U.S. Holocaust Memorial Museum, and the National Museum of the American Indian. In addition, the students had free time to visit museums of their choice. While only seventy students participated, another several hundred students will be impacted. The Georgia Tech Cable Network and Institute Communications created videos for shareholders and sponsors. In addition, students had the unique opportunity to interact with faculty and staff across shared experiences. The MLK Student Board raised $10,500 to reduce the costs of the trip for students.
- "What's Going On:: Theatrical Production
  - The Office produced, "What's Going On," at the Ferst Center for the Arts on January 25, 2017. Danielle Mathis, an ISYE major from Macon, GA, directed a play she wrote. In addition, most of the music was original. The show depicted the experiences of Black Students attending predominantly white campuses during the Black Lives Matter Movement. Six hundred individuals attended the performance.

The Office of student Diversity Programs sponsored 4 students to attend the President's Interfaith and Community Service Campus Challenge Fall Gathering in Washington,

D.C. The Gathering was held September 22-23, 2016 at Gallaudet University, and the theme for the conference was "Where Do We Go From Here?" The Campus Challenge Gathering offered an opportunity for students, staff, and administrators to share experiences, learn from experts, and meet Obama Administration officials who share a commitment to community service with an interfaith engagement component. An important part of the program was celebrating the work happening on campuses across the country to provide students with opportunities to develop lifelong skills in interfaith cooperation and a commitment to community service. In addition, the office supported 6 students to attend Interfaith Youth Core's Interfaith and Leadership Challenge held in Atlanta, GA. Interfaith Leadership Institutes (ILIs) equip undergraduate students and their advisors with the skills to engage diverse religious and non-religious identities to build the interfaith movement on their campuses. Students train to be interfaith leaders who build relationships across identities, tell powerful stories to bridge divides, and learn about ways to mobilize their campuses. Additionally, staff and faculty share best practices about how to be an ally to student leaders, partner with their students to create change on their campuses, and network with other higher education professionals.

Karen Yiu developed curriculum for a new GT1000 section that focused on Diversity, Inclusion, and Social Justice. Yiu will be teaching a similar course in the fall.

Karen Yiu worked cooperatively with the Women's Resource Center and the Office of International Education to support the Spouse Group. The Spouse Group is comprised of women whose partners are pursuing a degree at Georgia Tech. Many of these women held professional jobs while living in their home countries but traveled to the U.S. to support their partners. The Spouse Group has grown significantly in the last few years, not just in numbers, but also in ownership, involvement, community, and sustainability. The program has become so popular, a new space is needed to support the growth.

The Diversity Ambassador Program was strengthened as a direct result of Karen Yiu's leadership. For example, eight new Diversity Ambassadors were added to the program for FY 17. In addition, cultural competence training and team cooperation were enhanced by planning and implementing the first off-site retreat for the Diversity Ambassadors. Fifteen Diversity Ambassadors and two staff members attended a two-day retreat at Rock Eagle August 24-26, 2016. In addition, seventeen Diversity Ambassadors attend an all-day orientation on March 11, 2017. As a result of their personal growth and development, the Diversity Ambassadors took out an ad in the Technique to encourage the student body to make good decisions when choosing costumes and/or themes for Homecoming and Halloween. What is more, the Diversity Ambassadors secured a grant from Serve-Learn-Sustain to sponsor a workshop during Diversity and Inclusivity Month that focused on effective student activism.

The Inclusion, Advocacy, & Support Collective published a 16-page color brochure to market their programs and services to the GT community.

Awards and Achievement: For the second year in a row, Stephanie Ray was recognized

as the African American Student Union's faculty/staff member of the year at their Onyx Ball, and she was recognized by Residence Hall Association at their annual spring banquet for ongoing support to their Association.

Progress: Completed

V. Statistics
Unit Statistics
Participation & Outreach

Program	Attendance
Seoul Searching (Movie)	28
The Mask You Live In (Movie)	68
13th	100
Brave Miss World	56
MLK: Student Celebration	300
MLK: "What's Going On?"	600
MLK: PRISM	50
MLK: Civil Rights Tour of Washington, D.C.	`100
Tour of Asia	400
GT Unite	600
Night of Diversity	200
Persian New Year	200
Leadership & Inclusivity Conference	50
Israel Festival	900
Social Justice What's Going On Concert	150

MLK Institute Lecture	300
Chaplain's Lunch with Dean Stein	30
Music for Humanity: Songs for Social & Environmental Justice	200
Total	4,332

Workshops	Attendance
FASET Diversity @ GT	100
OMED Transitions	100
Counseling Center Practicum Students	5
Structural Racism	100
U.S. & Cuban Relations Panel	100
Taboo Talk: Dismantling Racism in a Society that Doesn't Believe in It	100
RHA Lunch and Learn Facilitator on the Leadership Challenge	20
Student Leader Retreat: BSE Task Force Update	60
Diversity Ambassador's Retreat: MCC 101	15
Total	590

Training	Attendance
Greek Advance	70

Housing Professional Staff (Game of Oppression)	50
Housing Student Staff (Ethics)	100
Diversity Ambassadors	20
Scheller PhD Students	20
WLC Public Speaking	10
MCC 101	5
Housing Conference Staff	60
FASET Leaders	100
Safe Space	40
The Skin I'm In: Colorism Dialogue	15
The Skin I'm in: Colorism Dialogue	30
Brown Eyes Blue Eyes: Linking Perception to Performance	28
Social Justice Training for Faculty and Staff	26
Welcoming Diversity in the Workplace	20
Fearless Dialogues with Dr. Greg Ellison	60
HR Business Partners: Microaggressions	20
Student Government Association	75
Student Center Programs Council	50
Total	799

Outreach	Attendance
Housing Resource Fair	200
GT 1000 Resource Fair	50
FASET	200
DeKalb County Health Department	60
Rubbermaid: Microaggression	30
Panelist at Emory Diversity Event	60
Gwinnett County Health Department	60
Chatham County Health Department	40
Glynn County Health Department	40
Departmental Engagement Fair	50
Kappa Kappa Gamma Spring Regional Leadership Conference	100
Total	910

Outreach Last 5 Years

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
8018	4980	5766	5595	6631

Social Media Campaign
Social Media

Twitter	Humans of Georgia Tech	Instagram
511 followers, 26.8% increase from FY17	386 followers, and 174 posts, 6% increase in followers from FY17	879 followers and 199 posts, 75% increase in

		followers and 86% increase in post from FY17

Domestic Partnerships

61 Domestic Partnerships Approved since Fall 2010		
2015 – 2016	Status	Student Status
12 Domestic Partnerships were approved. This number represents a 37% decrease from the previous year.	83% of the couples presented as heterosexual.	92% of the students who applied were graduate students.

Domestic Partner Approvals the Last 5 Years

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
10	11	14	19	12

Campus Chaplains

Campus Chaplains
23 Campus Chaplains were processed as Campus Affiliates for FY17.

Progress: Completed

VI. Service to the Institute
Staff Service
Stephanie Ray, Associate Dean/Director
Member, Georgia Tech Athletic Association Gender and Equity Committee
Co-Chair, Martin Luther King, Campus Committee
Advisor, Martin Luther King Student Board
Advisor, Acts of Kindness
Advisor, Collegiate Diabetes Network
Advisor, G.I.F.T.E.D. Gospel Choir
Member, Black Student Engagement Implementation Team
Co-chair, Black Student Engagement Student Advisory Group
Unit Coordinator, Charitable Campaign
Facilitator, Safe Space
Volunteer, Family Weekend
Member, LGBTQIA Resource Center Advisory Board

Member, Director of Health Behavior Search Committee
Member, Wesley Foundation Board of Directors
Member, Women's Leadership Conference Advisory Board
Volunteer, Georgia Public Broadcasting
Judge, Miss Kappa Alpha Psi
Judge, Ms. Black & Gold – Alpha Phi Alpha
Judge, Homecoming Talent Show
Judge, Greek Week CPC Awards
Volunteer, Tower Awards

Karen Yiu, Diversity Coordinator
Advisor, Asian American Student Association
Advisor, Sunday Dinner Project
Advisor, Kappa Alpha Theta Sorority
Advisor, Office of International Education's Fall Break trip to Chattanooga, TN
Interviewer, Office of International Education's ISA Position
Instructor, GT1000
Judge, Greek Week Super Splash Contest
Facilitator, Safe Space
Volunteer, CPC Recruitment
Volunteer, EngageATL
Volunteer, Family Weekend
Volunteer, Homecoming Dec-A-Door Judging
Volunteer, On-call rotation
Volunteer, President's Walk
Volunteer, WRECK Camp Interview
Reviewer and Interviewer, Campus Life and Community at Tech Scholarship
Search Committee, Health Educator in Health Promotion

Progress: Completed

VII.   Professional Development
Staff Professional Development
Stephanie Ray, Associate Dean/Director

- Attendee, National Conference on Race & Ethnicity in American Higher Education
- Attendee, Google Training on Implicit Bias with Carnegie Mellon, Pittsburgh, PA
- Attendee & Presenter, Diversity Symposium – Diversity Narratives Project
- Toastmasters International: Club President, Achieved Competent Communicator Bronze, Started new club at Enon Baptist Church & led club to first President's Distinguished Status
- Panelist, Office of Human Resources Leader's Panel for New Employees
- Attendee, Ivan Allen College's Symposium: "Leadership in a Multi-faith World"
- Omicron Delta Kappa Faculty Member
- Attendee, Women's Leadership Conference
- Completed Level III of the Multicultural Competence Certificate

- Panelist, Emory Center for Ethics Conversation: Smart People
- Attendee, Emory School of Candler Theology, The Roundtable: Fearless Dialogues
- Attendee, Suicide Prevention Initiative: Half-Day Retreat
- Meeting, Sharing Ideas with Dr. Harriet Barlowe, Executive Director, The Intersection, University of Nevada-Las Vegas
- Attendee, ADA Compliance Training
- Member, GRIOT ERG
- Member, PRIDE ERG
- Attendee, LAMP Interfaith Retreat
- Presenter, Rubbermaid, "Microaggressions: Did I Say That?"
- Presenter, "Multicultural Competence in Health Care," DeKalb, Gwinnett, Glynn, and Chatham Counties
- Presenter, "Multicultural Competence," Gwinnett County Public Schools
- Attendee, GRIOT Career Workshop
- Contributor, Narativ: Tell Your Story On-line Course
- Presenter, RHA Lunch and Learn
- Attendee, Atlanta Interfaith Manifesto Luncheon
- Keynote Address, Georgia Residence Hall Association
- Member, Atlanta Diversity Manager's Affinity Group
- Attendee, Social Justice Pedagogy
- Attendee, Race, Reparations and Reconciliation after the Genome

Karen Yiu, Coordinator
- Attendee, NCORE2016: National Conference on Race and Ethnicity in Higher Education – San Francisco, CA
- Attendee, the LAMP symposium: Asylum, Refuge, and Relocation: Multifaith and Community Responses to Global Migration – Atlanta, GA
- Attendee, Atlanta Interfaith Manifesto Luncheon
- Attendee, Interfaith Lunch and Learn
- Attendee, Queer Justice After Marriage Equality
- Attendee, Race and Gender Colloquium Series: The Golden Arches in Black America: Fast Food, Gender, and Race in an Age of Crisis with Marcia Chatelain
- Facilitator, Game of Oppression training for Housing
- Presenter, Georgia Tech's SGA
- Presenter, Georgia Tech's SCPC
- Presenter, GT1000 class
- Presentation, Kappa Kappa Gamma Spring Regional Leadership Conference

Progress: Completed

VIII. Institutional Effectiveness
Changes Within Unit
The Office of Student Diversity Programs assessed students' social media usage in order to better utilize the office accounts to advertise programs and events. The top four most popular social media accounts were Facebook, Instagram, Twitter, and Snapchat, and the

office began utilizing Instagram more to post flyers rather than just pictures from events. Student Diversity Programs also learned many students were learning about events through email and word-of-mouth rather than social media channels. The Office of Student Diversity Programs reported having 511 Twitter followers – a 26.8% increase from FY17, 386 Humans of GT followers with 174 posts – a 6% increase in followers from FY17, and 879 Instagram followers with 199 posts – a 75% increase in followers and an 86% increase in post from FY17. As a result of implementing these new strategies, participation at programs and events increased 18%.

Progress: Completed

Addendum A

Georgia Institute of Technology
Division of Student Life

Vice President of Student Life and Dean of Students
John M. Stein

HR Business Partner — Easter Worden

Marketing and Comm Mgr — Sara Warner

Asst to the VP and Dean — Julia Whitfield
- Admin Prof — Georgia Braxton

Asst Vice President of Student Life, Business Operations — Daniel C. Taylor

Director COUNSELING CENTER — Ruperto Perez, PhD
- Assc Director Michele Lyn, PhD
  - Asst Director Mack Bowers, PhD
- Asst Director Tiffiny Hughes-Troutman, PhD
  - Asst Director Irene Dalton, PhD
- Psychologist Drew Adelman, PhD
  - Psychologist Steven Allwood, PhD
- Psychologist Jason Braun, PsyD
  - Psychologist Lacy Currie, PhD
- Psychologist Erin English, PhD
  - Psychologist Janice Harewood, PhD
- Psychologist Lisa Korey, PsyD
  - Psychologist Krystal Meares, PhD
- Psychologist Andy Smith, PsyD
  - Case Manager LaRonda Hollis, LPC
- Recovery Prog Assistant Christina Owens
  - Postdoctoral Resident (1)
- Psychology Interns (3)
  - Practicum Students
- Admin Prof Eric Neville
  - Admin Prof Nadine Robinson
- Admin Prof Detanya Celestine

Director LEAD — Wes Wynens, PhD
- Asst Director Alison Southern
  - Coordinator (vacant)
  - Asst Director Stacey Doremus
  - Coordinator Stephen Steppe

Director OFFICE OF THE ARTS — Madison Cario
- Asst Director Kathryn Colegrove
- Theater Operations Mgr Thomas Ames
- Theater Production Mgr Paul Cottongim
- Patron & Events Svcs Coord Mary Holloway
- Box Office Coord Holley Mitchell
- Box Office Asst (vacant)
- Manager Comm & Marketing Stephanie Lee
- Special Events Grants Coord Lane Conville-Canney
- Marketing Specialist Blake Buford
- Student Artist & Engagement Coord Esther Famojure
- Admin Prof Dorcas Ford Jones
- Event Coord I (vacant)

(Business Operations column)
- Director of Administration Debbie Dorsey
- Director of Finance Betsey Kidwell
- Financial Analyst, SOFO Ninh Tran
- Accountant, SOFO Edo Diabaka
- Accountant, SOFO Latonya Culberson
- Proposed Financial Mgr (Vacant)
- Accountant (future position)

(column)
- Director of Research & Assessment B. Woods, EdD
- Direct of Development Joan Roeber-Jones
- Parents Fund Coordinator (vacant)
- IT Supp Prof Sr Dale Myers
- Application Developer II Scott Riggle
- Admin Prof Mary Brunson

Assoc. Dean of Students ORIENTATION & TRANSITION — Cara Appel-Silbaugh, PhD
- Parent & Family Programs, Director Laci Weeden
- Admin Prof, Parents Program (vacant)
- Asst Dean/Director, NSSP Cynthia Jennings
- Asst Director, NSSP-Orientation and New Stu Prog Larry Cloud
- Asst Director, NSSP-Ext Orient, Trans Prog Tim King
- Admin Prof, NSSP Carol Kinsey

(column)
- Direct of Nontraditional Student Programs (future position)
- Asst Dean/Director, Disability Services Taffey Cunnien
- Asst Director, Disability Services Rashad Morgan
- Coordinator, Disability Services Marilyn Glasper-Butler
- Admin Prof, Disability Services Testing Center Alysha Brown
- Admin Prof, Disability Services Tina Allen
- Admin Prof Dionne Chears

Assoc. Dean of Students INCLUSION — Stephanie Ray
- Director, LGBTQIA Resource Ctr Aby Parsons, PhD
- Director, Veterans Resource Ctr David Ross, EdD
- Student Diversity Programs Coord Karen Yiu
- Asst Dean/Director, Women's Res Ctr Colleen Riggle, PhD
- Asst Director, Women's Res Ctr Melanie Demaeyer
- Admin Prof Dionne Chears
- Admin Prof Mary Brunson

Director STUDENT ENGAGEMENT — Gerome Stephens, PhD
- Asst Director Civic Engagement Sarah Perkins
- JumpStart Stephanie Travis
- Admin Prof Quinn Mabry

(column)
- Asst Director, Student Orgs Kelly Cross
- Manager, Student Publications & Media Mac Pitts
- Marketing Coordinator Kenisha Allen
- Asst Dean/Director Greek Affairs Jamison Keller, EdD
- Greek Affairs Coordinator Amanda Fishman
- Admin Prof, Greek Affairs Tawanna Wilson (PSF backup)

Assoc. Dean STUDENT INTEGRITY — Bonnie Weston
- Asst Director Student Integrity (vacant)
- Coordinator, Student Integrity Dallas Flint
- Admin Prof April Collins

STUDENT GOVT

Transactional responsibilities for HR and Finance

Georgia Institute of Technology
Division of Student Life
Asst VP of Student Life, Business Operations

Easter Worden — HR Business Partner

Assistant Vice President of Student Life, Business Operations — Daniel C. Taylor
- Admin Prof Mary Brunson

- Marketing and Communications Manager Sara Warner
- IT Support Prof Sr Dale Myers
  - Application Developer II Scott Riggle
- Director of Research and Assessment Brenda Woods, PhD
- Director, Finance Betsey Kidwell
  - Accountant, SOFO
  - Accountant, SOFO Latonya Culberson
  - Accountant, SOFO Edo Diabaka
- Director, Administration Debbie Dorsey
- Director of Parent Giving Joan Roeber-Jones
  - Parents Fund Coordinator
- Financial Manager (proposed)
  - Accountant, Division (future position)

Addendum B

<u>D. Scope of Care</u>

The Counseling Center provides a variety of counseling services to students. The scope of care is intended to outline the appropriateness and limits of the Center's services to students seeking counseling.

1. Individual and couples counseling at the Center is based on a short-term model of service. There is no session limit for group counseling.
    a. Students who require more than short-term counseling may be referred to more appropriate agencies or individuals in the community.
    b. Some clients may also be seen for a brief period of time to provide necessary stabilization prior to referral.
2. Clients enrolled as undergraduate students are eligible for a maximum total of 16 sessions of individual counseling for the entirety of their undergraduate standing.
3. Clients enrolled as graduate students are eligible for a maximum total of 16 sessions of individual counseling for the entirety of their graduate standing.
4. In the event that a client enrolled as an undergraduate student is subsequently enrolled as a graduate student, the client is eligible for a maximum total of 16 sessions of individual counseling as a graduate student. That is, if a client has exhausted their 16 individual sessions as an undergraduate and subsequently seeks counseling as a graduate student currently enrolled in a graduate program, the client is considered eligible for a maximum total of 16 new individual counseling sessions.
5. Unused sessions as an undergraduate student are not accrued or "carried over" for additional individual sessions as a graduate student.
6. It may be possible for trainees to see a limited number of students as training cases beyond the 16 individual sessions to focus on specialized areas of counseling. However, once the trainee's tenure has been completed, individual counseling has ended and the client has exhausted the 16 sessions of individual counseling, the client is no longer eligible for additional individual counseling sessions (unless specified in #4 above).
7. For considerations of extensions beyond the maximum total of 16 sessions, refer to item D-14 in this section.

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End of Report