GT | Student Life

End-of-Year Report

2020-2021

Compiled by the Office of Research and Assessment

December 2021

Table of Contents

The rationale for the provision of services intended to promote student learning and enhance the development of students at Georgia Tech is in alignment with Goal 1 of the Institute's Strategic Plan to "Be among the most highly respected technology focused learning institutions in the world." It further serves as the basis for strategic values in the Division of Student Life including integrated learning advanced and experienced both inside and outside the classroom. The Division is comprised of 24 departments that strive to foster the intellectual, social and emotional growth of our students including: 1) **Business Operations**; 2) Assistant Vice President for Business Operations; 3) Administration; 4) Information Technology; 5) Research and Assessment for Student Life; 6) Student Organization Finance Office; 7) **Center for Student Engagement**; 8) Civic Engagement; 9) Fraternity and Sorority Life; 10) Student Media; 11) **Counseling Center**; 12) **Dean of Students Main Office/Vice President for Student Life**; 13) **Development, Parent Giving and Student Life**; 14) **GT CARE**; 15) **Health Initiatives**; 16) **Human Resources Business Partner**; 17) **Inclusion, Support, and Advocacy**; 18) Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center; 19) Student Diversity Programs; 20) Veterans Resource Center; 21) Women's Resource Center; 22) **Leadership, Education and Development**; 23) Grand Challenges; 24) Leading Edge; 25) Minor in Leadership Studies; 26) **Marketing and Communications**; 27) **New Student and Transfer Programs**; 28) Disability Services; 29) New Student and Transition Programs; 30) Parent and Family Programs; 31) **Office of the Arts**; 32) **Student Integrity**; 33) **Student Temporary Assistance Program (STAR)**

Highlights from the End-of-Year Report FY 2021 Include:

- **Administration** successfully coordinated and implemented office moves to include 18 staff and coordinated the furnishings and relocation of the newly created Communications Suite.

- **Information Technology** collaborated with a Georgia Tech Audio Visual Services professional to develop a virtual event platform that they could use to produce broadcast quality virtual events for Georgia Tech.

- **Research and Assessment for Student Life** conducted 121 Assessment Projects for the Departments in the Division of Student Life, with a total number of 7,477 respondents.

- **Student Organization Finance Office** successfully processed a total of 8,046 transactions between SGA, Custodial Transactions, and Foundation Transactions.

- **Center for Student Engagement** staff helped registered student organizations make the decision to "freeze" or re-activate their memberships for the 2020-2021

year. A total of 530 out of the 632 registered student organizations chose to remain active.

- **Civic Engagement** hosted many events including the 11th Annual MLK Day of Service, Alternative Service Breaks, Mobilizing Opportunities for Volunteer Experience (MOVE) events, and JumpStart.

- **Fraternity and Sorority Life** provided programming for the community and individual chapters including Recruitment and Risk Management, Greek Advance, Emerging Leaders, Greek House Managers, Greek Peer Educations, New Member Orientation, Greek Allies, Academic Success Program, QPR, and National Hazing Prevention Week.

- In **Student Media**, *The North Avenue Review* celebrated its 30th Anniversary issue.

- **Student Organizations and Leadership** successfully chartered 45 new Registered Student Organizations.

- **Counseling Center** restarted the growth of the Satellite Counseling Program.

- **Dean of Students Main Office/Vice President for Student Life** assisted the Division of Student Life in offering $2,379,241.85 in grants to 1,710 students through the CAREs Fund due to COVID.

- **Development, Parent Giving and Student Life** sponsored 23 student led events with more than $65,000 in grant funding.

- **GT CARE** established a case management system in which clinicians contacted clients on a regular basis (those points determined by urgency) and documented the extent to which students accessed those referrals and how much they were helped by those referrals.

- **Health Initiatives** launched for the first time "Self-Care Spring Break Days" for students, faculty, and staff to participate virtually and in-person. Activities included painting, food trucks, yard games, etc.

- **Human Resources Business Partner** lead the hiring and onboarding for 8 new staff in Student Life.

- **Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center** staff were able to transition all allyship trainings to a virtual format. This transition increased the engagement of faculty in both Safe Space and Trans 101 training.

- **Student Diversity Programs** experienced a 97% increase in the number of people reached via virtual outreach, for a total of 7,055 students, faculty, and staff.

- **Veterans Resource Center** hosted monthly sessions for student veterans that provided information about services and GI Bill information related to operations due to COVID 19.

- **Women's Resource Center** hosted the first cohort of RISE, a first-year leadership organization (FLO) for students interested in advancing social justice and gender equity at Georgia Tech utilizing Feminist Leadership principles.

- **Leadership, Education and Development** hosted more than 400 students for the Minor Fair and Showcase, which featured nearly 70 minor representatives.

- **Marketing and Communications** doubled their social media engagement and had an increase of 200 followers.

- **Office of the Arts** presented Amygdala, a multi-media installation by Italian design studio FUSE in the Arts Plaza and Ferst Center gallery.

- **Disability Services** assessed the needs of students with risk factors for contracting Covid and communicated any necessary academic adjustments to faculty (notably, the need for students to be taught entirely remotely versus in a hybrid format).

- **New Student and Transition Programs** welcomed 3,450 new first-year students, 710 new transfer students, and 33 new exchange students through our in-person and virtual orientation sessions.

- **Parent and Family Programs** hosted a Family Weekend in the Spring 2021 semester, with 440 family members and students.

- **Student Integrity** processed over 1,600 academic and non-academic Code of Conduct referrals.

- **Student Temporary Assistance Program (STAR)** assisted 19 students who reported a housing crisis and enrolled 38 new students for Klemis Kitchen access.

Business Operations Administration

I. Mission/Introduction

Essential Function(s) of Department:

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

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

Progress:
Completed

II. Staffing

Current Staff:

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

- Provide leadership on Division initiatives as assigned
- Serve as Chair of Division committees as assigned
- Represent Division and serve on committees and task forces as assigned
- Coordinate construction and space logistics and allocations for Division; provide oversight for new facility and renovation projects within the Division
- Create, update, and implement Division-wide programs to include:
  - COVID -19 Preparation for Division return to work to include personal protective equipment (PPE), building signage, and equipment
  - Maintain PPE supplies going forward
  - Develop and administer technology deployment in coordination with Student Life Information Technology (IT) Manager
  - Student Commencement Speaker Selection process, both fall and spring semesters
  - GT (Campus-wide) staff awards
  - Student Awards – Ferst award, TECHcellence award
  - Staff On-Boarding – modified due to COVID-19 but coordinated individually where possible

- Assist Division staff to strategize cost-effective solutions and identify efficiencies, i.e., surplus, furniture swap, relocation of staff during construction, streamline processes
- Confer with and advise unit management on most efficient and effective use of space and facilities
- Introduce strategies for business operations related to Student Life initiatives and resource allocations; assist with the coordination and development of Division and Department business operations policies and procedures, provide as needed review and implementation assistance
- Coordinate from beginning to end Division-wide employee related programs and projects to include (but not limited to) new employee on-boarding, recognition and rewards programs, Division meetings and events
- Develop and implement annual International Spring Break Scuba Diving Trip for students and campus community
- Trouble shoot and problem-solve for the Division staff as needed
- Serve as back-up for varied financial processes and purchases

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

Business Operations supports the Division of Student Life in Financial, Operational, Administrative, and Technological needs. Business Operations consists of the Assistant Vice President (AVP) for Business Operations, 6 Financial staff (Director of Finance, Financial Analyst, 4 Accountants), 1 Administrative Sr. staff, Director of Administration, IT Manager and Web Developer. This unit supports Division-wide efforts of approximately 130 full time staff, 400 student employees, and student organization purchases for 600+ clubs.

Significant Accomplishments:

- Participated and Completed the Inclusive Leaders Academy conducted from January through May 2021.
- Responsibilities acquired/modified due to COVID -19 (during modified closure):
- Effectively prepared the Division of Student Life staff to safely return to work in August, '21 by preparing the buildings/offices where staff is housed and responsible for, with all necessary Personal Protective Equipment (PPE), signage, and disinfecting supplies to reopen. This included ordering, purchasing, and maintaining inventory of all supplies, prepping "PPE goodie bags" for new hires, coordinating the distribution/refill plan for all supplies, and pick up/delivery of hand sanitizing and disinfecting supplies as needed.
- Administrative Professionals Day – Effectively and positively recognized the Administrative Professionals staff with a gift of appreciation on behalf of the Division of Student Life.
- Continue to assist IT Manager with scheduling and deployment of new technology devices to accommodate the newly hired staff and refresh current staff equipment.
- Continued regular office functions during the modified closure to include mail pick up, package delivery/pickup, and facility upkeep/maintenance.

Additional Accomplishments:

- In preparation for the arrival of the new VP of Student Engagement and Well-Being, successfully coordinated and implemented office moves to include 18 different staff plus coordinated the furnishings and relocation of the newly created Communications Suite.
- Coordinated and organized the submissions of the Division nominees for the GT campus awards totaling 11 consecutive years the Division has been recognized. Division staff were awarded in three different categories:
  - Service to the Community – Will McKenna and Gina Summers
  - Rising Wreck – Tyler Barker
  - One Giant Leap – Sara Warner (and other campus staff)
- Effectively lead the Student Commencement Speaker Selection process for Fall, 2020 and Spring 2021 programs which were canceled the previous year
- Served as the primary P-card purchaser for the Division of Student Life main office
- Served as on-site building manager during campus operations modified schedule

Progress:
Completed

V. Statistics

Unit Statistics:

The Director of Administration in coordination with the Vice President for Student Life/Dean of Students, Associate Vice President for Campus Services, Assistant Vice President for Business Operations and GT Facilities staff, designed, coordinated, and managed office relocation logistics.

A survey was administered to staff yielding the following satisfaction rates:

1. Please rate your overall experience with your Smithgall office move – 13 responses

- Excellent – 69.23%
- Good – 30.77%
- Fair – 0%
- Poor – 0%

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Debbie Dorsey

- Volunteer throughout the year as the Dean on Call after normal business hours and on weekends for student emergencies.
- Volunteer as a Contact Tracer for campus from August 2020 to the present which includes working some evenings and weekends.
- Serve as Advisor for the Swim Club at Georgia Tech
- Represent the Division by volunteering for campus-wide events and committees:
  - Family Weekend (Student Life)
  - Campus Landscaping (CPSM)
  - Campus Physical Environment (Staff Council)

Progress:
Completed

VII. Professional Development
Staff Professional Development:

Debbie Dorsey

- Participated and Completed the Inclusive Leaders Academy conducted from January through May 2021.
- Attended the Georgia Tech Diversity Symposium

- Participated in the annual Organizational Effectiveness conference(s) hosted by GT Strategic Consulting
- Served on Staff Council Campus Physical Environment committee
- Participated in bi-weekly Building Manager and Contact Tracing meetings
- Attended the 2021 Martin Luther King Lecture

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

- Participate in the Quarterly Business Partner meetings
- Serve as Health and Well-Being Activator
- Provide significant cost savings to the Division/Institute through the following:
    - Utilize Campus Surplus as the first stop when looking for "new" furniture and equipment
    - Perform minor maintenance and preventative maintenance throughout the office/building as needed
    - Personally move/relocate office furniture and staff
    - Troubleshoot maintenance items as needed

Progress:
Completed

Information Technology

I. Mission/Introduction

Essential Function(s) of Department:

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

Progress:
Completed

II. Staffing

Current Staff:

Dale Myers: IT Support Professional Supervisor
Scott Riggle: Applications Developer Senior

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

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

Pursuant to University System of Georgia (USG) policy, Section 5.8, all USG organizations must implement endpoint security by "deploying tools that add a layer of security to devices connecting to networks that may otherwise make them vulnerable to cyber-attacks."

Phase 1
By August 31 – Complete:
- *Disable Auto-Run and Auto-Play* - Active Directory Group Policy will be configured to disable auto-run or auto-play technology. Auto-run and auto-play enable devices to automatically launch programs from external drives or media that are connected.
- IT Staff – View the GPO that will Disable Auto-Run >
  - https://gatech.service-now.com/home?id=kb_article_view&sysparm_article=KB0028059

By September 15 – Complete

- Endpoint management tools will enforce installation of Qualys Cloud Agent and Cortex XDR.
- Users may notice new applications such as CortexXDR (anti-malware) and Qualys (inventory and vulnerability scanning) on Institute owned endpoint devices.
- IT Staff – View Knowledge Articles on XDR and Qualys Enforcement >
  - https://gatech.service-now.com/home?id=search&spa=1&q=compliance:%20cortex%20qualys

By September 30 – Complete

- *Transition from FireEye to Cortex XDR* - Transition from FireEye anti-malware software to Cortex XDR Installation of endpoint management tools on Institute-owned devices for all departments with local IT support.

Drupal Data Form Management
To mitigate risk with web site data form security, the Sr. Application Developer for Student Life continues to build all forms and then assigns the appropriate permissions to the content managers. This eliminates the possibility that content creators will create forms that don't meet campus security standards.

What type of policy?:

Institute Policy/Procedure

Justification:

These changes were implemented to maintain compliance with USG Policies.

Progress:
Completed

IV. Significant Accomplishments

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

Significant Accomplishments:
- Developed a mobile capable workforce in response to the pandemic by quickly transitioning all full-time employees from on-campus desktop devices to mobile computing devices that allowed them to work from home.
- In response to pandemic, purchased approximately 70 mobility devices for the entire Student Life staff.
- Transitioned the entire workforce from on-campus to remote in March 2020.
- Provided consistent electronic communication about remote support processes to assist the staff that were suddenly working from home.
- Worked with GT Legal, Cyber Security, and mental health professionals to determine privacy protocols for students presenting with mental health concerns.
- Configured and deployed 5 high performance computers to support the Arts@Tech FUSE:Amygdala* presentation that uses artificial intelligence to produce an external light and sound display in response to emotions and trending topics from a worldwide social media platform.
- Collaborated with a Georgia Tech Audio Visual Services professional to develop a virtual event platform that they could use to produce broadcast quality virtual events for Georgia Tech.

* FUSE:Amygdala is an Italian company that uses technology to produce art displays throughout the world.

Progress:
Completed

V. Statistics

Unit Statistics:

Total for FY21: 786 incidents

Count of Month Submitted
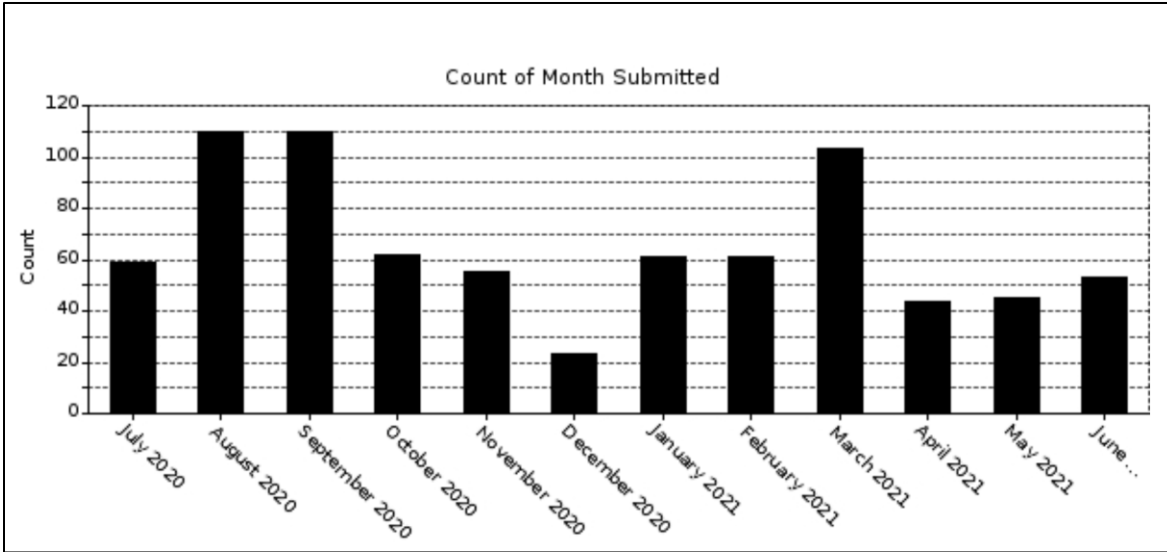
Progress:
Completed

VI. Service to the Institute

Service to the Institute:
Scott Riggle
1. Drupal group
2. Family Weekend
3. Accessibility Guidelines
4. Content Manager Training

Dale Myers
1. Jamf* Working Group participation
2. Student Information Systems Government Board (SIS-GOV) and Student Information Systems (SIS) Planning attendance
3. Involvement with OneIT initiatives and attending OneIT events
4. Participation in Information Technology Action Committee (ITAC)
5. Participation with the Student Computer Ownership committee (SCO)
6. Part of Student Life Operations team

* JAMF is a vendor for Apple endpoint management

Progress:
Completed

VII. Professional Development

Staff Professional Development:
Scott Riggle
Our Application Developer maintains subscription to Drupalize.me, an online tutorial system that provides intensive training for better web app development.

Dale Myers
Our IT Support Professional Supervisor attends the annual OneIT Symposium hosted by Georgia Tech.

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
Prior to the pandemic moving the campus to remote operation, Student Life IT started a process to ensure that all Student Life full time staff members had the appropriate technology to allow them to work remotely should a situation occur that requires it.

Student Life IT continues to explore remote work technology to best support the services provided by Student Life at Georgia Tech.

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

To ensure that our programs and services are contributing to student development and learning, our departments create Department goals, learning and operational outcomes in Annual Assessment plans that emphasize the collection of data and information from multiple sources to determine whether the outcomes have been met. Our emphasis is on using assessment results to improve and/or change our programs and services to better serve students and to improve student development and learning. With exceptions noted below by asterisk, all departments in the Division of Student Life submit annual Assessment Plans:

Division of Student Life

  Business Operations

- Administration
- Information Technology
- Research and Assessment
- Finance and Operations/Student Organization Finance Office (SOFO)

  Center for Student Engagement

- Civic Engagement
- Fraternity and Sorority Life
- Student Media

- Student Organizations

Counseling Center

Dean of Students Main Office/Vice President for Student Life

Development, Parent Giving, & Student Life

GT C.A.R.E.

Health Initiatives

- Health Education
- Nutrition
- VOICE

HR Business Partner

Inclusion, Support & Advocacy

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

Leadership, Education and Development

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

Marketing and Communications

Office of the Arts

Student Integrity

Student Temporary Assistance Program (STAR)

Progress:
Completed

II. Staffing

Current Staff:

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

Daytona Parks, Student Assistant

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

A procedural change in that the deadline for the Division of Student Life FY '21 End-of-Year Report and the 2020-2021 Final Assessment Report was changed to from August 3, in 2020 to July 15 for 2021.

What type of policy?:
Division Policy/Procedure

Justification:

Procedure change was to accommodate departments whose data collection efforts require additional time based on programming and service dates.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

Research and Assessment-related information for FY '21 (7.1.20 - 6.30.21).

Departments in the Division of Student Life conducted 121 Assessment Projects, with a total number of 7,477 respondents.

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

1) The Healthy Minds Study (HMS)

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

3) National College Health Assessment (NCHA-ACHA).

Submission	Protocol Title	Current Status	Approval Period	Last Update
Continuing Review #3 for H17260	Center for Collegiate Mental Health (CCMH) National Database	Approved		01/13/2021
Amendment #2 for H17260	Center for Collegiate Mental Health (CCMH) National Database	Approved		01/13/2021
Study Closure #1 for H19456	The Healthy Minds Study (HMS)/Center for Collegiate Mental Health (CCMH)	Approved		10/21/2020
Protocol H19408	American College Health Association, National College Health Assessment (ACHA-NCHA)	Closed	11/20/2019 - 10/17/2020	10/06/2020
Study Closure #1 for H19408	American College Health Association, National College Health Assessment (ACHA-NCHA)	Approved		10/06/2020

Progress:
Completed

V. Statistics

Unit Statistics:
120 Assessment Projects
7,477 total number of respondents.

Four Georgia Tech Institutional Review Board approved 3 Student Life Research Studies:
1. The Healthy Minds Study (HMS)
2. The Center for Collegiate Mental Health (CCMH) Study
3. National College Health Assessment (NCHA - ACHA)

Anthology
Planning Software
283* Student Life-Related Users
*This represents the shared license of Anthology Planning Software Platform (Student Life and Campus Services)

Baseline Software
226* Student Life-Related Users
*This represents the shared license of Anthology Baseline Software Platform (Student Life and Campus Services)

Assessment Training
July 1, 2020 - June 30, 2021
Georgia Tech is committed to institutional effectiveness through a systematic, explicit, and documented process of measuring performance against the Institute's mission. The Division of Student Life is dedicated to maintaining a culture of Assessment that empowers staff in every department to conduct assessments and use empirical data in decision-making. Staff in our Division conduct approximately 80 annual, assessment projects.

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

In the fall of 2020, in an effort to further build Assessment capacity in our Division, training was conducted on:

Research and Assessment On-Boarding Sessions:
Due to the COVID 19, Research and Assessment On-Boarding continued monthly, albeit remotely. The following sessions were scheduled and conducted:

July 1, 2021, 1:00pm-1:45pm
July 6, 2021, 1:00pm-1:45pm
July 8, 2021, 1:00pm-1:45pm
July 13, 2021, 1:00pm-1:45pm

July 15, 2021, 1:00pm-1:45pm
July 17, 2021, 10:00am-10:45am

Beginning July 27th, 2020, every Monday sessions were conducted at 9am-9:45am and 1pm-1:45pm through June 28th, 2021.

In addition, Research and Assessment On-Boarding was made available upon request via a live meeting hosted in the Blue Jeans meeting platform. Staff were invited to schedule a 45-minute meeting which was offered Monday - Friday, 8.a.m. - 5 p.m.

Research and Assessment Report Deadlines
FY '21 End-of-Year Report;
'20-'21 Final Assessment Report; and
FY '21 Assessment Plan
All Plans and Reports were due on or before Close of Business July 15, 2020.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

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

- Member, GT Accreditation/Reaffirmation Team
- Chair, Biennial Review Committee
- Chair, Georgia Tech Faculty Women's Scholarship Committee, Board Member
- Member, Campus Team, JED Foundation
- Member, Complete College Georgia Tech (CCGT)
- Member, Effectiveness Across the Institute
- Member, Zero Suicide/Suicide Prevention Initiative
- Member, Alcohol and Other Drug Coalition
- Member, Institute Survey Coordination Committee
- Trainer, Software Platforms: Baseline and Planning

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Dr. Brenda "B" Woods

<u>Data Analysis & Statistics</u>

- Statistics (DL 0054M)
- Probability (DL 0053M)
- Confidence Intervals and Hypothesis Tests (DL 0055M)
- Random Variables - Great Expectations to Bell Curves (DL 0056M)

<u>Analytics & Measurement</u>

- Advanced Google Analytics

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
Based on direct knowledge from the assessment results, no change in policy, program or service occurred.

Progress:
Completed

Student Organization Finance Office (SOFO)
I. Mission/Introduction

Essential Function(s) of Department:

The Student Organization Finance Office (SOFO) plays an integral role in helping more than 780 chartered student organizations and the Student Government Association with financial administration and accounting.

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

Progress:
Completed

II. Staffing

Current Staff:
Latonya Culberson – Accountant III
- Process all purchasing transactions for student organizations
- Process deposits
- Process all reimbursement transactions for student organizations
- Attend Student Government Association (SGA) Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for student organizations
- Process journal entries for student organizations
- Takes care of Student Organization Finance Office (SOFO) Inventory
- Manage student assistants Human Resources

Angelica Anderson – Accountant III
- Process all purchasing transactions for student organizations
- Process deposits
- Attend SGA Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for student organizations
- Process journal entries for student organizations.
- Manage Deposits

Almeisha Dallas - Accountant III
- Process all purchasing transactions for student organizations
- Process deposits
- Attend SGA Meetings to track bills & budget for SGA
- Process all reimbursement transactions for student organizations

- Provide 1 on 1 financial training for student organizations
- Process SGA budget & budget amendments for Dept. 551 (SOFO) and External Transfers for Dept. 698 (e.g., SGA, SCPC, etc.)
- Process Journal Entries for student organizations.

Shakiera Jenkins - Accountant III
- Process all purchasing transactions for student organizations
- Process deposits
- Process all reimbursement transactions for student organizations
- Attend SGA Meetings to track bills & budget for SGA
- Provide 1 on 1 financial training for student organizations
- Process the budget amendments for SOFO Dept 551 and External Dept. 698
- Process SGA budget & budget amendments for Dept. 551
- Process Journal Entries for student organizations.

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

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

A new SGA Policy for RSO and a new Joint Finance Committee (JFC) procedure were implemented in FY 21.

https://policylibrary.gatech.edu/registered-student-organizations-policy

What type of policy?:
Departmental Policy/Procedure

Justification:

The change on the policy was the result of a request from the Institute and the University System of Georgia.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

Due to COVID, all processes moved online:

1. All Trainings moved Online at sofo.gatech.edu/training
2. All Paper Submissions moved online at sofo.gatech.edu/form
3. Meetings are with students were conducted online
4. Pcard Purchases were conducted online

Progress:
Completed

V. Statistics

Unit Statistics:

Due to COVID the number of transactions went down because all events and travel did not take place. The Total number of transactions was as follow:

- Custodial: 600
- SGA: 5,783
- Foundation: 1,663
- Total: 8,046

All appointments and meetings were conducted virtually; however, we did not track the statistics.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

SOFO staff attended both Undergraduate and Graduate Student Government meetings and all JFC meetings for 2019-2020 (July 1, 2019 - June 30, 2020).

Angelica Anderson

- Member of staff council and grad hiring
- Participated in Joint Finance Committee (JFC) and Student Government Association (SGA) meetings
- Volunteered for Family Weekend Check-In setup

Shakiera Jenkins

- Volunteered for Family Weekend Check-In setup (Sep. 2019)
- Volunteered to check in students for final exams
- Participated in JFC and SGA meetings

Latonya Culberson

- Volunteered on the Search Committee for Admin Manager for C2D2 (Career Center) Department last Fall. Took several weeks of resume reviews, phone and in person interviews to hire the final candidate.
- Volunteered for Family Weekend Check-In setup
- Participated in JFC and SGA meetings

Almeisha Dallas

- Participated in JFC and SGA meetings

Edo Diabaka

- Participated in Human Capital Management (HCM) One USG preparation and group
- Institute Business Operation Group
- Workday Peer Member
- Participated in Registered Student Organization Policy Writing
- Member of the Institute Purchasing Process Group
- Presented in the Leader Summit
- Created Docusign Forms for Student Organizations
- Volunteered for Family Weekend Check-In setup
- Participated in JFC and SGA meetings

Progress:
Completed

VII. Professional Development

Staff Professional Development:

<u>Shakiera Jenkins</u>

- One-Hour Training for New Supervisors
- How to Remain Cool and Collected in Challenging Conversations
- Managing Multiple Projects, Objectives and Deadlines
- How to Communicate With Tact, Professionalism and Diplomacy
- One-Day Advanced Training for Microsoft® Excel®
- Leadership & Management Skills for Women — Enhanced Two-Day Training
- Two-Day Workshop on Advanced Microsoft® Excel® Techniques
- (OHR) - DiSC: Flexing Your Style to Achieve Result
- (OHR) - (NEE) Seizing Your Career The Ga Tech Way
- (OHR) - (NEE) Managing your Performance the Georgia Tech Way
- (OHR) - (NEE) Georgia Tech Leaders Panel

<u>Angelica Anderson</u>

- Diversity in the Workplace: Creating a Positive Culture of Acceptance and Inclusion
- Leadership & Management Skills for Women: Enhanced Two-Day Training
- Assertiveness Skills for Managers & Supervisors
- The Conflict Management Skills for Women
- Coaching and Mentoring Skills for Leadership Success
- Excelling as a Highly Effective Team Leader
- Assertiveness Skills for Managers & Supervisors
- Breaking Bad Communication
- Managing Multiple Projects, Objectives and Deadlines
- How to Communicate With Tact, Professionalism and Diplomacy
- Returning Safely to Campus
- Entering Time in Employee Self-Service
- Business Assets for Property Coordinators

<u>Latonya Culberson</u>

- Flexing Your Style to Achieve Results
- Defeating Negativity in the Workplace
- Conflict Management: An Exercise in Enriching Relationships

<u>Almeisha Dallas</u>

- Mastering Excel Functions & Formulas
- Mastering Excel Pivot Tables in Hour

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

SOFO staff managed all process virtually and that was successful during COVID.

Progress:
Completed

Center for Student Engagement
I. Mission/Introduction

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

In academic year 2019-20 (AY19-20), The Center for Student Engagement underwent the process to create a new mission, vision, and values statement. The Center staff moved to a temporary location in April of 2020 during the construction of the new campus center. The staff plans to return to the new campus in the summer of 2022.

Mission
With a holistic view of student development, the Center for Student Engagement invests in the empowerment and support of registered student organizations which catalyze belonging and an engaged campus community. The Center for Student Engagement aims to support a campus community that provides all Georgia Tech students safe and meaningful engagement opportunities.

Values
Active Citizenship: Local and global awareness, social change thinking
Collaboration: Advising, policy, risk management, campus resources, integrated programming
Inclusion & Belonging: Inclusive practices, interpersonal & identity development
Organizational Advancement: Leadership practice, skills progression, structural sustainability

Progress:
Completed

II. Staffing

Current Staff:

Center for Student Engagement Staff

Gerome Stephens, Ph.D. serves as the Associate Dean of Students and Director for the Center for Student Engagement. Stephens has been in this role since January 1, 2016.

Previously he was the Director of Leadership and Civic Engagement from July 1, 2013, through December 31, 2015.

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

<u>Civic Engagement Staff</u>

Sarah Strohmenger serves as the Director of Civic Engagement and has been in this role since August 2019.

Lakesha Cortes serves as a Volunteer Manager for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since May 2019.

<u>Fraternity & Sorority Life Staff</u>

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

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

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

<u>Student Media Staff</u>

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

<u>Student Organizations Staff</u>

Quinn Foster serves as the Director of Student Organizations; this is a new role to the Division of Student Life. Foster have been in this role since October 21, 2019. They previously served as the Coordinator of Student Organizations (from August 1, 2017-October 20, 2019) and Administrative Professional to Student Engagement (July 5, 2016 - July 31, 2017).

Victoria Redmon serves as the Coordinator of Student Organizations. Redmon began this role on March 2, 2020.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Institute-Wide Student Organizations Policy

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

In June 2019, the policy draft was reviewed and approved by the Policy Steering Committee. As of July 2020, the policy remained under review and was under the advisement of Legal Affairs due to pending litigation.

A lawsuit was filed in April by a registered student organizations against the student government association and the state's Board of Regents. The registered student organizations agreed to a settlement after Georgia Tech revised its policies (https://policylibrary.gatech.edu/registered-student-organizations-policy) to allocate funding to student groups in a "viewpoint-neutral decision-making criteria." The draft policy was expanded during this time to include funding guidance for registered student organizations. The policy was adopted in August 2020.

A great deal of staff time was dedicated during the 2020-2021 academic year to implementation the new student organization policy as well as navigating challenges that are present with new funding policy and processes.

Justification:
Students for Life of America President, Kristan Hawkins, said in a statement: "The Constitution is clear that public universities can't discriminate against students for their political or religious beliefs, and we are hopeful that Georgia Tech's decisive policy changes will set an example for universities around the country to uphold all students' constitutional rights."

Georgia Tech said in a statement: "The First Amendment guarantees of free expression are an essential cornerstone to the advancement of knowledge. Georgia Tech is

pleased with the policies, as they reflect our commitment to upholding these important principles."

Progress:
Completed

IV. Significant Accomplishments

Unit Description:
The Center for Student Engagement invests in the empowerment and support of registered student organizations which catalyze belonging and an engaged campus community. The Center for Student Engagement aims to support a campus community that provides all Georgia Tech students safe and meaningful engagement opportunities.

Significant Accomplishments:
Summer and Fall of 2020 brought a great deal of energy and strategic thought to creating multiple plans and pivoting to a new normal in response to the pandemic. For this reason, the significant accomplishments of the Center for Student Engagement do not fit as succinctly into list. The following are four short narratives reflecting a high-level overview of pandemic response by the staff and the area representing in the Center for Student Engagement.

Civic Engagement
Civic Engagement programming was directly impacted by changes in protocol during the COVID-19 pandemic. Early in March 2020 the decision was made to cancel all international service break trips planned during the Spring Break period. Days later, all domestic service break trips were also cancelled. While challenging, these decisions were rooted in the values of Civic Engagement and Alternative Service Breaks (ASB), ensuring the safety of vulnerable communities along with our Georgia Tech students. The year that followed allowed for a deep dive into mission and value-driven work within the Civic Engagement supported registered student organizations. Each organization adapted from its traditional programming to develop and implement virtual and distanced service opportunities. For example, Alternative Service Breaks hosted virtual, multi-week, social issue education programs throughout the year while MOVE broadened from in-person direct service programming to a more diversified schedule of virtual and hybrid educational and service-based initiatives. During the pandemic year, a new, student-led, service-themed podcast, MOVEments, was successfully launched and continues to regularly release new episodes.

Fraternity & Sorority Life
Fraternity and Sorority Life (FSL) staff and student leaders pivoted into safety mode early in the pandemic during Spring 2020. Even in normal function the FSL staff are in close contact with housing corporation leaders, national headquarters, and external chapter advisors. Regular communications were increased and included

townhalls, the compiling of national best practices, and open channels for both trouble shooting and answering urgent questions. August and early fall 2020 brought fully virtual recruitment options, COVID testing incentives, and immense amounts of collaboration to ensure students were able to adequality quarantine as houses saw positive cases.

As with nearly every other area at GT the academic year brought fully virtual education offering including the office's annual education programs including GT Greek Advance and Peer Education. The staff also launched a new program for first year and newly initiated Greek students, Emerging Leaders. The cohort-based program explores the history of fraternity and sorority life while focusing on leadership development, critical conversations, and values congruence.

Student Media
The Pandemic offered a time for renewed focus on Georgia Tech's student publications to focus and update their online and virtual offerings. While each print publication continued to run physical copies all publication also offered increased web access. Multiple publications compiled special issues focused on the COVID19 pandemic.

The unique timing of the campus center renovation and moving of the WREK radio to a temporary location offered unique challenges compounded by pandemic restrictions. Even still, WREK Radio made a seamless transition to a temporary location near Freshman Hill retaining 24-hour student staffing, use of show automation, and has plans to return to the Campus Center in mid-2022.

Student Organizations
Though the pandemic presented a variety of challenges for the Student Organizations staff their priorities stayed consistent and they continued to provide support and accountability for Registered Student Organizations (RSOs). From the beginning, the Student Organizations team provided clear communications to student leaders about Covid-19 accommodations, expectations, and procedures to ensure that their student organizations would be able to operate to the best of their ability during a global pandemic. In addition, signature programs such as Leader Summit, Winter Organization Fair, and Student Leader Retreat were all able operate in a virtual format and, in some cases, even saw an increase in attendance.

Although 2020 came with challenges, the Student Organizations team was also able to focus their efforts on capacity building. In 2020, the GOLD Route leadership program was able to expand by ushering in a brand-new Health & Well-being pillar. This initiative created space for collaboration between the Student Organizations Team, Health Initiatives, Campus Recreation Center (CRC) and the Counseling center. To top it all off, the team also was able to successfully charter over 45 new Registered Student Organizations.

Progress:
Completed

V. Statistics

Unit Statistics:
The Center for Student Engagement is proud to support Georgia Tech's more than 550 student organizations. We use 550+ as a general way to accurately share a nuanced and every changing actual number. The following narrative explains this nuance.

In 2020 during the pandemic, Center staff assisted student organization leaders in making critical decisions about creating virtual options and sustaining a leadership path for their members. In June 2020 there were 530 active RSOs and 131 inactive RSOs that remained registered (661 total RSOs). In June 2021 the Institute has 484 active RSOs and 148 inactive RSOs that remain registered (632 total RSOs).

It is important to note that inactive organizations have an additional year to get into good standing before they are required to recharter. In 2020 many organization leaders made the decision to "freeze" the activity of their organizations and return to normal functioning Fall 2021. Further details on chartering and annual registration can be found in the 2021 End of Year reporting for the Student Organizations area.

The following charts show a breakdown of current active RSOs by category with Fraternity & Sorority Life RSOs pulled to show increased clarity of organization type.

Active Registered Student Organizations (RSOs) by Category (June 2021)	
Academic/Professional	131
Arts & Media	29
Civic Engagement	64
Competitive	13
Competitive Sports Clubs	42
Cultural	47
Honor Society	16
Political	7
Recreation/Leisure	43
Religious/Spiritual	33
Grand Total	**425**

Active Fraternity & Sorority Life RSOs by Type (June 2021)	
CPC Chapters	10
Fraternity/Sorority Governing Councils	6
Greek Honorary	1
IFC Chapters	31
MGC Chapters	4
NPHC Chapters	7
Grand Total	**59**

Progress:
Completed

VI. Service to the Institute

Staff Service:
Gerome Stephens, Associate Dean & Director, Student Engagement

- Advisor, Ramblin Reck Club
- Facilitator, CliftonStrengths
- Chair, Division of Life Professional Development Working Group
- Facilitator, Safe Space
- Principal Investigator, JumpStart Grant
- Member, GT Restricted Travel Committee
- Member, GT Event Logistics Committee

See Civic Engagement, Fraternity & Sorority Life, Student Media, and Student Organizations for other staff's service.

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Gerome Stephens

- Executive Leadership Coaching, Keith E. Edwards (10 sessions, January-June 2021)
- Recertification, CliftonStrenghts coaching completed sessions (June 2021)
    - Gallup Certification #15048_19

See Civic Engagement, Fraternity & Sorority Life, Student Media, and Student Organizations for other staff's professional development.

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

The 2020-2021 academic year brought an incredible amount of pivoting for the four areas in the Center for Student Engagement. The center staff were able to share efforts in student training and leadership support. The Centers programming efforts in January focused on providing both virtual and in-person opportunities during the first weeks of the semester. Combining traditional programming with a hybrid in-person and streaming leadership symposium provided opportunity for Civic Engagement, Fraternity & Sorority Life, Student Media, and Student Organizations to provide quality and synergistic leadership development opportunities for students.

Progress:
Completed

Civic Engagement
I. Mission/Introduction

Essential Function(s) of Department:

Overall Center for Student Engagement:

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

> In academic year 2019-20 (AY19-20), The Center for Student Engagement underwent the process to create a new mission, vision, and values statement.

The Office of Civic Engagement provides professional staff support, advising, resources and training for our 65+ service-themed registered student organizations on-campus. In addition to general support, the Director for Civic Engagement serves as a direct advisor to four service-based organizations – Alternative Service Breaks (ASB), First-Year Servant Leadership Organization (FSLO), Mobilizing Opportunities for Volunteer Experiences (MOVE), and program supervisor for Georgia Tech's Jumpstart volunteer corps.

Additionally, the Office of Civic Engagement will support student-led voter engagement education and awareness efforts, following participation in the Georgia Tech Voter Engagement steering committee during Fall 2020.

Progress:
Completed

II. Staffing

Current Staff:

Civic Engagement Staff:

Sarah Strohmenger serves as the Director of Civic Engagement and has been in this role since August 2019.

Civic Engagement Campus Partners:

Joi Alexander serves a Quality Coach for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since Fall 2018. Alexander has exited role effective June 2021.

Lakesha Cortes serves as a Volunteer Manager for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since May 2019. Has exited role effective July 2021.

Victoria Raby serves as a Program Coordinator for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since Fall 2018.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The Office of Civic Engagement provides professional staff support, advising, resources and training for our 65+ service-themed registered student organizations on-campus. In addition to general support, the Director for Civic Engagement serves as a direct advisor to four service-based organizations – Alternative Service Breaks (ASB), First-Year Servant Leadership Organization (FSLO), Mobilizing Opportunities for Volunteer Experiences (MOVE), and program supervisor for Georgia Tech's Jumpstart volunteer corps.

Significant Accomplishments:

Community engagement programming was reimagined during the 2020-2021 academic year due to policy and protocol restrictions during the global COVID-19 pandemic.

The 11th Annual MLK Day of Service was hosted in January 2021, largely planned, and implemented by Director of Civic Engagement, with support from a representative from CEISMC. Student leaders from MOVE were also connected to the implementation process. Facilitated in a hybrid format, the day of service offered three virtual project

opportunities and one in-person program. Our community partners were Atlanta Mission, Horizons at GT, GT Spreading Messages In Love & Encouragement (SMILE), and Students' Temporary Assistance and Resources)STAR). The annual MLK Sunday Supper was reimagined to be a virtual, discussion-based program however organizers made the decision to cancel this event and focus on an in-person format in the following year.

A new addition to the MLK holiday weekend was an event called Engage Symposium, inspired by the success of MOVE's newly released podcast, MOVEments. This event featured a day of conversations surrounding community engagement and leadership development with Atlanta-based community leaders, most of whom were alum of Georgia Tech, or have direct connection to it. Each of our four speakers was interviewed at the Ferst Theater by a selected student leader and attendees could watch in the Ferst Theater or through Facebook streaming. Guests included:

- Frank Brown, CEO, Communities In Schools of Atlanta
- Cheneé Joseph, Executive Director, The Historic District Development Corporation
- Doug Hooker, Executive Director, Atlanta Regional Commission
- John Stien, VP & Dean of Students, John Stein
- Jen Abrams, GT Alumnae

Alternative Service Breaks (ASB)

The Alternative Service Breaks (ASB) student organization had to make significant programmatic changes in the 2020-2021 academic year due to travel restrictions. Following reflection surrounding mission and values of the organization, the executive board developed and implemented three free, virtual programs incorporating social issue education, reflection and virtual community engagement opportunities including community leader speakers, workshops, and calls to serve locally if possible. 67 students participated over the course of three programs – Fall 2020, Winter 2020, and Spring 2021. Each of the programs offered the opportunity for unlimited student participants and featured an experienced leader's role if students were interested in an elevated responsibility within the program.

Mobilizing Opportunities for Volunteer Experience (MOVE)

MOVE's 10th annual Into the Streets day of service in Fall 2020 featured a "Do It Yourself" format to provide an in-person service experience while accommodating for social distancing. MOVE student leaders created service kits in two themes – dog and cat toy making or campus clean-up. Each kit contained instructions and materials necessary to complete the projects. Students picked up their kit at a designated time and could finish their project independently. The dog and cat toy project instructions requested students to return their creations to be donated to Best Friends Animal Society. Over 400 toys were made and donated. The campus clean-up project,

coordinated with GT Recycling, guided students to focused areas of campus and offered insight to the trash and recycling center located on-campus.

MOVE's Board of Directors partnered with the Development Associate for Parents Giving and Student Life to implement the MOVE Service Grant for the second full academic year following its implementation in Spring 2019. The MOVE Service Grant committee was provided $5000 and allocated approximately $1400 as less organizations were implementing service programs requiring funding for supplies. Initiatives supported were:

- Animal Welfare committee – Dog & Cat Toy creation event
- Scheller Day of Service – Frazer Center cleanup, Atlanta Beltline Cleanup, Urban Farming
- American Medical Student Association (AMSA) Paint n' Sip – Urban Health and Wellness Promotion
- Student Hospital Connections (SHC) Mercy Care Atlanta – Food Kit Creation event
- Little Einsteins – Science Kit Creation for local schools
- Animal Welfare committee – Responsible Pet Care Promotion
- SHC Habitat for Humanity (HFH) – Key Holder creation for HFH
- Landscaping Event with GT Landscaping Services

The original MOVE Service Grant proposal requests $10,000 of the Parents Fund yearly available funds to be allocated to MOVE in order for MOVE to distribute to service-based student organizations and community service programming. Follow-up will occur to explore feasibility of increasing the overall grant amount from the pilot $5,000 to the proposed $10,000 in the upcoming year.

MOVE supports six social issue-based committees, encouraged to develop service programming for the larger GT community at least once per month. The six committees are Animal Welfare, Hunger and Homelessness, Medical Assistance, STEM and Education, Sustainability, and Special Projects. Despite impact on direct service opportunities, the MOVE committees hosted over 20 programs including speakers, virtual projects, and small, in-person service experiences.

During the 2020-2021 year, MOVE developed and launched a podcast, MOVEments. The podcast focuses on conversation about community engagement, service, and social issues featuring interviews with student leaders, GT administrators and Atlanta community leaders! The first season, or year, of the podcast has featured 18 episodes, with two more anticipated before the start of the next academic year.

JumpStart

The Jumpstart program maintained a structure of three staff members providing support for Georgia Tech volunteer corps:

- Lakesha Cortes, Volunteer Coordinator
- Victoria Raby, Program Coordinator
- Joi Thompson, Quality Coach

Jumpstart adjusted their programming for the 2020-2021 to be focused on virtual engagement and independent projects that could be done remotely. Twelve Jumpstart volunteers eligible for Federal Work Study were hired and maintained engagement throughout the academic year. All twelve earned their AmeriCorps education award, a scholarship earned through completing 300 hours of Jumpstart service within the academic year. More specific Jumpstart data has not been received as of completion of this report.

Progress:
Completed

V. Statistics

Unit Statistics:

Alternative Service Breaks Programs:

Fall 2020 Virtual Program

14 participants (10 participants, 4 experience leaders)

Social Issue Focus: K-12 STEM Education Access

Winter 2020 Virtual Program "Impact from Home"

13 participants

Social Issue Focus: Asset-Based Community Development, Refugee and Immigrant Resources, Food Insecurity, and Sustainability

Spring 2021 Virtual Program "Destination: ATL"

36 participants

Social Issue Focus: Housing Access, Environmental Justice, Transportation

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Sarah Strohmenger, Director, Civic Engagement

- Advisor, ASB
- Advisor, MOVE
- Advisor, FSLO
- Member, MLK Jr. Celebration Planning Committee
- Member, "Amplifying Impact" Strategic Planning Committee
- Member, Employee Engagement Leadership Council (EELC)
- Member, Georgia Tech Voter Engagement Steering Committee
- Member, All In DemocrACCY Network
- Incoming Chair, First-Year Leadership Organization Advisor Board

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Sarah Strohmenger, Director, Civic Engagement

- Presenter, "Leading with the Why", GOLD Route Session
- Presenter, "Managing Meaningful Organizational Growth", GOLD Route Session
- Presenter, "Make your Mark: Leading with Purpose (and a Plan)", Student Org Leaders
- Presenter, "Creating Connections – Relationship Building for Community Development", for Housing and Residence Life
- Presenter, "Social Change Model", for GT SMART Communities Program
- Attendee, "Atlanta Restorative Justice and Higher Education Book Club"

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
Not Applicable
Progress:
Completed

Fraternity and Sorority Life
I. Mission/Introduction

Essential Function(s) of Department:

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

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

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

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

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

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

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

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

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

accurate and comprehensive records on membership statistics, scholarship achievement and matters of conduct. This information is utilized to encourage and influence positive change and promote recognition of accomplishments by fraternity and sorority members.

- Challenge and support organizations and individual members. The professional staff communicates and clarifies the Institute's high expectations for chapters as values-based organizations hosted at Tech and challenges members and organizations to be accountable for their actions. This includes advising fraternity and sorority members regarding their adherence to organizational and campus-based policies and community relations in general.
- Advocate for the advancement and support of the fraternity and sorority experience within the campus community. The professional staff implements educational programs that will benefit members and positively impact their fraternal experience. They also conduct program evaluation and learning outcomes assessment to guide future best practices.

Progress:
Completed

II. Staffing

Current Staff:
The Office of Fraternity and Sorority Life (a subset of the Center for Student Engagement) was fully staffed for the academic year. This has enabled the team to advance a number of new programs and initiatives described in those respective sections of this report below.

- Dr. Jamison Keller completed his fifth year as the Assistant Dean and Director of Fraternity and Sorority Life. In addition to fully assuming all Assistant Dean responsibilities, Jamison's primary duties now consist of overall Department operations, budget oversight, staff development, the Greek Hall of Fame, Gamma Sigma Alpha, Greek Programming Board, chapter rosters and grade reporting, and the advisement of the Interfraternity Council and its 30 Interfraternity Council chapter presidents.
- Janise McKenzie completed her first year (fourth year at GT) as the Assistant Director for Fraternity and Sorority Life after being promoted in 2020. She directly advises the Multicultural Greek Council and the National Pan-Hellenic Council as well as 8 National Pan-Hellenic Council chapter presidents and 5 Multicultural Greek Council presidents. She also oversees Greek Week, National Hazing Prevention Week, and Greek Homecoming. Within her new role, she relaunched G.U.I.D.E., worked more directly with hazing prevention efforts, and created the Fraternal Excellence Awards.
- Mattie Smyth completed her second year as the Coordinator of Fraternity and Sorority Life. She directly advises the Collegiate Panhellenic Council and its 10

chapter presidents. She also oversees the Greek and Religious Neighborhood Association (GRNA), its 39 student house managers, and works with numerous constituents and campus entities to support the 39 physical chapter facilities. She also advises the Order of Omega honor society and handles all marketing components for the department.
- Although not directly involved with the Office Fraternity and Sorority Life, Terry Bunch, the Administrative Support Specialist for the Center for Student Engagement, has provided budgetary and clerical support such as membership roster management.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not applicable.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

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

Significant Accomplishments:
Significant Governing Council Accomplishments

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

American Greek organizations. Each council demonstrated extraordinary leadership to address the issues facing Greek Life on campus.

<u>Collegiate Panhellenic Council</u>

- Recruitment:
    - There were 428 women that registered for Fall formal recruitment with 411 of them in the Open House Pool, meaning they actually showed up to participate.
    - Formal recruitment was held entirely via Zoom, which allowed chapters and Potential New Members (PNMs) to focus more on the conversations than on frills, outfits, or decorations. We saw an increase in PNM satisfaction and an overall increase in retention throughout the process.
    - Georgia Tech was amongst the first in the country to decide on a fully virtual Panhellenic recruitment process and was tapped by many universities throughout the state and country to offer support and advice for the logistical planning process.
    - This was a record year for retention throughout recruitment. We increased from 85% last year to 89% this year. We matched more PNMs this year than in the last three years even with a declining Open House Pool.
    - Of the total women attending the last round of recruitment, 86% received their first preference.
    - All of our eight NPC chapters that participate in the formal recruitment process met quota set at 42 women.
    - Chapter total for the NPC groups was set at 184 in both Fall and Spring due to NPC's new policy for setting total during the COVID-19 pandemic.
    - 81 women joined the CPC community through Continuous Open Bidding in the Spring semester, keeping our membership numbers stable throughout the pandemic.
- Leadership:
    - The CPC president attended the Southeastern Greek Leadership Association (SGLA) President's Summit, held in Atlanta, GA this Spring. The other seven executive officers took advantage of online training workshops through SGLA throughout the semester.
    - An average of 89% of chapter members are involved in another registered student organization on campus.
- Philanthropy:
    - CPC continues their partnership with Circle of Sisterhood to raise funds for a school in another country with a focus on girls' education and women's empowerment. They have now committed to doing a school build every three years.
    - With the COVID-19 pandemic halting all school build treks, CPC elected to fund a $10,000 grant for the Mooncatcher Project through Circle of Sisterhood. This grant will fund the production of menstrual kits at eight sewing cooperatives in Kenya, Malawi, and Uganda, providing local

women tailors with economic opportunity while keeping 2,600 girls and young women in school.

- o Continuing their partnership with Circle of Sisterhood, 2 members of the CoS committee attended the foundation's *Leading through an Equity Lense* three-part workshop aimed at equity leadership and equipping participants with the skills and opportunities to function as active leaders in allyship at the individual and organizational levels.
- o CPC and Alpha Delta Pi partnered for the first time this Spring to host a marketplace event aimed to showcase women entrepreneurs in the community and raise funds for Circle of Sisterhood. They are committed to making this an annual event moving forward.
- CPC appointed a new Director level position: Director of Diversity, Equity, and Inclusion (DEI). The new position worked closely with chapter DEI chairs to create a community wide coalition to address inequities and injustices in the community.
- The community voted unanimously to remove CPC exec stipends from the annual budget in an effort to reduce the cost of membership and reduce barriers to the sorority experience.

Interfraternity Council

- The Interfraternity Council passed a resolution to hold chapters accountable to campus and CDC COVID safety Guidelines. The resolution created a strike system with each violation receiving a strike. The first strike is a warning and each additional strike included increasing fines. A total of 8 strikes were given with one chapter receiving two strikes.
- IFC recruitment results for both terms are listed below in the statistics section. Generally, Fall 2020 numbers were down about 22% from previous fall with spring recruitment increasing numbers compared to previous spring. Overall, the collective saw a small decline for the year.

Multicultural Greek Council

- MGC was successful in its expansion efforts and welcomed a new fraternity, Delta Epsilon Psi, into the council in Spring 2021. The council has expanded to 6 chapters.
- All chapters were able to have membership intake both fall and spring semesters and welcomed a total of 35 new members into the council.
- MGC went through a rebranding phase through the creation of a new logo, social media presences, and the creation of a Guide to MGC for all incoming students.
- The council hosted their annual Welcome Back dinner to kick off recruitment efforts for both fall and spring semesters.
- MGC representatives were able to attend SGLA, a student leadership conference for the second year.

- MGC earned their highest collective GPA with a 3.63.
- MGC awarded 4 awards at the Fraternal Excellence Awards. The awards were given to Sigma Beta Rho Fraternity, Inc who won the Academic Achievement Award. Sigma Sigma Rho Sorority, Inc. who won the MGC Dedication Award. Delta Phi Lambda Sorority, Inc. who won the Outstanding Philanthropy Award. Jannat Batra of Sigma Sigma Rho Sorority, Inc. who won Outstanding Executive Member Award and Hersh Gupta of Sigma Beta Rho Fraternity, Inc. who won Outstanding New Member Award.

National Pan-Hellenic Council

- NPHC achieved a 3.14 GPA for Spring 2021 and achieved a GPA higher than the all African American GPA for the fourth consecutive semester.
- NPHC presented awards at the Fraternal Excellence Awards and presented Zeta Phi Beta Sorority, Inc. with the Diversity of Programming Award, Campus Events Award, Community Service Events Award, and the Pinnacle Award as well as Delta Sigma Theta Sorority, Inc. with the Collaborative Programming Award, and the Leadership Development Award.
- NPHC welcomed new members to six of the member organizations during the Fall and Spring semesters with a total of 46 new members.
- NPHC pivoted to a fully virtual year hosting a back-to-school mixer, game nights, and hosted an in-person event in partnership with OMED and the Counseling Center.

Office of Fraternity & Sorority Life Accomplishments

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

- *Recruitment and Risk Management Workshops-* The office conducted a risk-manager education workshop for both IFC and CPC chapters. Dr. Lori Hart conducted an in-person training in the GT Ferst Center with 39 students. FSL also hosted 3 recruitment/intake workshops based on methods of recruitment for all four councils. These sessions took place in November and January.
- *Greek Advance* is the program that serves as the launching point for engaging newly elected chapter presidents and council officers. A total of 73 students participated. We worked with CAMPUSPEAK to bring in a professional speaker to discuss mental health for this level of leadership during a pandemic. The overall program took place virtually on January 12th and 13th for 3 hours each day. Additional sessions included situational leadership, COVID guidelines, risk-management and liability, and open-space technology.

- *Emerging Leaders* is a program that was expanded this year into an eight-week cohort based immersive leadership program for newly initiated Greek members facilitated by Fraternity & Sorority Life staff. The program is designed to give newly initiated members the tools to amplify their impact and leadership potential within their chapter, council, and greater community. The experience is divided into four pillars of Leadership: 1. Exploring Leadership, 2. Embracing Diversity and Community, 3. Managing Complexities, and 4. Living Your Values through Rituals and Service. Every other week, the group would meet virtually to discuss a pillar then within cohorts to reflect. The program wrapped up with each participant completing a leadership plan that outlined the impact each participant wants to make throughout their time within their chapter. A total of 28 students completed the entire program.
- *Greek House Managers Training* took place in both the Fall and Spring semesters, designed to train newly elected house managers on the policies and procedures related to their position in addition to COVID-19 recommendations and best practices. Campus stakeholders from the Fire Safety Office, Parking and Transportation, Georgia Tech Police Department, Office of Information Technology, and Solid Waste Management presented to the group and house managers were able to ask questions directly to them. The IFC and CPC representatives for the Greek and Religious Neighborhood Association facilitated small group discussions. An updated and redesigned House Manager Resource Manual was distributed.
- *Greek Peer Education* occurred in August and January and engaged the new members of the Interfraternity Council and the Collegiate Panhellenic Council with valuable knowledge about their commitment to their organization and the responsibilities that come with their membership. The governing councils partner with GTPD and Health Promotion to deliver a tailored workshop in social responsibility and accountability addressing the topics of safety, alcohol & drug awareness, sexual assault prevention and the LGBTQ Center. Hazing awareness and prevention was also covered by FSL Staff. There is one session held in the spring to mirror the education that is given at the fall workshops. This helps to get the education to new members that join the FS community during spring recruitment or who were unable to attend any of the fall sessions. Over 900 new members participated during the year.
- *New Member Orientation* for MGC and NPHC occurs at the end of both fall and spring semesters. It was implemented to help build a better community amongst the chapters, but also help incoming members in the chapter to form a relationship with the governing council. As well as help new members understand the expectation of chapters and its members. During the new member orientation, the executive board covers important parts of the constitution and bylaws, function of the council, responsibilities of each position and of the chapters. During orientation, time is taken to discuss the office of Fraternity and Sorority Life as well as the other councils and their structure.

- *Greek Allies* was held a total of six times (1 for MGC, 1 for NPHC, 2 for CPC and 2 for IFC) throughout this year with approximately 20 fraternity & sorority members in each. They were trained on creating open and inclusive spaces for their members and in the general Georgia Tech community.
- The *Academic Success Program* was created to provide support for students in NPHC and MGC who have an overall and term GPA that falls below a 2.5 GPA. This program is in collaboration with the Center for Academic Support. The program will provide intentional and consistent support over the course of the semester and/or until there is a significant improvement in the students' overall grade point average. Since the creation of the program, over 35 students within MGC and NPHC have participated and both councils have seen consistent improvement on an individual level and a community level. The program has now been in effect for four semesters.
- *QPR* (Suicide Intervention and Awareness Training/Education) was held once each month throughout the spring semester on a rotating schedule among the Greek facilities. This was a student supported initiative following the events that took place on campus throughout the fall semester and a general increased awareness of mental health concerns, lack of resources among the student body.
- *National Hazing Prevention Week (NHPW)* occurs the last full week of September each year. It is organized by HazingPrevention.Org. NHPW allows high school and college campuses to have conversations around hazing to help prevent hazing. Georgia Tech has hosted NHPW twice. This past year, we expanded the week to include partnerships outside of Fraternity and Sorority Life to include Health Initiatives, Parent and Family Programs, as well as Alumni Affairs. We hosted a variety of events including *A Conversation about Hazing* with Tracey Maxwell, *Understanding Hazing and Student Safety* with Parent and Family Programs*, and Hazing, Power- Based Violence, and Bystander Intervention Methods* with Health Initiatives. We also supported events through HazingPrevention.Org throughout the week.

Greek and Religious Neighborhood Association (GRNA)

- The GRNA helps to regulate facility maintenance and upkeep of the 39 physical properties through community accountability. The GRNA seeks to provide incentives for chapters who keep their facilities up to standards and will continue with punitive measures for those groups that do not follow agreed-upon expectations. The group fosters greater community and campus relations and organizes facilities-related programs within the Greek Sector.
- The GRNA body is composed of the house manager from each fraternity and sorority that owns or resides in a facility. The Co-Chairs of the GRNA are appointed by the IFC and CPC and serve an annual term. The GRNA assumes a duty and responsibility to: develop and enforce Institute policies and sanctions; advise on programs for sustainability efforts in the Greek community; develop

positive incentives; and plan and coordinate GRNA meetings once a month throughout the fall and spring semesters. House checks are performed throughout the week by the OFSL staff and GRNA chairs to check on dumpster, lawn, and trash maintenance. If any GRNA violations are found or reported by another campus Department (i.e.. facilities) our staff immediately notifies the house managers in order to have the issues addressed in a timely manner.

- This year the organization decided to seek Registered Student Organization (RSO) status which would allow them to have a SOFO account, apply for funding, and open their membership to students beyond just the house managers. The organization developed a new committee structure which included absorbing the Greek Sustainability Committee into a standing committee of GRNA and has plans to build stronger relationships with the religious organizations that also occupy space in the Sector. GRNA achieved RSO status at the end of the Fall term and spent the Spring term designing a committee structure to encompass all of their vision.
- GRNA leaders strengthened their partnership with the Office of Solid Waste Management and Recycling (OSWMR) to distribute recycling bins to any house that wanted/needed one. They also developed the "blue bag program" which gave the option to houses holding registered events to be provided with blue recycling bags for their recyclable materials. Houses would then place the full bags near their dumpster on Monday mornings and OSWMR would pick them up as a courtesy service. While no houses were holding registered events this year, we look forward to utilization of this service next year.

<u>Greek Sector</u>

- Theta Xi Fraternity was offline and under construction this year. The new facility will open in July 2021 with 52 bed spaces.
- In order to support the facilities in the Greek Sector, OFSL partnerships with Solid Waste Management and Recycling, Parking, Facilities, Real Estate, OIT, GTPD/GT Fire Marshal, Student Center Post Office and Environmental Health and Safety were sustained.
- Bed Count: To date, there are 1,500 beds that can be filled throughout the Greek sector which amounts to approximately 40% of the fraternity and sorority community.
- Rental Breakdown:

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

- OFSL staff worked to provide recommendations for Greek house operations that were in alignment with GT Housing and other Institute procedures for the Fall return to campus amidst the COVID-19 pandemic. This included everything from cleaning, occupancy, move-in, shared spaces, meal service, and quarantine/isolation, etc. Each house was asked to provide their operational plan addressing each category to OFSL and feedback was given to strengthen their response.
- Strong partnerships were maintained between the alumni housing corporations who own and operate the chapter facilities and the OFSL staff. Several meetings were held throughout the Fall semester to provide relevant and timely Institute updates, strong recommendations for house operations, and gave a space for them to collaborate with one another.
  - OFSL staff communicated by email with house managers and house corporations multiple times a week during the pandemic to provide the most up-to-date information and guidance.
- Weekly COVID-19 testing percentages were sent out to chapter leaders. We saw consistently higher testing percentages in Greek housing than in GT residence halls.
- We had 10 chapter facilities experience a COVID outbreak cluster that required assistance from our office in closing the facility to everyone except residents.

Greek Sector Waste Management Memorandum of Understanding (MOU)

- We completed our second academic year with the Memorandum of Understanding which significantly improved trash management and dumpster operations in the Greek Sector. We had no issues. All parties were able to abide by the written agreement. The history of how the MOU came to be in December 2018 is below.
- A period of 20 years had passed without a formal review of the relationship between Facilities and the housed chapters in regards to dumpsters and trash operations. With significant growth within the community, staffing and student leadership changes, and dated directives from previous GT leadership, the relationship was fractured and numerous ongoing issued around dumpsters and trash had led the City of Atlanta to issue citations to Georgia Tech on behalf of individual chapters. As a result, a new Memorandum of Understanding was created and approved by all parties that redefined the relationship and expectations of all parties as it relates to trash management and dumpster operations.

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

- The group had minimal new members during this academic year but expects to return to full operations and membership in the Fall of 2021.
- They strengthened their partnerships with campus partners to host workshops and speakers for their members.
- They piloted a Junior Membership program designed to increase participation and awareness from the earliest stages of Greek membership. Junior Members benefit from the events hosted by the organization, a mentor/mentee relationship with an initiated Member, and immediate induction into the organization once meeting the full Member criteria.

Gamma Sigma Alpha Greek Academic Honor Society
The Iota Iota Chapter recognizes Junior and Senior fraternity and sorority members who have achieved a cumulative or semester grade point average of 3.85 or above. Due to COVID, no inductions took place this year.

Alumni Advisor Connections
The Office of Fraternity & Sorority Life held meetings in the fall and spring semester to reconnect with advisors.

- The staff hosted a virtual advisor summit that included a formal presentation from Dr. Gentry McCreary who shared his research regarding the impact of COVID on the fraternity and sorority experience. A total of 24 advisors attended.
- The CPC chapter advisors met virtually 3 times in both the Fall 2020 and Spring 2021 semesters. Regular updates were sent via email between these meetings.
- The IFC advisors met once per semester for general updates and collaboration. Regular updates were sent via email in between these meetings.
- The MGC chapter advisors met once over the 2020- 2021 academic year. Regular updates were sent out through the advisor lists as well as a variety of resources.
- The NPHC chapter advisors met twice over the 2020-2021 academic year. Regular updates were sent out through the advisor lists as well as a variety of resources.

Greek Hall of Fame
In what would have been our 6th annual Greek Hall of Fame, we were not able to induct alumni in 2020 due to the COVID-19 pandemic. We anticipate returning to this annual program in the Fall of 2021.

Homecoming
Due to COVID-19, chapters were not able to participate in Homecoming at their usual capacity. IFC and CPC were not able to have Mock Rock, but some chapters still decided to participate in the Banner Competition and Pomp Competition. Additionally, NPHC decided to cancel their annual Homecoming Stepshow due to COVID- 19 as well.

Greek Week

Greek Week was able to make a successful hybrid return in April 2021. Alpha Phi and Theta Chi won the sorority and fraternity categories. A total of 28 chapters participated in the week. Events included an Alumni Reception, Hack-a-thon, tug-of-war, and two social media competitions.

G.U.I.D.E.

This year, Fraternity and Sorority Life successfully relaunched Greeks United for Inclusivity, Diversity, and Equity (G.U.I.D.E) with 50 student leaders. The purpose of G.U.I.D.E. is to create a culture of diversity, equity, and inclusion within the Greek community and establish Georgia Tech as a pioneer for a nation-wide shift in the Greek experience. The organization led conversations around inclusion and equity as well as hosted speaking events for members and chapters.

Fraternal Excellence Awards

On April 3, 2021, Fraternity and Sorority Life hosted the 2nd Annual Fraternal Excellence Awards in person at the Academy of Medicine. The awards ceremony was recorded and made available virtually on April 6th. During the in-person celebration, award recipients were recognized by each council and Order of Omega for their outstanding work over the past year. We also honored the inaugural cohort of Greek Emerging Leaders who completed the 8-week immersive leadership program. We presented over 30 awards and recognized over half of our chapters.

The Winners of the 2021 Fraternal Excellence Awards are:

Multicultural Greek Council

Academic Achievement Award -Sigma Beta Rho Fraternity, Inc.
MGC Dedication Award- Sigma Sigma Rho Sorority, Inc.
Outstanding Philanthropy Award - Delta Phi Lambda Sorority, Inc.
Outstanding Executive Member Award - Jannat Batra of Sigma Sigma Rho Sorority, Inc.
Outstanding New Member Award - Hersh Gupta of Sigma Beta Rho Fraternity, Inc.

National Pan-Hellenic Council

Diversity of Programming Award- Zeta Phi Beta Sorority, Inc.
Campus Events Award- Zeta Phi Beta Sorority, Inc.
Community Service Award - Zeta Phi Beta Sorority, Inc.
Collaborative Programs Award - Delta Sigma Theta Sorority, Inc.
Leadership Development Award- Zeta Phi Beta Sorority, Inc.
Pinnacle Award - Zeta Phi Beta Fraternity, Inc.

Collegiate Panhellenic Council

Chapter of Excellence Award - Zeta Tau Alpha
Academic Achievement Award - Alpha Gamma Delta
Leadership and Membership Development Award - Kappa Alpha Theta

Community Impact Award - Zeta Tau Alpha
External Relations Award - Zeta Tau Alpha
Judith Priddy Award - Reese Howard of Alpha Gamma Delta
Outstanding New Member Award - Catherine Townsend of Alpha Delta Pi
Outstanding Executive Member Award- Olivia Steigbeigel of Phi Mu
Alpha Impact Award - Avery Vogel of Alpha Chi Omega
Outstanding Community Service Involvement Award - Brigit Joyce of Kappa Alpha Theta

Interfraternity Council
Academic Achievement Award- Delta Chi
Brotherhood Award - Sigma Nu
Community Impact and Inclusion Award - Sigma Phi Epsilon
Rush and Retention - Pi Kappa Phi

Order of Omega
Greek Man of the Year - Benjamin Trimpe of Phi Gamma Delta
Greek Woman of the Year - Brigit Joyce of Kappa Alpha Theta
Order of Omega Excellence Award - Silas Howerton

Fraternity and Sorority Life
Outstanding Alumni Advisor of the Year - Caroline Mahoney
Outstanding House Corporation of the Year - Theta Xi House Corporation

Progress:
Completed

V. Statistics

Unit Statistics:

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

Chapter Operations
At the end of each academic year, the Office of Fraternity & Sorority Life asks chapters to submit information on a variety of data points. The purpose of this report is to provide information that will assist in communicating the benefits of Fraternity/Sorority membership at Tech. ***The information is self-reported by chapters***:

- Approximately 89% of Greek members are involved in another campus organization outside their fraternity/sorority.

- 45% of Greek members hold a leadership position in a student organization outside of their fraternity/sorority.
- The following campus departments/organizations were identified as having been utilized with chapter programs: Counseling Center (QPR, coping mechanisms, group counseling), Career Center, Health Initiatives, Hillel, Chabbad, Asian American Student Union, Society of Black Engineers (GTSBE), CRU (Campus Ministry), Stamps Health Services, various college based honor fraternities and sororities, Student Center, Fire Marshal, GTPD, Alumni Association, Vietnamese Student Association, Office of Diversity, Sister Love, Inc., Revive, and Institute Communications Social Media Department.

Academics

Academic success is very important in the Fraternity and Sorority community. We are very proud that the All-Greek GPA is consistently at or above the All-Undergraduate GPA. This is a testament to the caliber of students joining the Greek community, as well as their commitment to maintaining high academic standards.

CPC Sorority Academic Report

- **Fall 2020 Spring 2021**
  - All-Undergraduate Average 3.50 3.55
  - All-Undergraduate Women's Average 3.54 3.58
  - All-CPC Chapter Average 3.65 3.67
  - All-CPC New Members 3.66 3.41
- *For Fall 2020:*
  - *9 out of 10 Panhellenic Sororities were above the All-Women's Average*
- *For Spring 2021:*
  - *10 out of 10 Panhellenic Sororities were above the All-Women's Average*

IFC Fraternity Academic Report

- **Fall 2020 Spring 2021**
  - All-Undergraduate Average 3.50 3.55
  - All-Undergraduate Men's Average 3.48 3.53
  - All-IFC Chapter Average 3.57 3.57
  - All-IFC New Members 3.56 3.51
- *For Fall 2020:*
  - *24 out of 30 IFC fraternities were above the All-Men's Average*
- *For Spring 2021:*
  - *19 out of 30 IFC fraternities were above the All-Men's Average*

MGC Chapter Academic Report

- **Fall 2020 Spring 2021**
  - All-Undergraduate Average 3.50 3.55

- o All-MGC Chapter Average 3.47 3.63
- o All-MGC New Members 3.60 3.82
- *For Fall 2020:*
  - o *1 out of 3 MGC fraternities were above the All-Men's Average*
  - o *0 out of 2 MGC sororities were above the All-Women's Average*
- *For Spring 2021:*
  - o *2 out of 3 MGC fraternities were above the All-Men's Average*
  - o *2 out of 2 MGC sororities were above the All-Women's Average*

NPHC Chapter Academic Report

- **<u>Fall 2020 Spring 2021</u>**
  - o All-Undergraduate Average 3.50 3.55
  - o All-Undergraduate African American Average 3.06 3.09
  - o All-NPHC Chapter Average 3.15 3.14
  - o All-NPHC New Members 3.29 2.10
- *For Fall 2020:*
  - o *1 out of 4 NPHC fraternities were above the All-AA Undergraduate Average*
  - o *3 out of 4 NPHC sororities were above the All-AA Undergraduate Average*
- *For Spring 2021:*
  - o *1 of 4 NPHC fraternities were above the All-AA Undergraduate Average*
  - o *2 of 4 NPHC sororities were above the All-AA Undergraduate Average*

Membership
The Interfraternity Council fraternities range in size from 15 to 103 men, with an average chapter size of 68 (same last year) in fall and 68 (-1 over last year) in spring. The Collegiate Panhellenic Council sororities range in size from 14 to 186 women, with the CPC Chapter Total set at 184 in fall and 184 in spring (decline of 2 from last fall). National Pan-Hellenic Council groups range in size from 1 to 32 members, with an average chapter size of 13 in fall and 13 in spring. The Multicultural Greek Council chapters range in size from 5 to 27 members, with an average chapter size of 12 in fall and 14 in spring.

Fall 2020
> Membership in fraternities and sororities comprised 25% of the undergraduate population for a total of 3,701 undergraduate students (a decline of only 16 students from fall 2019). 22% of male undergraduate students are members of fraternities and 26% of female undergraduate students are members of sororities.

Spring 2021
> Membership in fraternities and sororities comprised 25% of the undergraduate population for a total of 3,704 undergraduate students (an increase of 4 students

from spring 2020). 24% of male undergraduate students are members of fraternities and 27% of female undergraduate students are members of sororities.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

COVID-19 Response
As the pandemic continued, the staff guided the community to move all recruitment to a virtual format. This transition required a great deal of staff time through July and August. In early September, the FSL community saw a significant COVID positive rate in a number of chapters. A significant amount of time was spent monitoring testing rates, assisting in quarantining students and chapter facilities, approving students to transition to temporary COVID living spaces, creating safety protocols for chapter facilities and guided alumni advisors and house managers in responding to the crisis. Luckily, no student needed to be hospitalized and all social events were canceled or postponed. As the campus began vaccinations, staff began to promote getting vaccinated as well as continuing to monitor safety protocols and testing rates. The Interfraternity Council held their member chapters accountable through a strike system that included warnings to fines for violating campus guidelines.

Staff Service:

The Office of Fraternity and Sorority Life assisted in various capacities with other departments on campus. The following is a list of contributions of each staff member:

Dr. Jamison Keller, Assistant Dean of Students and Director

- COVID-19 Testing Protocol Committee
- COVID-19 Marketing and Incentives for Testing Sub-Committee
- Co-Chair, Hazing Prevention Coalition, and main assessment contact
- Associate Dean & Director of OSI Search Committee
- OSI Coordinator Search Committee
- Member, JED Campus Committee & At-Risk Students Sub-Committee

Janise McKenzie- Assistant Director

- Sub-Committee Chair, Hazing Prevention Coalition- Prevention and Programming Sub-Committee
- Participant, Inclusive Leaders Institute

- Pilot Creation Committee, GT-1000 Anti-Racism Course
- Committee Member, Racial Injustice and Sexual Violence Collective
- Licensed Facilitator, The Body Positive Program

<u>Mattie Smyth- Coordinator</u>

- Licensed Facilitator, The Body Positive Program
- Certified Instructor, Mental Health First Aid
- Member, JED Campus Committee & At-Risk Students Sub-Committee
- Member, Culture of Respect Campus Leadership Team & Multi-Tiered Education Sub-Committee
- Member, Sexual Assault Prevention Alliance
- Member, Campus Alcohol and other Drug Advisory Committee
- Member, GOLD Route Steering Committee

Progress:
Completed

VII. Professional Development

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

<u>Dr. Jamison Keller- Assistant Dean of Students and Director</u>

- Member, Association of Fraternity/Sorority Advisors

  - Judge - Order of Omega Case Study Competition
  - Perspectives Magazine Editorial Board

- Presenter, Hazing Prevention Institute
- Sigma Nu Fraternity

  - College of Chapters, Grand Chapter and LEAD Institute Facilitator

- Professional Consultant and Facilitator

  - Facilitator, Duke University
  - CAMPUSPEAK, Inc. Lead Facilitator

- Southeastern Interfraternity Conference (SEIFC)

  - Presenter - Academic Score Card
  - Chair, Order of Omega Case Study Competition

<u>Janise McKenzie- Assistant Director</u>

- Member, Association of Fraternity and Sorority Advisors (AFA)
    - Participant, Hazing Investigator Certification
    - Participant, Hazing Educator Certification
    - Participant, Mid-Professionals Institute
- Professional Facilitator
    - Facilitator for Kappa Kappa Gamma Fraternity: Diversity, Equity, and Inclusion Curriculum & Bystander Intervention Curriculum
    - Facilitator for Men Stopping Violence Men at Work Curriculum
    - Presenter, Alpha Delta Pi Sorority Consultants and Interns

<u>Mattie Smyth- Coordinator</u>

- Member, Association of Fraternity and Sorority Advisors (AFA)
- Member, ACPA - College Student Educators International
    - Participant, Restorative Justice in Higher Education Training
- National Panhellenic Conference (NPC)
    - Committee Member, NPC Recruitment Committee
    - Committee Member, Education and Transparency Taskforce for NPC Recruitment Reform
    - Presenter, Atlanta Alumnae Panhellenic Association Educational Series
    - Presenter, NPC Area Advisor Continuing Education Series
- Southeastern Greek Leadership Association (SGLA)
    - Judge, Order of Omega Case Study Competition
    - Committee Member, Panhellenic Education Committee
- Kappa Kappa Gamma Fraternity
    - Facilities Content Specialist, Beta District (PA, NJ, DE, MD chapters)
- Participant, Georgia Tech ASPIRE Leadership Learning Experience
- Participant, Partners in Prevention Meeting of the Minds FSL Leadership Day

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

<u>Greek Fee</u>
The per semester Greek Fee of $20 per active member was reduced to $15 as a result of COVID-19. No newly recruited members were charged. The general Greek Fee budget funded the following programs for this academic year:

- New Member Education Anti-Hazing Speaker-

- Greek Advance (Dr. Lauren Cook- Mental Health; Rafael Matos- Confronting Bias)
- Risk Management Training (Dr. Lori Hart)
- Emerging Leaders Institute (Lawrence Ross- DEI keynote was open to entire campus)
- Fraternity and Sorority Recruitment Guide (printing and mailing)
- Marketing materials (padfolios)
- Professional development- Association of Fraternity and Sorority Advisors Virtual Conference (Dec. 2020)
- Southeastern Greek Leadership President's Summit attendance

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); T-Book, the student traditions handbook and survival guide (reckclub.org/t-book); North Avenue Review, the open-forum, free speech magazine (northavenuereview.com); 3484 local and campus special interest news magazine (3484mag.com);Erato, the campus visual art and literary magazine (erato.gatech.edu); and The Tower, the Institute's undergraduate research journal (gttower.org). As a Department within the Division of Student Affairs, Student Publications and Media's mission is to develop and support student leaders in the areas of communication and the dissemination of information. This is readily achieved through the provision of quality facilities, equipment and administrative and financial support which allows those students engaging in student media, the opportunity to express themselves and grow as communicators in a variety of mediums.

Progress:
Completed

II. Staffing

Current Staff:

D. McCall Pitts, Director of Student Media

Key Responsibilities:

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

- Manage and support all marketing, advertising and promotional activities with student staff and volunteers.
- Conduct market research to advice marketing/advertising strategies and brand direction.
- Liaise with appropriate agencies to promote student publications to a broader advertising market.
- Manage advertising, sales, and underwriting budgets working closely with the Student Organization Finance Office.
- Oversee the distribution of all print publications.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

N/A

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

As noted throughout the year, the COVID 19 pandemic disrupted all normal operations and business at the Institute, including how and when we worked with students. While hampered by these constraints, the Office and its student groups were successful in achieving great things regardless of most of the year being virtually conducted. Some of the most notable accomplishments for the Office of Student Media in 2020-2021 include:

- The *Technique* student newspaper won (11) Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony (held virtually) in in February 2021 including several first and second place awards;
- *The North Avenue Review,* the Institute's free speech publication successfully printed its *30th Anniversary* issue as well as an online-only "Quarenzine" and two additional issues;
- *WREK Atlanta 91.1 FMÂ* celebrated its 52nd anniversary in March of 2021. The station also managed in-person operations in a temporary facility till Summer 2022. Much work, planning and effort from the students went into this large undertaking;

- The Office continued to work to develop alternative revenue resource streams for printing and production funding for all of the publications;
- Updated online version of the *Technique* newspaper which saw a continued increase in daily online views in 2020-2021;
- Successfully submitted annual FCC Ownership Report for *WREK Atlanta* (February 2021);
- The newest publication, student news magazine "3484" was successful in printing two issues and built a strong online presence;
- 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;
- The Tower undergraduate research journal built an all-new staff in Fall of 2020 and published a journal in May of 2021;
- Updated Media Kit to reflect current pricing, schedules, coupon codes, and uploading new forms;

Significant Accomplishments:

Progress:
Completed

V. Statistics

Unit Statistics:

The COVID pandemic had a dramatic effect on Student Media's operations and normal assessment and business was not conducted as before in other years. One item did, however, stand out with regard to the structure of funding. After years of being funded through a very difficult process working with Student Government, the Institute enacted new protocols regarding how student groups were funded. Statistically, the new process reduced funding for our groups by over 40% during the funding process. The reduction was based upon many factors such as how Student Activity funds could be allocated, and which types of funds could be distributed. Such a large percentage reduction will dramatically affect our FY2022 operations.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

As noted throughout the year, the COVID 19 pandemic disrupted normal operations and opportunities at the Institute, dramatically reducing or removing much of what we do on

a daily basis. The primary service the Office of Student Media provided for the FY 2021 year was to maintain operations and communication with each of the represented student organizations and help the achieve their goals. While not anything above and beyond normal operations, this was a challenge working 100% virtual and provided a stable service to the Institute and its students.

Staff Service:

D. McCall Pitts, Director of Student Media

- Represent Student Media and serve as the primary contact to the GT administration in concert with the chair of the Student Publications Board when appropriate.
- Liaise with appropriate agencies to promote student publications to a broader advertising market.
- Manage advertising, sales, and underwriting budgets working closely with the Student Organization Finance Office.

Progress:
Completed

VII. Professional Development

Staff Professional Development:

D. McCall Pitts, Director of Student Media

- Attended online Student Affairs professional development meetings
- Attended and participated in the 2020-2021 annual Georgia Collegiate Press Association's conference virtually;
- Participated/attended sessions in the ACUI (Association of College Unions International) annual online conference

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
Not Applicable

Progress:
Completed

Student Organizations and Leadership
I. Mission/Introduction

Essential Function(s) of Department:

Student Organizations and Leadership staff members invest in the empowerment and support of Georgia Tech's more than 500 registered student organizations (RSOs) which catalyze belonging and create a vibrant, engaged campus community. The Student Organizations team is one of 4 areas that make up the Center for Student Engagement.

Progress:
Completed

II. Staffing

Current Staff:

Quinn Foster serves as the Director of Student Organizations; this is a new role to the Division of Student Life. They have been in this role since October 21, 2019. Foster previously served as the Coordinator of Student Organizations (from August 1, 2017-October 20, 2019) and Administrative Professional to Student Engagement (July 5, 2016 - July 31, 2017).

Victoria Redmon serves as the Coordinator of Student Organizations. Redmon began this role on March 2, 2020.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Using Engage for Risk Management

In Spring of 2016, the Student Engagement team launched GT's first digital platform to combine registered student organization (RSO) programming and registration. Over the years and due to an involving and competitive market, the platform has shifted ownership and our contract has followed suit.

Platform	Owner	Launch @ GT	Ownership Change
OrgSync	OrgSync	2016	--
OrgSync	Campus Labs	--	2016
Engage	Campus Labs	2019	--
Engage	Anthology	--	2020

Regardless of the name of the platform or the financial partner behind the software, OrgSync and Engage have brought a dramatic and benevolent shift to the management of key student organization data; this includes the Annual Registration process (wherein organizations update and renew their status for the academic year to include officer and advisor details), the Charter Process (wherein student leaders complete the process to become recognized as a Registered Student Organization), and Event Management (to include risk management processes such as digital waiver collection and attendance tracking).

In academic year 2020-21 (the 5th academic year since launch), staff worked to both ameliorate and augment components of these key processes. These include:

- Launching the Budget Tool
  - SGA Budgets, GTSF, Parents Fund, MOVE Service Grant now use the Budget tool to receive and allocate funding requests
  - Planned for Class of 1981 and BuzzFunds and SGA Bills
- Online Event Functionality
- Fully Funded – we received full Institute funding for the platform, eliminating the need to burden our existing partners with funding requests and freeing up staff hours to focus on implantation of the platform

In addition, the Engage platform was a pivotal tool for supporting and managing RSOs in the pandemic. In addition to the typical risk management tools, we have deployed (waivers, event review, annual registration, etc.), we additionally were able to use Engage to track event locations, encourage virtual event marketing and participant registration, and track attendance (both in person and virtual) at events to allow for, as needed, contact tracing.

Institute-Wide Student Organizations Policy
In 2020-2021, the Student Organizations team helped facilitate the transition from disparate RSO policies (previously SGA's Joint Finance Committee Policy and Joint Campus Organizations Policy) to the single and new Institute Registered Student Organization Policy.

The policy was developed in Summer 2020 with the direct support and influence from Enterprise Risk Management, Office of the General Counsel, Insurance, Campus Recreation Center's Competitive Sports Office, Office of Human Resources, Student Activities Committee, Youth Programs Compliance Specialist, Vice President & Dean of

Students, and advisor stakeholders in areas of anticipated heavy impact (i.e., Student Competition Center, Invention Studio).

Significant areas of the policy include:

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

As an outcome of the new policy, the Student Organizations team has been working to facilitate the following changes or new procedures:

- Creation of a model Memorandum of Understanding (MOU) template for DRSOs
- Develop a procedure and model for creating and processing DRSO requests
- Revise the student organization Model Constitution to include new requirements (e.g., affiliation statement, non-discrimination clause)
- Facilitate revisions to the Policy with support of the Office of the General Counsel; revisions are reviewed by USG, Attorney General, and Policy Steering Committee.
- Counsel RSOs and Advisors on changes to policy and procedure.

A lawsuit was filed in April 2020 by a registered student organization against the student government association and the state's Board of Regents. The registered student organizations agreed to a settlement after Georgia Tech revised its policies in to allocate funding to student groups in a "viewpoint-neutral decision-making criteria." The draft policy was expanded during this time to include funding guidance for registered student organizations. The policy was adopted in August 2020.

"The Constitution is clear that public universities can't discriminate against students for their political or religious beliefs, and we are hopeful that Georgia Tech's decisive policy changes will set an example for universities around the country to uphold all students' constitutional rights," Students for Life of America President said in a statement.

Georgia Tech said in a statement: "The First Amendment guarantees of free expression are an essential cornerstone to the advancement of knowledge. Georgia Tech is pleased with the policies, as they reflect our commitment to upholding these important principles."

Staff resources were intentionally dedicated to the implementation of the new student organization policy during the 2021 Academic Year.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

Student Organizations and Leadership staff members invest in the empowerment and support of Georgia Tech's more than 500 registered student organizations (RSOs) which catalyze belonging and create a vibrant, engaged campus community. The Student Organizations team is one of 4 areas that make up the Center for Student Engagement.

Significant Accomplishments:

Pandemic Response

Though the pandemic presented a variety of challenges for the Student Organizations staff their priorities stayed consistent and they continued to provide support and accountability for Registered Student Organizations (RSOs). From the beginning, the Student Organizations team provided clear communications to student leaders about Covid-19 accommodations, expectations, and procedures to ensure that their student organizations would be able to operate to the best of their ability during a global pandemic. In addition, signature programs such as Leader Summit, Winter Organization Fair, and Student Leader Retreat were all able operate in a virtual format and, in some cases, even saw an increase in attendance.

Although 2020 came with challenges, the Student Organizations team was also able to focus their efforts on capacity building. In 2020, the GOLD Route leadership program was able to expand by ushering in a brand-new Health & Well-being pillar. This initiative created space for collaboration between the Student Organizations Team, Health Initiatives, Campus Recreation Center (CRC) and the Counseling center. To top it all off, the team also was able to successfully charter over 45 new Registered Student Organizations.

Leader Summit (formerly known as President's Summit) New Model

Leaders' Summit (L-Summit) is a leadership development and training conference that brings together the top leaders of student organizations at Georgia Tech. The day is filled with collaboration, training, information, and preparation for the upcoming school year. In 2020, the Leaders' Summit operated in a completely virtual format on Gatherly,

a multipurpose engagement platform created by Georgia Tech students. Modules cover topics that will be beneficial to all organizations such as navigating member recruitment and retention as well as the SGA budget process.

For the past few years, Leaders' Summit (Presidents' Summit) has been largely student organized. In 2020, participants number around 55 students, and the sessions were organized in a loose conference-style, with participants choosing which presentations would be most successful for their personal leadership journey. Due to the global pandemic, student leadership chose to focus on topical modules including presentations such as: a conversation about racial justice with Provost Steve McLaughlin, Mental Health in Student Organizations, How to Navigate Member Recruitment and Retention, and Fundraising and Finances for Student Orgs.

<u>Student Leader Retreat</u>

Taking place at the beginning of each Spring semester for the last 16 years, the Student Leader Retreat (SLR) has traditionally been a 2-day program that strives to create a space where Georgia Tech students can practice their leadership skills by collaborating with other organizations and administrators in order to develop relationships to better serve their constituents. Student Leader Retreat provides a forum for student leaders, staff, and faculty to engage in meaningful dialogue around campus issues and initiatives.

As a part of the ENGAGE2021 event, the SLR included speakers and participants from:

- Recent alumni,
- Current graduate and undergraduate students,
- SGA representatives,
- and staff from the Center for Student Engagement.

<u>Annual Registration</u>

Annual Registration (AR) is an organization management process that checks for continuity and ensures that RSOs at Georgia Tech meet the required standards listed in the RSO Policy. Each year, the Student Organizations Team works to assess the training and provide updates the next year. One of the major improvements to AR2021 is the flow of the form. In the past, students were given detailed instructions about the steps of Annual Registration via email and on the Student Orgs website. This year, the Student Organization's Team added "context sections" to each of the steps listed in the form to help student leaders successfully complete all the external requirements while completing the form. This additional context not only saved the organization leadership time, but also significantly cut down on the number of questions the Student Organizations Team received about the process via email.

Another highlight from the AR2021 update is the streamlined roster upload process. In the Annual Registration form, students are asked to provide updated contact information for in-coming officers and members. The roster is an essential part of Annual Registration because not only does the Student Organizations team use this information to contact organization leaders, but it is also a great tool for incoming students and current Yellow Jackets to use to contact organizations they are interested in joining.

In 2021, the roster format was updated to include a .csv file of at least 8 members [1 Senior Executive Officer, 1 Finance Officer, 1 Faculty/Staff Advisor, and at least 5 other members]. Although the requirement was 8, most RSOs submitted their entire organizations membership roster in .csv format. After the file was uploaded, the Student Organizations Team would then work with a team of Student Assistants to create master files that could be uploaded on the administrative side of Engage. By manually uploading the rosters, the Student Orgs Team can now ensure that the most up to date contact information for students and staff were listed in our Engage portals.

2020 Stats- Total Responses: 510

- Clarity
  - 25%, Excellent
  - 18% Good
  - 37% Fair
  - .20% Poor
- Please rate your perception of the RSO Training information presented: - Usefulness:
  - 12% Excellent
  - 67% Good
  - 63% Fair
  - .59% Poor
- Please rate your perception of the RSO Training information presented: - Relevance
  - 94% Excellent
  - 71% Good
  - 25% Fair
  - .20% Poor
- "As a result of the training, I have an increased knowledge of the RSO Annual Registration requirements."
  - 75% Strongly Agree
  - 71% Agree
  - 55% Disagree
  - 0% Strongly Disagree

2021 Stats - Total Responses: 387

- Clarity
  - 13%, Excellent
  - 09%, Good
  - 78%, Fair
  - 0%, Poor
- Usefulness
  - 6 % Excellent
  - 1% Good
  - 4% Fair
  - 78% Poor
- Relevance
  - 63% Excellent
  - 73% Good
  - 39% Fair
  - 3% Poor
- "As a result of the training, I have an increased knowledge of the RSO Annual Registration requirements."
  - 38% Strongly Agree
  - 5% Agree
  - 6% Disagree
  - 6% Strongly Disagree

Leadership Transition Week

In Spring 2021, we launched Leadership Transition Week to support RSOs during officer transition (typically following Spring elections). In the first year, this included 3 events (with 20 attendees) focusing on communication and documents.

Newly Chartered Organizations

In AY 20-21, 45 new Registered Student Organizations successfully chartered. Out of 45 signed up to charter in Spring 2021, 32 of those completed the process (71% retention rate). The breakdown of new RSOs by category is as follows:

Competitive	3
Civic Engagement	10
Academic/Professional	19
Arts and Media	2
Cultural	4
Recreation/Leisure	6
Religious	1

In 2020-21, we enrolled 90 new students in the GOLD Route and awarded the first 7 participants to complete the project with the "GOLD Leader Award" at the Up with the White & Gold Ceremony. We also created a new pillar for the GOLD Route integrating Health & Well-being into the curriculum; this pillar was constructed with the expertise and partnership of 5 areas: CRC, Health Initiatives, CARE, Stamps Health Center, and Counseling Center.

Progress:
Completed

V. Statistics

Unit Statistics:

Organization Data

As of July 2021, Georgia Tech has 484 Active RSOs (and a total of 632 RSOs). Their categorization is as follows:

Managed by	Category	Active FY2020	Inactive & Frozen FY2020	Active FY2021	Inactive & Frozen FY2021
CSE	Academic/Professional	141	1	131	41
CSE	Civic Engagement	77	1	64	37
CSE	Competitive	13	0	13	5
CSE	Competitive Sports Clubs	44	0	42	5
FSL	CPC Chapters	10	0	10	0
CSE	Cultural	49	0	47	10
FSL	FSL Governing Councils	4	0	6	0
FSL	Greek Honorary	1	0	1	0
CSE	Honor Society	18	0	16	3
FSL	IFC Chapters	30	1	31	0
FSL	MGC Chapters	4	0	4	3
FSL	NPHC Chapters	6	1	7	0
CSE	Political	9	0	7	3
CSE	Arts & Media	29	1	29	7
CSE	Recreation/Leisure	55	1	43	23
CSE	Religious/Spiritual	40	0	33	11
		530	131	484	148

In 2020-21, the Engage platform registered the following engagement data:

- 1,693 total events hosted in Engage platform
  - 722 events hosted by RSOs
  - 454 events hosted by Departments Branch
  - 406 hosted by Living Learning Communities Branch
  - 88 hosted by Undergraduate Education Branch
  - 23 hosted by Special Scholarships Office Branch
- 893 online/virtual events were recorded in the platform (398 hosted by RSOs)
- 20,178 RSVPs recorded across 1,693 events
  - 660 RSVPs was the largest number for a single event
- 26,654 new unique student memberships in the platform
  - 22,468 are RSO memberships
  - 2,587 RSO officer positions
  - 501 Advisor roles filled by 348 employees

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

Quinn Foster, Director of Student Organizations

- Member, Student Activities Committee
- Member, Freshman Leadership Organization Advisory Board
- Lead Staff Member/Organizer, Up With the White and Gold Awards Ceremony
- Facilitator, Safe Space
- Facilitator, Trans 101
- Presenter, "TECHtimonials" sponsored by OHR

Victoria Redmon, Coordinator for Student Organizations

- Advisor, FreShGA First-Year Leadership Organization
- Member, Student Activities Committee
- Member, Freshman Leadership Organization Advisory Board
- Co-Organizer, Up With the White and Gold Awards Ceremony
- Co-Organizer, 2020 Student Leader Retreat

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Quinn Foster

Alexander, J., Brewer, C., Foster, Q., Reid, K., & Wan, C. (2021). *Full Steam Ahead: Supporting Student Well-Being through Innovative Engagement* [Conference Session]. NASPA Annual Conference.

Victoria Redmon

Victoria applied for and was accepted to join the Young Professionals Board of Directors for the Atlanta chapter of Girls on the Run, a national non-Profit.

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

During the academic year 2020-21 (the 5th academic year since launch), staff worked to both ameliorate and augment components of these key processes. These include:
- Launching the Budget Tool
    - SGA Budgets, GTSF, Parents Fund, MOVE Service Grant now use the Budget tool to receive and allocate funding requests
    - Planned for Class of 1981 and BuzzFunds and SGA Bills
- Online Event Functionality
- Fully Funded – we received full Institute funding for the platform, eliminating the need to burden our existing partners with funding requests and freeing up staff hours to focus on implantation of the platform

Institute-Wide Student Organizations Policy
In 2020-2021, the Student Organizations team helped facilitate the transition from disparate RSO policies (previously SGA's Joint Finance Committee Policy and Joint Campus Organizations Policy) to the single and new Institute Registered Student Organization Policy.

Progress:
Completed

Counseling Center
I. Mission/Introduction

Essential Function(s) of Department:
The Georgia Tech Counseling Center is a Department in the Division of Student Life. The vision of the Georgia Tech Counseling Center is to enhance the academic and personal experiences of all Georgia Tech students to help prepare them for success in a global, technological world. The mission of the Georgia Tech Counseling Center is to enhance the academic and personal 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 that facilitate students' personal development, assist in the alleviation, remediation, and prevention of distress, as well as services that educate students in ways that develop self-awareness, self-reliance, and self-confidence. These services are offered with respect for others, appreciation of individual differences, and compassion.

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

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

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

Since September 2014, the Counseling Center has been approved by the American Psychological Association's Office of CE Sponsor Approval to offer programming to psychologists and other mental health professionals for which continuing education credit can be earned.

Progress:
Completed

II. Staffing

Current Staff:

Administration

Carla Bradley, Ph.D.

- Position: Director, Licensed Psychologist
- Key Responsibilities:
- Responsible for overall administration of the Center
- Responsible for direct supervision of senior staff
- Provide direct service and supervision

Mack S. Bowers, Ph.D.

- Position: Associate Director for Training, Licensed Psychologist
- Key Responsibilities:
- Responsible for coordination and administration of the Center's internship training program and provides oversight of the practicum training program
- Responsible for direct supervision of senior staff
- Provide direct service and supervision

Andrew "Andy" Smith, Psy.D.

- Position: Associate Director for Clinical Services, Group Coordinator, Licensed Psychologist
- Responsible for the coordination of client clinical services for the Center
- Responsible for coordinating the Center's group programs
- Responsible for direct supervision of senior staff
- Provide direct service and supervision

Irene Dalton, Ph.D.

- Position: Associate Director of Satellite Clinical Services, Licensed Psychologist
- Responsible for coordination and administration of the Center's satellite clinical services
- Responsible for direct supervision of senior staff
- Provide direct service and supervision

Carla S. Moore, Ph.D.

- Position: Assistant Director of Outreach

- Responsible for coordinating the Center's outreach programming, initiatives, and program requests
- Responsible for coordinating the Tech Ends Suicide program
- Responsible for direct supervision of senior staff
- Provide direct service and supervision

<u>Senior Staff</u>

Fran Exley, LPC

- Position: Clinical Case Manager, Licensed Professional Counselor
- Responsible for coordinating client referrals to community providers and student transition to campus
- Responsible for establishing and maintaining relationships with new and existing community providers
- Provide direct service and supervision

Tyler Finklea, Ph.D.

- Position: Coordinator of Biofeedback Services, Licensed Psychologist
- Responsible for coordinating the Center's biofeedback program
- Responsible for management of the Center's Life skills Workshops
- Provide direct service and supervision

Peter Hauge, Ph.D.

- Position: Coordinator of Peer Coaching Program; Coordinator of Mindfulness Programming, Licensed Psychologist
- Responsible for coordinating the Center's Peer Coaching Program
- Responsible for coordinating the Center's Mindfulness Programming
- Provide direct service

LaRonda Hollis, LPC, CPCS

- Position: Clinical Case Manager, Licensed Professional Counselor
- Responsible for coordinating client referrals to community providers and student transition to campus
- Responsible for establishing and maintaining relationships with new and existing community providers
- Provide direct service and supervision

Shiraz Karaa, LPC, CPCS

- Position: Satellite Counselor; Coordinator of Diversity and Inclusion

- Responsible for coordinating the Center's Diversity and Inclusion programming
- Provide direct service and supervision

Scott LaSalle, LCSW

- Position: Satellite Counselor
- Responsible for coordinating the Brain Body Balance Program
- Provide direct service and supervision

Melissa Massey, LPC, NPC

- Position: Satellite Counselor, Coordinator of Graduate Services
- Responsible for coordinating the Center's Graduate Services
- Provide direct service and supervision

Christina Owens, MSW
- Position: Recovery Programs Manager
- Responsible for coordination and administration of the Alcohol and Other Drug (AOD) Program
- Responsible for coordination and administration of the Collegiate Recovery (CRP) Program
- Provide AOD assessments for mandated students
- Provide mentorship to students in the CRP program
- Provide direct services

Julia Rizzo, Psy.D.
- Position: Coordinator of Practicum Program; Licensed Psychologist
- Responsible for coordinating the Practicum Training Program
- Provide direct services and supervision

Andrew Stochel, Ph.D.
- Position: Question Persuade Refer (QPR) Coordinator; Critical Event Coordinator; Licensed Psychologist
- Responsible for coordinating the QPR Program
- Responsible for coordinating GTCC response to campus requests for during-hours interventions related to loss (illness, death, tragic events)
- Provide direct services and supervision

Katherine Thompson, LAPC
- Position: Coordinator of Social Media; Mental Health Clinician
- Responsible for coordinating the Center's Social Media
- Provide direct service

Generalist Psychologist Position Vacancy
- Position: Licensed Psychologist (last held by Florin Selagea
- Responsible for coordinating the Center's Assessment program
- Provide direct service and supervision

Generalist Psychologist Position Vacancy
- Position: Licensed Psychologist (last held by Drew Adelman)
- Responsible for a coordinating area
- Provide direct service and supervision

<u>Administrative Professional Staff</u>

Audrey Childs
- Position: Administrative Professional III, Office Manager
- Key Responsibilities:
- Manage overall Office operations; maintain administrative support for Center's operational budget, process travel requests, and process purchasing requests
- Provide other administrative assistance as needed

Shervonda Horn

- Key Responsibilities:
- Position: Administrative Professional II
- Scheduleclientappointments,coordinateandprocessclientinformation,providebackup for processing timesheets
- Maintain database of new clients and client assessment data
- Provide administrative assistance with the JED Campus partnership
- Provide administrative assistance with the Outreach program

<u>Doctoral Interns</u>

Natassia Bindon Johnson
- Adelphi University
- Provide direct service, outreach, and supervision to practicum students

Steven "Steedy" Kontos
- Chicago School of Professional Psychology—formerly from Argosy in Atlanta
- Provide direct service, outreach, and supervision to practicum students

Laura Marie
- University of South Alabama
- Provide direct service, outreach, and supervision to practicum students

Valeria Valdivieso
- Alliant International University/California School of Professional Psychology
- Provide direct service, outreach, and supervision to practicum students

Practicum Trainees

Michelle Aiello

- Georgia State University
- Provide direct service

Hyunji Lee
- Georgia State University
- Provide direct service

Iman Said
- Georgia State University
- Provide direct service

Shola Shodia-Zeumaut
- Georgia State University
- Provide direct service

Temporary Staff Additions

Chelly Neuenschwander

Staff Resigning During 2020-2021
There were no resignations during the 2020-2021 academic year

New Staff:

Carla Moore, Psychologist, Assistant Director for Outreach

Andrew Stochel, Psychologist

Katherine Thompson, Mental Health Clinician

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:
The GTCC maintains a thorough Policy & Procedure Manual which is revised each summer. A copy of the revised manual is made available to each staff member annually. The Manual is also stored on the L-drive.

Substantive changes to the Summer 2021 revision of the P&P include:

- Added a section about senior staff recruitment with suggestions for actions that may increase the diversity of the recruitment pool (Section II F)
- Revised the GTCC's Policy on Secondary Employment, adding the provision that staff inform their immediate supervisor and the Director when they intend to pursue secondary employment (Section III D).
- Added an item clarifying recovery time which may be taken for after-hours schedule extensions (Section IV B)
- Added language clarifying expectations for the completion of staff daily electronic work schedules (Section IV C)
- Added language clarifying that the GTCC does not normally serve as a research site (Section V D)
- Added language around client missed appointments (Section VI J5)
- Added a Social Media policy section (Section XIII)

What type of policy?:
Departmental Policy/Procedure

Justification:

All new policies reflect the values of the GTCC (such as our new policy about senior staff recruitment which reflects our desire for a diverse staff which can optimally mirror/approximate the wonderful richness of the student population); and/or new policies contribute to the smooth running of the Center, such as after-hours work, research within the Center, expectations for the maintenance of our electronic scheduler, secondary employment, expected staff response to client missed appointments; and a new policy (social media) which reflects internal growth of different coordinating areas within the Center and the need to identify operational standards for an important new area.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The 2020-21 academic year began in August amidst the COVID-19 pandemic. Staff continued to work remotely from home offices and also maintained an on-site rotation schedule in the Department that strictly adhered to health and safety protocols. Counseling was offered almost exclusively by Tele-behavioral Health with rare exceptions for crisis assessment or post-hospitalization evaluations.

The winter months of 2020 and early 2021 offered opportunity for hiring 3 vacant positions as the Counseling Center welcomed a Mental Health Clinician in November, a Psychologist in December, and a Psychologist in January.

We moved into Spring 2021 maintaining both remote work as well as an on-site rotating staffing pattern. A significant accomplishment of the spring semester was the re-start of the growth of our Satellite Program. Six new satellite positions have received funding and search and hire processes are underway at the time of this report. We anticipate that staffing for this major program expansion will be put in place during the Fall 2021 semester.

As the 21-22 Academic Year approaches, the Counseling Center looks forward to our ongoing adaptation to current conditions and the plan to return to near-normal Institute operations in the fall. We maintain our spirit of resilience and hope as we continue to serve the Georgia Tech community with our innovative programming and our dedicated staff.

Significant Accomplishments:

- Successful transition to remote work, particular service provision via Tele-behavioral Health
- Hired and on-boarded 3 new staff members while staff was working remotely
- Restarted the growth of our Satellite Program with the plan to add 6 new satellite counselors to the existing team of 3
- Remained resilient in the face of a global pandemic, placing student needs at the center of all consideration and planning

Progress:
Completed

V. Statistics

Unit Statistics:

The Counseling Center continued to provide quality services through AY2020-21, striving to meet the needs of students and the campus by providing a range of counseling and outreach/consultation services. The following tables are aggregate data which offer an overview of client demographics and services rendered by the Counseling Center.

Summary of Counseling Services	
Total Number of Students	742
Total Number of New Students	449
Total Number of Counseling Appointments	5,895
Total Number of Counseling Hours Provided	6,120
Average Number of Sessions per Client	7.95
Percent of Students who indicated high level of concern ("4" on 0-4 scale) for presenting issue (Top 10)	·Anxiety(39%) ·Depression (28%) ·Motivation/Procrastination (24%) ·Stress Management (23%) ·Test Anxiety (14%) ·Breakup/Romantic(12%) ·Academic Performance (12%) ·Sleeping Problem(11%) ·Perfectionism (11%) ·Family Problem (9%)
Total Number of Client Hospitalizations	2 (1 involuntary, 1 voluntary)
Total Number of Post Hospitalization Consults	26

Client Demographics

Client Demographics – Student Status	
Student Status:	**Percent:**
• 1st year	18%
• 2nd year	18%
• 3rd year	20%
• 4th year	16%
• 5th year	4%
• > 5th year	0.2%
• Undergraduate	75%
• Graduate	25%

Client Demographics	
Gender Identity:	**Percent:**
• Female	60%
• Male	39%
• Other	1%
Identify with Sex Assigned at Birth	
• Yes	91%
• No	1%
• No Response	8%
Race/Ethnicity:	**Percent:**
• African American/Black	7%
• Asian American/Asian	23%
• Hispanic/Latino(a)	8%
• White	45%
• Multiracial	5%
• International	16%
Sexual Orientation (self-identified):	**Percent:**
• Heterosexual	61%
• Lesbian	1%
• Gay	1%
• Bisexual	11%
• Questioning	4%

Counseling Center Services and Programs

Clinical Services

Biofeedback Services. Following design and completion of three modules, Biofeedback Lab at GTCC was piloted twice in Fall 2019 and Spring 2020 with a total of 9 GTCC staff members. Each group of staff were run through each of the three classes. Feedback was obtained from staff members and adjustments were made to the modules. Biofeedback Lab was run with three students in Spring 2020. All three students attended the first class completing the first module and two students attended the second class completing the second module. However, students were asked to return home and GTCC moved to working remotely prior to the third class due to the COVID-19 pandemic. Due to the ongoing restrictions for in-person group services throughout the 2020-2021 Academic year due to the COVID-19 pandemic, Biofeedback Lab remained in a "planning for the future" phase this year for when it is again safe to offer group, in-person services.

Client Outcome Data. The Counseling Center engages in ongoing assessment of client experiences at the Center. Due to the virtual nature of our services this past year, client satisfaction surveys were completed digitally via a link that was emailed to each client during the Spring 2021 semester. The purpose of the survey is 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 ("Extremely Dissatisfied") to 5 ("Extremely 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.

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.52
How satisfied were you with you with the process of being connected to services at the counseling center?	4.17
How satisfied have you been with your counselor?	4.68
How satisfied are you that your counselor understands the nature of your concerns?	4.71
How satisfied are you with how your counselor respects your culture and identity?	4.84
How helpful has counseling been to you in supporting your academic progress?	4.35

How Helpful has counseling been to you in remaining at Tech?	4.35
How likely would you be to recommend our services to a friend?	4.50

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:

- *"Glad that students can find counselors who can help them with issues (or refer them to other individuals who may be able to help better) - very happy with my services"*
- *"I absolutely enjoyed working with my counselor! She was extremely helpful and truly the ideal counselor in my opinion. I had a great experience overall and have already recommended these services to multiple friends.*
- *"I have had a great experience all around with GT CARE and my counselor. Everyone who I've spoken to has been very helpful, understanding, and knowledgeable.*
- *" My counselor has been a joy to work with and extremely helpful in all of our sessions together. She follows up regularly to check in and is very understanding/open-minded with things like identity, culture, background, etc. in our discussions and has always been attentive and thoughtful in our sessions. She has been one of the best counselors I have worked with thus far.*
- *"My counselor has been immensely helpful to me throughout my time at GT. She is very good at helping me address many issues I've been struggling with for years. She's one of the most helpful, kind, and empathetic counselors I've ever had, and I have been in therapy for 10+ years (since I was 15). I also felt like she was really innovative in the suggestions she had for me, and I felt it was clear that she cared a lot about her work with me.*
- *"While the process for initiating counseling was more difficult than I would have liked, the services themselves were great. My counselor was nothing but a pleasure to work with and provided me with an environment in which I felt comfortable opening up and having productive conversations that I found incredibly helpful. I'm so glad that I reached out and find myself in a much better place now.*
- *"My counselor is exceptional at understanding my issues and giving me probing questions to help better myself. I never felt awkward or unsure about talking about any issue I was facing. He's been the best.*

Of note, there were some 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:

- *"It'd be great if the initial appointment could take into account the severity of issues and propose the off-campus alternative strongly if needed. This is because the*

client-therapist relationship gets too deep and the nature of on-campus therapy is short-term. It'd be great if this was very explicit in the beginning."

- *"Maintaining accessibility throughout the semester is something that needs to be worked on."*
- *"One particular issue with counseling services at Georgia Tech is the 'on again, off again' nature of the services provided. Mental health issues do not track to academic semester calendar dates, yet the services do. GT has plenty of long-term requirements (E.g. must complete certain requirements within 2 years, must take some class one semester after another class, etc.) yet counseling stops in the Summer even if already enrolled in the fall."*
- *"Telehealth is extremely convenient, but perhaps in person every once in a while would be great too."*
- *"The counseling process has been very satisfactory. However, the time between initially reaching out to CARE and getting connected to a counselor seemed long, especially for acute/time-sensitive situations. Once I established a relationship with a counselor, I felt like my needs were being taken care of, but there seemed to be a lot of waiting between when I initially sought help and when I finally got connected to resources."*

Group Counseling Group counseling continued to be offered by the Counseling Center and was provided virtually along with the rest of our clinical services. Group counseling is offered through 2 service types: Life Skills psychoeducational workshops/workshop series and psychotherapy groups. For 2020-2021, the Center was successful in offering 7 groups in the Fall, 8 groups in the Spring, and 6 groups in the summer semester. The groups program resulted in 1,444 client hours. Senior staff facilitated a number of groups throughout the year. Groups were also facilitated/co-facilitated by interns and practicum students.

Group Counseling Summary	
Total Number of Groups Offered	7 (Fall)/8 (Spring) 6 (summer)
Total Number of Clients	81
Total Number of Contact Hours	1015

Group Counseling Outcome Data In 2019-2020, 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:

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.88
How satisfied were you with you with the process of being connected to services at the counseling center?	4.32
How satisfied have you been with your group counselor(s)?	5.00
How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.88
How satisfied are you with how your group counselor(s) respects your culture and identity?	4.92
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.80
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.80
How helpful has counseling been to you in improving or maintaining your academic progress?	4.36
How helpful has counseling been to you in remaining at Tech?	4.48
How likely would you be to recommend our services to a friend?	4.84

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:

- *"My group counselors run an amazing, empathetic, and respectful group. It's consistently the best part of my week."*

- *"Group Therapy feels safe and gives me an opportunity to connect with people of diverse backgrounds (academic, cultural etc.)."*

- *"Group therapy sessions have been helpful and are crucial to thriving as part of a community especially in stressful times as these. I appreciate the efforts of my group counselors to encourage interaction, provide support and maintain confidentiality throughout the semester."*

- *"Group therapy was actually more useful than I had hoped."*

- *"As far as the "How helpful has Group Counseling been to you in supporting your academic progress?" question goes, I feel like that question doesn't apply to me, so I put uncertain, but "not applicable" feels more appropriate. I have benefitted immensely from being in group therapy. As far as Telehealth goes, it has felt very seamless to me. I wouldn't mind meeting in person in the future, but I have felt no negative side effects from meeting online.*

- *"Group counseling has been very helpful for figuring out my personal struggles and improving my self-image."*
- *"My group counselor has been fantastic. He truly has helped me so much through these sessions.*

Clinical Case Management Services

The Counseling Center continued to offer clinical case management services as an integral part of the stepped-care model and an effective intervention that promotes continuity of care. Clinical case management is a specific form of service which assists students with longer-term care needs and/or persistent challenges that may be interfering with their ability for optimal functioning at Georgia Tech. The Counseling Center's Clinical Case Management Team is comprised of two masters-level clinicians: LaRonda Hollis, LPC and Fran Exley, LPC.

During the Fall 2020 and Spring 2021 semesters, 88 students were referred for case management services both internally and from CARE, comprising a total of 186 Clinical Case Management appointments. The caseload consisted primarily of clients with a higher acuity who required longer-term individual counseling, as well as more intensive treatment such as an Intensive Outpatient Program. The case management process included weekly contacts with clients, assistance with obtaining an off-campus therapist and/or psychiatrist, facilitation of phone calls and necessary client paperwork, and consultation with appropriate mental health providers. In addition, the Case Managers regularly assisted Counseling Center staff clinicians with identifying the appropriate referral options for clients that were not assigned specifically for case management services. Upon request, the Case Managers consulted with parents, students, and colleagues at other institutions who sought connection with mental health providers in the surrounding communities.

The Case Managers assisted in the facilitation of voluntary and mandated assessments of clients by an Emergency Receiving Facility (ERF). During the academic year, there was 1 voluntary hospitalization and 1 involuntary hospitalization facilitated by the Counseling Center during business hours. The coordination of care included maintaining contact with the facility upon admission, requesting regular follow-ups with the treating clinician, and assisting in discharge planning. The Case Managers assisted in the coordination of Post-Hospitalization Consultations between the GTCC and the Office of the Dean of Students. The process included consultation and discharge planning with clinical staff at the Emergency Receiving Facility and coordinating the

receipt of discharge paperwork. During the academic year, there were 27 Post-Hospitalization Consultations completed by the Counseling Center; several of the consultations were referred to the Case Management Team.

In addition to Clinical Case Management duties, Case Managers maintain a caseload of individual therapy clients whom they see on a weekly basis. As of the writing of this report, the team saw 27 clients for a total of 323 individual therapy and follow-up consultation appointments, both in-person and via Tele-behavioral Health delivery methods. The Clinical Case Managers co-facilitated groups for the Center. One staff co-facilitated the BIPoC Support Group in the fall and spring semesters. Another staff co-facilitated the Mind Over Mood psycho-educational group in the fall semester.

The Clinical Case Managers continued to serve as liaisons with the Psychiatry Clinic in Stamps Health Services and worked closely with the department's Care Coordinators. The Case Managers held a weekly meeting with the Care Coordinators that encouraged continued collaboration, clinical consultation, treatment recommendations, presentation of difficult client cases, and professional development. One staff conducted clinical case management trainings for the CARE staff and continued to serve on the CARE Execution Team.

The Clinical Case Managers attended the Division's weekly Students of Concern Meeting. The multidisciplinary meeting includes staff members from the following departments: Office of the Dean of Students, the Psychiatry Clinic, the Georgia Tech Police Department, VOICE Advocates, and Housing and Residence Life.

The Clinical Case Managers are the primary contacts between the Counseling Center and off-campus clinicians who serve as referral sources for therapy and psychiatric care. During the course of the academic year, in lieu of the traditional in-person Coffee Hour event, two staff met with various clinicians individually via phone or video conference and added 37 new profiles to the GTCC Referral Database.

Testing and Assessment Services. The Counseling Center was limited in the extent and scope of the testing and assessment program due to the restrictions imposed by the pandemic. As most testing requires in-person interaction for administration, the psychoeducational evaluations, ADHD/Learning Disability Screenings, and Autism Spectrum screenings were not offered this year. Evaluations that involved on-line instruments were offered, so the testing program for alcohol and other drugs (AOD) continued, as did some limited personality assessment. Referrals for AOD assessments came primarily from the Office of Student Integrity, Housing and Residence Life, and occasionally other campus partners. Training in psychological assessment continued as a component of the doctoral internship program, and interns were instructed in the administration and scoring of a variety of instruments.

Assessment and Testing 2020-2021	
Psychoeducational Evaluations	0
ADHD/Learning Disability Screenings	0
Autism Spectrum Screenings	0
Personality Assessments (MMPI-3, PAI)	4
Alcohol and Other Drug Evaluations	23
Total Assessments	27

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

Members of the AOD Treatment Team complete comprehensive mandated evaluations for students who are referred to the GTCC from the Office of the Dean of Students or Housing and Residence Life for alcohol and drug-related infractions. Recommendations based on the results of these evaluations may range from simple education to referrals for intense outpatient treatment or higher, depending on the client's needs. Between August 1, 2020, and July 1, 2021, 29 mandated evaluations were completed by 5 clinicians.

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

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

The Collegiate Recovery Program is administered through the Counseling Center and by a Collegiate Recovery Program Coordinator. A total of 10 students participated in the CRP during 2020-2021.

Overview of Programs and Services
During the 2020-2021 school year, members of the CRP participated in several programs and offered a number of services, including the following:

- Offered weekly recovery focused seminars virtually and socially distanced outside.
- Hosted May 2020 graduation reception for students and families.
- Offered sober social events: hiking, park activities, rock climbing.
- Maintained a wellness activity component; rock climbing, mindfulness classes. Offered rock climbing memberships to all CRP students. Added a virtual yoga class to the weekly programming.
- Maintained a virtual CRP Dungeons and Dragons club.
- Maintained priority registration for program members to schedule their class schedule around seminar.
- Hosted virtual movie nights.
- Conducted virtual weekly individual consultations.
- Maintained virtual All Recovery Meeting.
- Maintained CRP virtual social programming.
- Had a student serve on the AOD Committee

Accomplishments

- Three new students were admitted to the program during the 2020-2021 school year.
- All students maintained their academic and recovery progress during the 2020-2021 school year.
- Two students graduated in May 2020.
- The CRP maintained all seminars, consultations, and programming in a virtual or socially distanced format.

- The CRP maintained programming to include support from internet addiction.

Recovery Program Outcome Data

- A total of 10 students participated in the CRP during FY 2020-2021. 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 "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 said that the virtual programming helped them to stay connected and maintain sobriety in the pandemic.
- 90% of students said that the social distanced outdoor sober activities helped them to stay connected and maintain sobriety in the pandemic.
- 80% of students said that participation in the CRP "very much" or "moderately" helped them to succeed academically.
- All students identified dedicated space as an additional support service that would be particularly beneficial to them.
- All students identified scholarships as an additional support service that would be particularly beneficial to them.

In addition, students were asked to provide open feedback and comments as to their CRP experience. Below is a sample of student comments from 2020-2021, including the CRP's response to the virtual and outdoor socially distanced aspects of the program:

- *"Feeling isolated in the pandemic made it harder than most years to maintain sobriety; the CRP's virtual seminars and commitment to safe outdoor activities helped me to feel like part of a group."*
- *"During the pandemic, there was a huge rise in drinking among my friends, the CRP helped remind me the importance of my sobriety even in weird times"*
- *"I feel the CRP did very well at continuing our virtual seminars and providing constant check ins and support that was well needed this past year."*

Student Demographic Data (since fall 2020, N=10)	
Average GPA	3.4
Student Status	2 graduate; 8 undergraduate
Ethnicity	7 white, 2 Asian American, 1 African American
Gender	3 women; 7 men
Time in Recovery	Average: 1.2 years (range: 4 months to 3 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business; College of Sciences; College of Liberal Arts; College of Design
Sexual Orientation	10 heterosexual
Age	Median: 20 (range: 18-26)
Gender Identity	10 cisgender

Student Demographic Data (aggregate since fall 2014, N=53)	
Average GPA	3.3
Student Status	8 graduate; 45 undergraduate
Ethnicity	44 white; 5 Indian; 3 Asian American, 1 African American
Gender	14 women; 39 men
Time in Recovery	Average: 2.9 years (range: 3 months to 7 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business; College of Sciences; College of Liberal Arts; College of Design
Sexual Orientation	52 heterosexual/straight; 1 gay
Age	Median: 22 (range: 18-65 years)
Gender Identity	52 Cisgender; 1 Transgender

Outreach Services

Outreach Services. Outreach services are an integral part of the Counseling Center's mission, serving students, faculty, and staff through educational programming, mental

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

During AY2020-21, the Counseling Center continued to successfully provide quality outreach services. Programs and activities included those proactively offered to the campus, and those requested by various members of the campus community and campus partners.

A disruption in services occurred during spring semester 2020 due to the COVID-19 pandemic with a move to online instruction and campus services being provided predominantly remotely Fall 2020; and a transitional hybrid model in Spring and Summer 2021. [Campus Outreach Services that occurred in-person will be notated (*)].

A total of 297 campus and virtual outreach programs and activities were provided to the campus community, serving a total of 4860 individuals.

Campus Outreach Summary	
Campus Outreach Services **Fall Semester 2020 to June 30, 2021**	
Total Number of Programs Offered	297
Total Number of Contact Hours	368
Total Number of Persons Served	4860

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

The Wellness and Stress Management workshop series was offered in Spring 2021 and was open to all members of the campus community virtually. In the spring, the workshop topics for this series included the following:

- Stress Management 101
- Don't Believe Everything You Think: Using Logic to Overcome Stress

- Managing Stress for Ethnic Minorities
- Manage Your Time, Manage Your Stress
- Stress Management and Adjustment Strategies for International Students
- Mindfulness and Meditation
- Overcoming the Stress of Perfectionism and Procrastination
- Overcoming Imposter Syndrome
- Creating Healthy Relationships
- Mind Matters: Using Psychology to Enhance Your Academic and Test Performance These workshops normally require a referral of clients from within the Counseling Center but were made available to all students who could register for them on the Counseling Center website. Additionally, Georgia Tech Counseling Center developed and offered several unique virtual support sessions in response to current events around race relations and social justice, and these included the Restorative Peace Circles and Restorative Ally Circles for BIPOC and AAPI students. GTCC continued to provide support and consultation to the campus community specific to the impact of Covid-19 on emotional health and well-being. The campus community continued to have support and access to online and videotaped presentations that ensured access to on and off campus mental health resources and quality outreach programming.

Let's Talk

- The Counseling Center provided the *Let's Talk* consultation program in a virtual format throughout 2020-21. *Let's Talk* is an outreach program designed to engage students by providing informal, brief, confidential consultations with Counseling Center counselors at locations across campus. *Let's Talk* is intended to reach students who might be unlikely to seek traditional mental health services at the Counseling Center. *Let's Talk* is different from counseling in that there is no clinical paperwork to complete, no formal intake process, and no scheduled appointments. The service is open to all graduate and undergraduate Georgia Tech students on campus. A total of 116 consultation hours were offered to students with 61 individuals attending.

Virtual Let's Talk Fall Semester 2020 to Summer 2021	
Virtual Consultation Hours Available	116
Individuals Accessing Let's Talk	61

Collaboration and Campus Support
The Counseling Center continued to collaborate with various campus organizations and departments (e.g., Residence Life; New Student & Transition Programs; Graduate Resource and Information Network; Office of International Education; Women's Resource Center, Center for Engineering Education and Diversity (CEED), Office of Minority Educational Development (OMED), and several student organizations) to

provide programs to students, staff, and faculty. Examples of initiatives and special projects are listed below.

Initiatives/Special Projects

- The Counseling Center again partnered with Health Initiatives for a very successful, Fresh Check Week, a mental health and suicide prevention fair. The event was traditionally held in one day. However, due to the virtual format and the number of events sponsored by GTCC and campus partners, workshops and activities were held throughout the week.
- The Counseling Center partnered with the Student Mental Health Coalition and assisted by CARE and Health Initiatives in hosting the Inaugural GTCARES4U event. This event allowed students to share their mental health stories and journey, and the resources they utilized at GT (i.e., GTCC, CARE, Stamps, Health Initiatives).
- The Counseling Center partnered with VOICE (Health Initiatives) for the annual Take Back the Night (TBTN) event during Sexual Assault Awareness Week. GTCC hosted a pre-event workshop in which GTCC staff psychologists provided psychoeducation and resources specific to resilience, healing, and coping in the face of trauma. In addition, GTCC staff psychologists were available for breakout counseling consultation sessions during the TBTN event.
- The Counseling Center provided in-person grief support to families/suicide survivors during the annual When the Whistle Blows event.
- The Counseling Center continued to provide support to GT1000/2000 instructors in the curriculum infusion project in an effort to ensure that students are given an overview of GTCC, CARE, and ways to support student's mental health and wellbeing.
- The Counseling Centered partnered with FASET and International Student Orientation to provide in-person and virtual staffing support and debriefings for several campus-wide events related to mental health.

Diversity and Inclusion.
Diversity and Inclusion (D&I) is an area within the Counseling Center's Outreach and Wellness Services charged with providing education and advocacy for the mental health needs of students at Georgia Tech, particularly those with marginalized social identities. This advocacy involves both internal education, assessment, and staff development around multicultural competence, and external programming geared towards constituents including faculty, staff, and parents, but primarily towards students. Accomplishments during 2020-21 (abbreviated due to the impact of COVID-19) included:

- Formed GTCC Preparedness Committee to assess, plan, respond to student/campus needs related to D&I

- Conducted a Black, Indigenous, and People of Color (BIPOC) Focus group that assessed the mental health needs and experiences of underserved students
- Coordinator completed Inclusive Leaders Academy training
- Coordinator completed the IDEI Fellows Program
- Engaged in Diversity Summer Work Team planning for AY 21-22
- Completed Professional/Staff Development Book Club online meetings with author Dr. Kanika Bell on Black Women's Mental Health
- Collaborated with campus partners: Office of Student Diversity Programs; Impact Living Learning Community; OMED; Office of Hispanic Initiatives; IDEI; Women's Center; LGBTQIA Resource Center; Office of International Education
- Participated in the Association for Counseling Center Diversity Coordinators Online meetings
- Researched and compiled relevant assessment instruments about forms of discrimination or unfair treatment experienced by students seeking mental health services
- Added a section to the GTCC Policy and Procedures about a recruitment strategy for diverse staff
- Updated the GTCC D&I webpage and Community-Specific Resources pages
- Held Restorative Peace Circles for Students of Color: BIPOC Community Circle, AAPI Restorative Peace Circle, International Students Restorative Peace Circle
- Select staff participated in the Student Life Multicultural Committee

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 2020-2021included:

- Continued engagement with Graduate Student Government Association (SGA) members.
- Met with SGA representatives to develop a better understanding of the current needs of Georgia Tech Graduate students and provide feedback and suggestions regarding mental health services on campus.
- Attended various GSS meetings and events. Provided customized presentation for GSS on GT MH resources and responding to students in distress.
- Collaborated with other graduate service coordinators at monthly Graduate Resource and Information Network (GRIN) meetings to enhance the experience and well-being of graduate students.
- Established and maintained existing relationships with various campus partners (Office of Graduate Studies; Health Initiatives; Grad SGA; Graduate and Family Housing; Graduate Academic Coordinator, School of Mathematics; Assistant Director of Graduate Career Development, Office of the Vice Provost for Graduate Education & Faculty Development.)
- Provided presentations for graduate students on various topics related to mental health and wellness at the request of faculty or student groups.

- Provided consultation, support, and resources for Graduate Students and/or family members in distress.

Social Media. The area of Social Media continued as a coordinating area during AY2020-21. The following social media platforms are used to assist the Counseling Center in maintaining its campus profile.
- *Instagram*. The Counseling Center maintains an Instagram account (@GTCounselingCenter) 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 2021, the Center's Instagram account has a total of 116 followers.
- *Facebook.* The Counseling Center maintains a Facebook account (@GTCounselingCenter) to provide information regarding available services and upcoming programs. Additionally, the Counseling Center uses the Facebook platform to facilitate communication with the Georgia Tech community regarding mental health issues, connection on a more personal level, and stigma reduction. The Counseling Center has a total of 123 "likes" and 150 "follows."
- *Twitter*. The Counseling Center maintains a Twitter account (@GTCounseling) to provide information regarding available services and upcoming programs. In addition, The Center provides information regarding mental health issues and topics pertinent to Tech. Since its establishment in 2011, the Center's Twitter account has a total of 620 followers.
- *YouTube*. The Counseling Center maintains a series of topical videos designed to provide additional information to students, faculty, and staff related to various areas. Topics range from providing an overview of counseling and how to make an initial appointment, to addressing stress and adjustment issues for international students. The videos are accessible via the Counseling Center's webpage or the Counseling Center YouTube channel (youtube.com/channel/UCoUXQN5WWPc_Qasaa2mYwww/featured). The Counseling Center's YouTube channel has 3 subscribers with 339 total views.

Suicide Education / Prevention and Crisis Response

The Counseling Center continued to engage in campus-wide suicide education and prevention efforts through several programs and initiatives throughout 2020-20201. Tech Ends Suicide Together is a campus-wide initiative, involving multiple campus partners. Tech Ends Suicide Together hosted Georgia Tech's Suicide Prevention Week, a collaborative week of events to raise awareness about suicide prevention, mental health, and to reduce stigma surrounding mental health. A component of Tech Ends Suicide are QPR Gatekeeper Trainings. QPR (Question, Persuade & Refer) is an educational program designed to teach individuals to recognize the warning signs of a suicide crisis, to respond with care, and to refer them to help. While coordinated through the Counseling Center, QPR trainings are instructed by campus volunteers who are committed to suicide prevention and have undergone certification.

In addition to Suicide Prevention Week and QPR Training, the Counseling Center hosted or participated in the following events:

- Facilitated self-study training for 4 doctoral interns to become certified QPR instructors
- Hosted speaker, Jordan Burnham, nationally recognized mental health advocate during Suicide Prevention Week
- JED Campus Team: Implementation of task force recommendations and sub-committees
- Hosted a screening of the JED/MTV Documentary: *Each and Every Day*, as part of the Tech End Suicide Initiative
- Sting Break Day: Sponsored a suicide prevention tabling event, *Nine out of Ten*, in partnership with the Jordan Parco Foundation, as part of Tech End Suicide programming
- Served as campus advisor to Sigma Nu to co-sponsor the American Foundation for Suicide Prevention Out of Darkness Campus Walk

Campus Crisis Response:
The Counseling Center provides consultation and outreach to the campus in response to emergency incidents and events. During the 2020-2021 academic year, the Center supported campus community through:

- Providing 4 debriefing and grief processing sessions for students, faculty, and staff in response to a student death.
- Providing an additional 16 hours of Let's Talk sessions outside of normal business hours in response to a student death and another community crisis.

QPR:

QPR trainings are routinely offered to faculty, staff, and students through general campus training sessions and through requests by campus groups. During the 2020-2021 academic year (fall through spring), 42 trainings took place with 475 participants being trained in the QPR model.

QPR Training Breakdown for 2020-2021 Academic Year:

General Campus	Student Groups	Greek Life	Res Life	Faculty & Staff Groups	Other
16	4	12	4	4	2

Total QPR Trainings for 2020-2021 Academic Year*:

Semester	Total Training Sessions	Number of People Trained
Fall 2020	21**	295
Spring 2021	21	180
Totals	42	475

* Data for Summer 2021 is omitted as the period for data collection is still on going at time of
  annual report.
** There were two additional trainings scheduled where registered participants did not attend.

QPR Training Comparison with Previous Academic Year:

Semester	Total Training Sessions	Number of People Trained
Fall 2019	20	171
Spring 2020	18	141
Summer 2020	5	36
Fall 2020	21	295
Spring 2021	21	180
Totals	42	475

Total Number of Participants Trained in QPR since Inception:

Training Sessions	295
Individuals Trained	3983

*November 2014

Training Programs

The 2020-2021 academic year saw unique challenges for the training program as it did for many aspects of the operation of the Counseling Center. The orientation for the new trainees was conducted in a hybrid format with most meetings being virtual while a few were in person with masks and social distancing. The training committee set in place protocols to ensure the trainees were able to provide individual and group counseling while also being closely supervised even in a virtual format. Interns and practicum students were trained on delivering services through a tele-behavioral model (APA-certified) and were provided with computers and software for conducting their sessions and recording those sessions for supervisory review. While all sessions were conducted in this virtual format, each trainee provided those services from their offices in the Counseling Center during the fall semester. In the spring semester, interns transitioned

to some provision of services from home offices to minimize the number of personnel in the center on any given day.

The training regimen for the interns was conducted virtually as well. The weekly training seminar, assessment seminar, and group supervision were provided through video conference. This proved to be an effective means of providing these didactic components of the internship year, though the training in psychological assessment was somewhat limited as in-person administration of tests was not possible. The assessment program adapted and utilized electronic and on-line instruments in order to provide the information and experiences necessary to ensure competency in psychological assessment.

With the departure of one staff member in August 2020, a former intern with extensive psychological assessment experience was hired to facilitate continuity in this important aspect of the training program. The new staff worked closely with the Associate Director for Training to adapt the assessment curriculum for the interns even with the limitations of the pandemic. Training in conducting different types of assessments were covered including alcohol and other drug treatment, career, general personality, memory, dreams, pain management, and attention/learning disorders.

The Counseling Center also accepted four graduate students in counseling and psychology from area institutions for its practicum training program. These students spent an average of two days per week in the Center providing tele-behavioral clinical service to Georgia Tech students.

Internship. The Internship Training Director serves as liaison to academic training directors; coordinates the orientation, training, and supervision of interns; and evaluation of the internship. He was assisted this year by the Coordinator of the Practicum Program.

The Counseling Center participates in the National Match administered by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Four doctoral positions were matched with the Counseling Center during phase one of the match to become the Center's twelfth internship class:

- Natassia Bindon Johnson (Adelphi University)
- Stephen Kontos (Chicago School of Professional Psychology)
- Laura Marie (University of South Alabama)
- Valeria Valdivieso Wright (Alliant International University)

Practicum Training. In addition to the internship program, the Center continues to sponsor a practicum training program for graduate students in counseling and psychology. Throughout the 2020-21 academic year, one staff served as the Practicum Coordinator in recruitment and selection of practicum candidates, serving as liaison to

academic training directors, and coordinating the orientation, training and supervision of practicum students, and evaluation of the program. During 2020-2021, four graduate students were accepted as practicum trainees:

- Michelle Aiello (Georgia State University)
- Hyunji Lee (Georgia State University)
- Iman Said (Georgia State University)
- Shola Shodiya-Zeumault (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. Due to the pandemic, services were provided via tele-behavioral health. In addition, practicum students may become involved in outreach opportunities presented to the Center. As part of the training experience, senior staff provide weekly orientation and training seminars for interns and practicum trainees.

The 2020-21 practicum cohort collaborated with the Associate Director for Clinical Services to write a letter of support as part of a JAC funding request. The proposed project entailed painting the staircase of the Computer Science Building in the colors of the Pride Flag as a way to demonstrate support for the LGBTQIA+ community on campus. The letter expressed support for the project, as well as demonstrated clinical rationale and linked the project to specific mental health benefits for the LGBTQIA+ community and the campus as a whole. The letter was a significant and long-lasting contribution from the cohort.

Peer Coaching Program

What is peer coaching?

The Peer Coaching Program offers a unique and innovative way for Georgia Tech students to access support. We recognize that it can sometimes be difficult for students to ask for help, and potentially stigmatizing or even unnecessary for students to seek professional mental health services. As such, the Peer Coaching Program trains Georgia Tech students to provide their peers with one-on-one support services and offers Peer Coaches ongoing training and supervision in the provision of these services. Students serving as Peer Coaches are considered paraprofessionals, trained to assist their peer consultees in identifying and addressing specific academic, social, or other personal concerns commonly faced by college students, including (but not limited to):

- Adjustment to College/GA Tech
- Academic difficulties
- Stress and anxiety
- Relationship concerns
- Career/major uncertainty
- Grief, loss, and sadness

All currently enrolled Georgia Tech students (undergraduate and graduate) are eligible to seek peer-coaching services. Services provided by the Peer Coaching Program are considered consultation services, as opposed to counseling or therapy. Peer Coaches utilize supportive and problem-solving techniques (such as active listening, SMART-goal setting, and motivational interviewing) to assist their peers and help them accomplish their goals. By providing the option for students to speak with a trained peer (rather than a professional), the program offers one more way in which Georgia Tech students can access the support that they need to succeed. Furthermore, Georgia Tech's Peer Coaching Program is part of a small but growing nationwide trend in higher education that seeks to promote high quality support services for students by students.

What does it take to become a peer coach?

Involvement in the Peer Coaching Program requires that students demonstrate several important personal qualities and characteristics, such as strong leadership and social skills, good judgement, initiative, follow-through, and commitment. Admission into the Peer Coaching Program requires that students successfully complete a comprehensive application process, which includes an application form, a self-reflection essay, and two recommendation forms from former supervisors, faculty, or staff. Additionally, to be considered for admission as coaches, applicants are required to meet all of the following criteria: (1) current enrollment in an undergraduate or graduate degree program at Georgia Tech, (2) past completion of at least three semesters of undergraduate coursework, (3) continued enrollment at Tech for at least two more semesters moving forward, and (4) a current cumulative GPA of at least 3.0.

After being accepted into the program, students complete a thorough, semester-long training (spanning 14 weeks and comprised of weekly 90-minute sessions) designed and facilitated by the Peer Coaching Program Coordinator (who is a licensed psychologist). Training covers areas such as college student development, common mental health concerns, cultural awareness, ethics, communication and helping skills, and crisis intervention.

By the end of the training, students acquire a strong breadth and depth of valuable knowledge and skills, which translates into their work with their peer consultees and beyond. In fact, Peer Coaches frequently report that they directly benefit from their training, and experience improvements in their own personal, academic, and professional lives. As such, the Peer Coaching Program not only offers an innovative way for Georgia Tech student consultees to access personal and academic support, but also benefits the coaches themselves, greatly contributing to Georgia Tech's mission of improving the human condition in Georgia, the United States, and around the globe.

How does the program work?

The Peer Coaching Program is administered through the Georgia Tech Counseling Center, as supervised and facilitated by the coordinator and licensed psychologist. The term supervision, as used in the Peer Coaching Program, is distinct and different from clinical supervision, given that peer coaches are paraprofessionals rather than mental health professionals. Only those students whose needs and stated goals are determined to be an appropriate fit for peer coaching (rather than counseling or therapy) are eligible to receive services through the program. As such, the Peer Coaching Program coordinator oversees this screening process and matches consultees to their coach, considering schedule compatibility, the coach's experience and comfort level regarding the consultee's desired goals, and any preferences expressed by the consultee.

Once matched, the Program Coordinator provides the information necessary for the coach to make initial contact and schedule the first coaching session. Prior to the Spring 2020 semester, all meetings were conducted in-person and took place in previously agreed upon public locations where adequate privacy can be maintained. Because of COVID-19, new and existing coaching relationships during the 2020-2021 academic year continued through virtual meetings held over the phone or mutually agreed upon video platforms. Throughout the coach and consultee's time working together, supervision is provided to the peer coach by the Program Coordinator in the form of biweekly group meetings. These meetings were via a virtual online format via Blue Jeans. Supervision is meant to ensure that consultees are receiving appropriate care, with consultee safety and well-being remaining paramount at all times.

In addition to providing training and supervision, and screening requests for peer coaching, the Program Coordinator also conducts annual program evaluations and outcome surveys at the end of each semester, requesting input from both coaches and consultees alike, to ensure the quality of the program's services, efficiency, and effectiveness (further aiming to exemplify Georgia Tech's motto of "Progress and Service"). Lastly, the Program Coordinator oversees all administrative responsibilities related to the program, including marketing, recruitment, and finances / budget management and implementation.

Mission Statement

The Peer Coaching Program was originally developed as the "Peer Counseling Program" and began (as an abstract idea, and later as a pilot) in the 2014-15 academic year as part of "Burdell's Buddies" - a student-driven mental health initiative whose mission was to support the Georgia Tech Counseling Center in serving the Tech community. The first official, "graduating class" of peer coaches completed their training in fall 2015 and began providing coaching services in spring 2016. Since then, the program has trained 52 coaches and provided services to 107 students (as of May 2021).

To this day, the Peer Coaching Program upholds the program's original mission through:
1. Raising awareness about mental health issues on campus,
2. Promoting the use of campus resources, and
3. Providing peer-to-peer paraprofessional support and education.

Overall, the Peer Coaching Program is committed to providing innovative, high quality, paraprofessional support services for students at Georgia Tech to achieve their personal, social, and academic goals. Furthermore, the program aims to contribute to the overall betterment and advancement of the GA Tech community at large.

Vision Statement

The Georgia Tech Peer Coaching Program aims to be a model for fellow higher education institutions, exemplifying and promoting the growing nationwide trend to provide high quality, paraprofessional support services for students by students. Furthermore, the program aims to continuously grow and develop, embodying the GA Tech spirit of creativity and innovation – *Creating the Next*.

Overview of Program and Services

The Peer Coaching Program, now at the end of its sixth academic year (and having had five training cohorts), continues to grow. To date, 52 students have been trained as peer coaches, including eight graduate students (new aspect of the program as of fall 2017), and seven students (both undergraduate and graduate) who completed their training this past fall (2020). In the 2020-2021 academic year, seven coaches were active in the fall and fourteen coaches were active in the spring (providing peer coaching services to consultees and participating in group supervision). To date, 106 student consultees have received peer coaching services (since the official implementation of services in spring 2016), with seventeen students receiving services for more than one semester. Most recently, in the past academic year, 6 new students utilized the program (two students in the fall, and four students in the spring).

	Fall 2018*	Spring 2019*	Fall 2019*	Spring *2020**	Fall 2020	Spring 2021	TOTAL ***
New coaches trained (# of graduate students)	11 (3)	-	7 (3)	-	7(0)	-	52 (8)
Active coaches	5	9	9	10	7	14	-
Active consultees (# of new consultees)	14 (14)	25 (22)	20 (15)	12 (7)	6 (2)	10 (4)	(107)
Average number of consultees per coach	2.8	2.78	2.22	1.2	0.86	0.71	-

* Program under the supervision of the program's former coordinators
** Spring 2020 semester was abbreviated due to COVID-19 limiting the number of new   consultees.
***Totals also reflect data from Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, and Spring 2018 semesters, not shown in this chart.
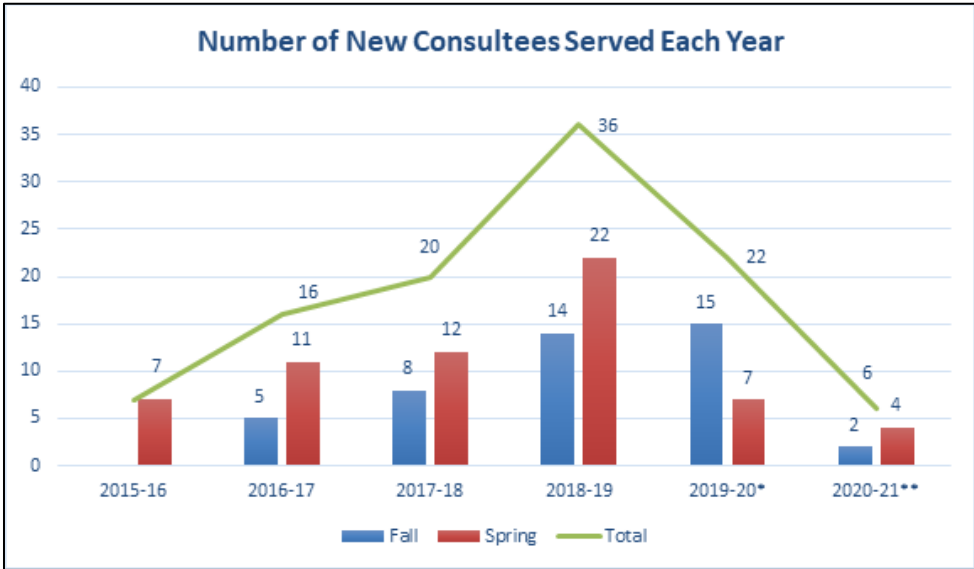
* Spring 2020 semester was abbreviated due to COVID-19 limiting the number of new consultees.
**The 2020-21 academic year was conducted remotely due to COVID-19, likely impacting the number of new consultees.

The Spring 2020 semester and the 2020-2021 academic year saw a decrease in program usage. Spring 2020 semester's decrease can be directly attributed to the abbreviation of the semester due to COVID-19. The continued decrease seen through the 2020-2021 academic year is likely an extension of the effect of the pandemic, with a plethora of potential factors at play, including; the impact of remote working and classes, such that fewer students were consistently on campus; less exposure to Peer Coaching marketing efforts; and possible changes in the clinical needs of students. The decline in program usage is viewed as an opportunity to examine contingencies, broaden current methods of program marketing, and refine the process by which students enter the program to improve accessibility (more information can be found below under Future Directions).

As of June 2021, of all 107 students who have received peer coaching services thus far, only 17 (15.9%) have needed additional/more intensive services (whether it be individual or group counseling, crisis intervention, or referrals) for the same presenting concerns or related issues within one year after terminating peer coaching. This percentage is even lower (only 10.3%) when we exclude the data from before the program's screening criteria was formalized and included in the Counseling Center's Policies and Procedures Manual (Summer 2018).

2020-21 Consultee Demographics

For the 10 students who received peer coaching services this past academic year, the mean age was 23 (with ages ranging between 20 and 26). Additionally, 70% identified as male, while 30% identified as female (none identified as transgender or gender non-conforming). Moreover, 60% of consultees were international students, and 80% identified as straight/heterosexual (with 20% choosing not to identify). The following graphs further capture consultees' class standing, race/ethnicity, and religious/spiritual Identity.
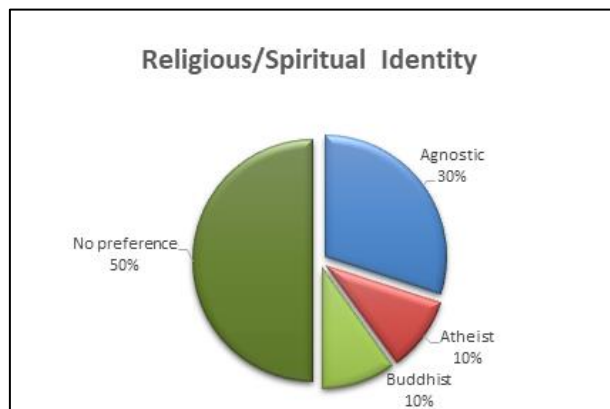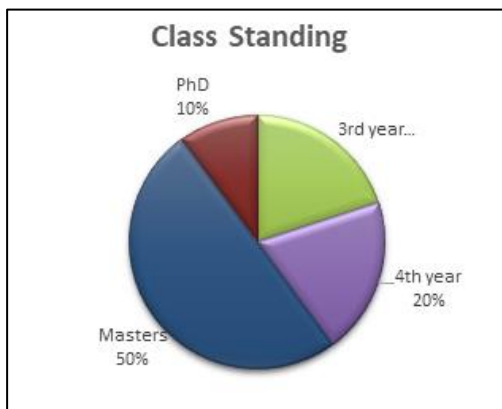
<u>2020-21 Accomplishments</u>

In the past academic year, the Peer Coaching Program also achieved the following milestones:

- Successfully employed a new virtual Peer Coaching model in which consultations were conducted electronically (via phone or platform agreed upon by coach and consultee) due to the COVID-19 pandemic. This included education and training of coaches around virtual coaching considerations.
- Trained 7 new peer coach trainees during the Fall 2020 semester completely remotely, a first for the program.
- Successfully recruited 6 new peer coaching trainees for the Fall 2021 semester, despite the remote nature of the 2020-2021 academic year.
- Made alterations to the electronic system by which consultees may register for the program, simplifying the process for our students.
- Launched a social media marketing campaign via the Counseling Center's and Division of Student Life's respective social media accounts (Instagram and Facebook) in collaboration with the Director of Communications within the Division of Student Life and the Social Media Coordinator for the Counseling Center.

Additionally, the Peer Coaching Program contributed to the Counseling Center, CARE Center, and other Health and Well-being departments' outreach efforts, by tabling during the fall and spring Depression Screening Day events, Health Initiative's Fresh Check Day (Spring 2021), and offering information about the Peer Coaching Program at invited events / presentations.

<u>Additional Accomplishments</u>

To-date, the Peer Coaching Program has also achieved the following:

- The launching of the program's website and online screening / self-referral form in spring 2017 (which contributed to 50% of the program's total referrals for 2020-2021 and 18% of the program's total referrals overall).
- The addition of graduate student peer coaches as of fall 2017.
- A $30,000 endowment fund, thanks to a generous donor and GT alum, Allen Chang, with a yearly spending allocation of approximately $1000 (as of July 1, 2018).
- An endowment to support peer coaching given by the Stamps Presidential Scholars Class of 2015 along with a matching gift given in support of the class's efforts by Allen Chang
    - Updated and formalized the program's screening criteria (in the Counseling Center's Policies and Procedures Manual) in collaboration with the Center's leadership team and staff
    - New, updated brochures designed

- Six peer coaches total are now QPR (Question, Persuade, and Refer) certified instructors (as part of Tech Ends Suicide Together) and offering suicide prevention trainings across campus.
- Several featured articles/mentions, including four in the Daily Digest, and one in the Whistle.
- Developed a new referral stream through the Center for Assessment, Referral, and Education.
- Teambuilding low ropes and zip line program to integrate newly trained coaches into the program and celebrate Fall graduating coaches (not implemented in Fall 2020 due to COVID-19).

Outcome Data

Feedback from consultees

Starting in Spring 2016, the program began to collect feedback data from consultees via an online, anonymous, and voluntary survey. Since then, at the end of each semester, students who have received peer-coaching services are invited to provide their feedback. No feedback has been gathered since the start of the COVID-19 pandemic; however, anecdotal evidence suggests that 2020-2021 consultees have benefitted from the program. Several consultees indicated to their coaches or directly to the Peer Coaching Program Coordinator that they found the experience helpful, while several concluded their coaching due to accomplishing their goals. Further, no students leaving the program reported that it was due to their concerns not being addressed. To-date (as of June 2019) 28 students have participated in the survey (or approximately 26% of consultees). Of those respondents:

- 100% indicated that the process for accessing the program was easy/convenient.
- 96% felt that the time between screening and being contacted by a coach was reasonable.
- 100% thought finding a time and place to meet with their coach was not a problem.
- 89% reported that meeting with their peer coach was helpful in addressing their concerns.
- 71% stated that their peer coach helped them identify additional resources on campus* and 89% stated that they would recommend the Peer Coaching Program to other students. * including the Center for Academic Success, the Center for Career Discovery and Development, the Campus Recreation Center, and Health Initiatives.

Impact of Funds Received 2020-2021

Due to safety concerns presented by COVID-19, no in-person marketing/outreach events, trainings, group supervisions, team building activities, or end-of-semester

celebrations were held, unlike past academic years. Further, no additional training materials (i.e., new textbooks) needed purchasing. As such, no funds were used to support the Peer Coaching Program during the 2020-2021 academic year. Given a return to in-person activities during the future semesters, it is anticipated that the usage of program funds will resume as the program continues in its mission to support the needs of Georgia Tech students.

Total spent on marketing, advertising, program expansion, and recruitment efforts: $0

Total spent on program enhancement /retention: $0.00

Total amount spent: $0.00

Future Directions

Moving forward, the Peer Coaching Program intends to expand and improve by:

- Resumption of in-person activities on campus, developing and adopting a hybrid model that incorporates both virtual and in-person Peer Coaching functions, including outreach/marketing, trainings, supervisions, and coaching sessions with consultees
- Resuming team-building activities and end-of-semester celebrations
- Continuing to increase program utilization through increased marketing:
  - Ordering new marketing materials including buttons and one-page flyers / postcards.
  - Establishing relationships with specific groups and organizations on campus, especially those with connections to underserved populations, and hold outreach events with those groups focused on highlighting the Peer Coaching Program's mission and impact.
  - Increasing outreach efforts with campus partners, especially those that serve as frequent referral sources (CARE, Stamps Psychiatry).
  - Resuming in-person marketing efforts.
- Increasing the number of coaches by recruiting coaches and holding applications twice a year and providing trainings twice a year (both in the fall and in the spring, instead of just in the fall)
- Continuing to modify the online screening process to improve accessibility to the program
- Continuing to provide each peer coach with a personal copy of the training textbook in addition to the traditional graduation gift (a Peer Coaching Program t-shirt) at the end of their training
- Implementing the newly developed Peer Coach Self-Assessment Survey, to further monitor and ensure quality of services and coaches' knowledge and skill levels
- Engaging in further collaboration with the Counseling Center and CARE, and other departments to expand outreach and peer education efforts (including

participation in Fresh Check Day, Suicide Prevention Week, Depression Screening day, etc.
- Improving the program's data collection and record-keeping to be able to analyze historic demographic trends (beyond the last academic year), as well as most common presenting concerns, and identify majors/departments to target in future marketing efforts.
- Expanding the program's online presence through social media campaigns in collaboration with the Counseling Center's social media coordinator and Division of Student Engagement and Well-being Communications Director

Additionally, the program is considering other potential avenues for growth, including:

- Developing a training manual to further facilitate and streamline program implementation.
- Further increasing access to the program by offering peer coaching services in the summer.
- Offering office/walk-in hours in our own, dedicated space outside of the Counseling Center.
- Collaborating with the Department of Housing to have "in-house" coaches in the dorms.
- Exploring additional referral sources in collaboration with other departments across campus.
- Establishing a Peer Coaching academic course that may be taken for credit.

Baseline Data Sources:

Baseline was utilized to produce data reported in the Clinical Services area, particularly around client satisfaction.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

The Counseling Center is central to the mental health and well-being of the student body through our counseling, outreach, and specialized programming. We also serve the Institute and the larger mental health community in a variety of ways as demonstrated below.

Staff Service:

Mack Bowers, Ph.D.

- Presenter, Managing Stress During a Pandemic, Georgia Tech Career Services (August 26, 2020)
- Panelist, New Faculty/Staff Orientation (December 11, 2020)
- Consultant, Joint Allocation Committee of Student Government Association
- Certified QPR Instructor
- JED Campus Team (Clinical Care subcommittee Chair)
- GT Care Executive Committee
- Chair, Training Committee Remote Work Group (Summer, 2021)
- Counseling Center Leadership Team
- Staff Liaison, Employee Resource Group: Web of Brilliance
- Training Committee, Georgia Tech Counseling Center

Carla Bradley, Ph.D.

- Institute Strategic Plan Cultivate Well-Being Working Committee
- Certified QPR Instructor
- Chair, Psychologist Search Committees; Mental Health Clinician Search Committee
- Director, Counseling Center Leadership Team
- Division of Student Life Cabinet Member
- GT CARE Execution Team
- Health & Well-Being Leadership Group
- Jed Campus Initiative Project Manager
- Jed Strategic Planning & Communications Committee Co-Lead
- Member, SAFAC (Student Academic and Faculty Affairs Committee)
- Resilience ERG Team member
- Staff Advisor, Student Mental Health Coalition
- Students of Concern Team member
- Transformative Narratives Steering Committee member
- USG Mental Health Initiative

Irene Dalton, Ph.D.

- Chair, search committee for Satellite position 3
- GTCC practicum interview team
- GTCC leadership team
- Member, clinical services committee
- Member, clinical services work team (remote)
- Chair, Satellite team (remote)
- Member, GT eating disorders treatment team
- Training Committee

Fran Exley, LPC

- Clinical Services Committee Summer Work Group
- Training Committee Summer Work Group
- Departmental Multicultural Committee
- The Body Positive Facilitator Team

Jane Tyler Finklea, Ph.D.

- Search committee for 6 new Satellite counselor positions
- Clinical Services Summer Work Group
- Training Committee Summer Work Group
- Koru Mindfulness Instructor
- Online Offerings Team
- GTCC Clinical Care Team
- Practicum Student Supervisor
- Intern Supervisor

Peter Hauge, Ph.D.

- Clinical Services Committee Summer Work Group
- Online Offerings Summer Work Group
- Intern Selection Committee
- Member, GRIN (Graduate Resource and Information Network)
- Training Committee (year-round)
- Certified QPR Instructor
- Certified Koru Mindfulness Instructor
- Division of Student Life GT Institute Staff Awards Committee
- Peer Coaching Program Coordinator

LaRonda Hollis, LPC, CPCS

- GT CARE Implementation Team
- GTCC Clinical Case Management Team
- Clinical Services Committee Summer Work Group

Shiraz Karaa, LPC, CPCS

- GTCC Diversity and Inclusion Coordinator
- Institute Diversity, Equity, and Inclusion Fellows Program completion
- Inclusive Leaders Academy training completion
- Principal Investigator, BIPOC Focus Group
- Chair, Diversity Summer Work Team
- Consultant (Satellite), Mechanical Engineering Mental Health Committee Member, Satellite Summer Work Group

- Member, Search Committee for Satellite Counselors positions
- When the Whistle Blows Ceremony on-site mental health support
- Certified Professional Counselor Supervisor (CPCS)
- Certified QPR Instructor

Scott LaSalle, LCSW

- Satellite Counselor, College of Computing
- Brain Body Balance Program Coordinator
- Clinical Supervisor
- Computer Peer Mentoring Program
- Ask the Counselor, College of Computing
- Staff Adviser, Synergy
- Satellite Counselor Search Committee
- Satellite Summer Work Group
- Clinical Care Summer Work Group
- Intern Selection Committee

Melissa Massey, LPC, NCC

- BME Mental Health Team Committee member
- BME Community, Diversity & Inclusion Committee member
- Satellite Program Summer Work Group member
- Satellite Counselor and GTCC Intern Search Committee member
- GTCC and Satellite Program Interview Committee member
- GTCC Graduate Student Services Coordinator
- GRIN (Graduate Resource and Information Network) member
- Outreach Summer Work Group member

Carla Moore, Ph.D.

- GTCC Outreach Coordinator
- GTCC Leadership Team member
- Search Committee member
- JED At-Risk Student Subcommittee member
- Resilience ERG member
- USG Suicide Prevention Conference Committee member
- GTCC Diversity and Inclusion Work Group member
- Tech Ends Suicide Coordinator/Co-advise QPR
- Outreach Work Group Chair
- Serve as a liaison for GTCC/GTPD
- Staff consulting with Student Mental Health Coalition
- Enhance Outreach Programming:
- Coordinate with BSO and AAPI student org leaders

Christina Owens, LMSW

- Alcohol and Other Drug Committee Co-Chair

Julia Rizzo, Psy.D.

- Certified QPR Instructor
- Coordinated Georgia Tech's second Suicide Prevention Week
- JED Foundation Campus Team and Subgroups
- Member, Athletic Association CARE Team
- Member, GTCC Diversity and Inclusion Work Group
- Member, GTCC Training Work Group
- Search Committee, Pre-doctoral interns
- Search Committee Chair, Practicum trainees
- Training Committee

Andy Smith, Psy.D.

- Facilitate GTCC Client Care Team
- Facilitate Case Conference
- Chair, Clinical Services Working Group
- GTCC Leadership Team
- GTCC Practicum Interview Committee
- GTCC Intern Interview Committee
- Member, GT CARE Execution Team
- Member, Sexual Violence Prevention Alliance (SVPA)
- Member, Campus Leadership Team, Culture of Respect
- Search Committee, GTCC Mental Health Clinicians
- Search Committee, GTCC Psychologists

Andrew Stochel, Ph.D.

- Member, JED Students At-Risk Committee

Katherine Thompson, LAPC

- Search Committee, GTCC Practicum Students
- Search Committee, GTCC Pre-Doctoral Interns
- Member, Alcohol and Other Drug Committee
- Member, Preparedness and Response Committee
- Member, JED Strategic Planning & Communications Committee
- Member, Diversity Committee Summer Work Group
- Member, Outreach Committee Summer Work Group
- Co-Facilitator, GTCC Diversity & Inclusion Partnerships Liaison
- Co-Facilitator, Residence Life Training

- Guest Speaker, Campus Housing MLK Book Club
- Liaison, Black Women's Mental Health Book Club with Dr. Kanika Bell

Progress:
Completed

VII. Professional Development

Staff Professional Development:

<u>Mack Bowers, Ph.D.</u>

Continuing Education:

- Black Lives Matter: An Ethical Call to Action for Clinicians (July 24, 2020)
- University System of Georgia Mental Health Initiatives (November 13,2020)
- Polyvagal Informed Applications for Healing Grief, Shame, Racial and Disaster Related Treatment (June 4, 2021)
- Effective Treatment Approaches with Transgender and Gender Diverse Students Dr. Ren Massey (June 29, 2021)
- Counseling Center Case Conference

Meetings/Conferences Attended:

- Association of Counseling Center Training Agencies (Oct. 17–20, 2020 - Virtual)
- Georgia Psychological Association Internship Conference (Oct. 21, 2020 – Virtual) Professional Leadership and Memberships
- APA Site Visitor: Sam Houston State University, (December 3–4, 2020)
- American Psychological Association
- Member, Division 17: Society of Counseling Psychology
- Member, Division 36: Division of Psychology of Religion and Spirituality
- Association of Counseling Center Training Agencies
- Professional Development Committee
- Anti-Racism Affinity Group

<u>Carla Bradley, Ph.D.</u>
Continuing Education:

- *Counseling Center Case Conference, multiple sessions.*
- 12th Annual Diversity Symposium, Understanding Accessibility as Inclusion: Georgia Tech's Pathway to Accessibility, September 2020.
- *Positive Psychology Summer Study Group facilitated by Health Initiatives, Summer 2020.*
- *Servant Leader Book Study facilitated by Division of Student Life, Fall 2020.*

- *Black Women's Mental Health Book Study facilitate by Dr. Kanika Bell, Fall 2020.*
- *Polyvagal Informed Applications for Healing Grief, Shame, Racial and Disaster Related Trauma, June 2021.*
- Effective Treatment Approaches with Transgender and Gender Diverse Students Dr. Ren Massey (June 29, 2021).

Meetings/Conferences Attended:

- Association for University and College Counseling Center Directors (AUCCCD) Annual Conference, October 2020, Virtual.

Research Publications/Conference Presentations:

- *Association for University and College Counseling Center Directors (AUCCCD) Annual Conference, October 2020, Presentation: "With A Name Like Arzie."*
- Georgia Tech Employee Resilience Group May 2021 presentation: "Naming Our Own SuperPower: Resilience Over 'Othering.'"

Professional Leadership and Memberships:

- Association for University and College Counseling Center Directors (AUCCCD).
- Regents Administrative Committee: Georgia Counseling Director's Association.

Irene Dalton, Ph.D.

Continuing Education:

(workshops):

- *Therapist Self-Disclosure*
- To Warn or Not to Warn
- Building your Ethical Self

(self-study):

- Introverted Leadership (book)
- Self-Esteem workbook
- Black Women's Mental Health (plus book club)

Fran Exley, LPC
Continuing Education

- Safety and connection: polyvagal informed applications for healing grief, shame, racial, and disaster-related trauma
- You Want Me to Do What With My Anxiety? Exposure Therapy for Eating Disorders

- Dialectical Behavior Therapy (DBT) in Clinical Practice
- Ethics: Avoiding Unethical Behaviors- Staying in Your Lane
- Practical Ethics for Mental Health Counselors
- I Care, You Care, Don't Forget the Importance of Self-Care
- Lifestyle Assessment Data Collection
- Psychopharmacology Update
- The Body Positive Facilitator Training
- DBT Fundamentals: Theory, Structure, & Treatment Strategies Webinar
- DBT Skills: Effective Instructions and Implementation Webinar

Jane Tyler Finklea, Ph.D.
Continuing Education:
- Counseling Center Case Conference
  - Safety and Connection: Polyvagal Informed Applications for Healing Grief, Shame, Racial- and Disaster-Related Trauma
- Cognitive Based Compassion Training

Meetings/Conferences Attended:
- Georgia Southern University 3rd Annual Mental Health Conference

Peter Hauge, Ph.D.
Continuing Education:
- Counseling Center Case Conference
- ACT Immersion Online Training Course
- Black Lives Matter: An Ethical Call to Action (webinar)
- An Introduction to the Internal Family Systems (IFS) Model: Theory & Practice (Webinar)

Professional Leadership and Memberships:
- Association for Contextual Behavioral Science

LaRonda Hollis, LPC, CPCS
Continuing Education:
- Counseling Center Case Conference
- Georgia Southern University 3rd Annual Mental Health Conference: Safety and Connection – Polyvagal Informed Applications for Healing Grief, Shame, Racial and Disaster Related Trauma
- Georgia State University 2021 Summit on Culture
- CAMS-care: Hidden Lessons from Black Suicide Science
- You Want Me to Do What with My Anxiety? Exposure Therapy for Eating Disorders
- Ethical Communication and Ethics in Self-Care – A Day of Exploration
- The Renfrew Center Foundation presents Breaking Free: The Treatment of Eating Disorders and Trauma
- Guiding the Self through Emotion Focused Family Therapy
- Black Lives Matter: An Ethical Call to Action for Clinicians
- Healing the Healers: COVID 19 Recovery from a Mental Health Perspective

- "Be the Change" Anti-Racism Series: Reflection and Self-Awareness - How to Fight Racism: Beginning the Dialogue

Meetings/Conferences Attended:
- Georgia Southern University 3rd Annual Mental Health Conference
- Georgia State University 2021 Summit on Culture
- The JED Foundation presents – Amplifying Voices of Future Leaders: Supporting the Mental Health of Students Speaking Up Against Racial Injustice
- Strengthening Community Resilience & Moving Toward Transformative Change with Angel Kyodo Williams – Hosted by GT Institute Diversity, Equity, and Inclusion
- Georgia Tech's 10th Annual Martin Luther King Jr. Lecture featuring Nikole Hannah-Jones – hosted by GT Institute Diversity, Equity, and Inclusion
- Planning meetings with Impact Living Learning Community Coordinator and Outreach Coordinator

Professional Leadership and Memberships:

- Certified Professional Counselor Supervisor (CPCS) in Licensed Professional Counselors Association of Georgia (LPCA-GA)
- Higher Education Case Managers Association (HECMA)

Shiraz Karaa, LPC, CPCS
Continuing Education:

- Addressing Racial Trauma
- Ethical Considerations in Providing Virtual Services
- Abolition Now: Principles related to the Ethics and Duty as Mental health professionals
- Liberation Psychology: Addressing the Wounds of Racial Trauma
- Polyvagal treatment through the lens of Grief, Shame, Racial and Disaster Related Trauma

Scott LaSalle, LCSW

Continuing Education:

- Science of Well Being-Yale University
- Advanced Master Program on Treatment of Trauma
- Ethics Training
- Clinical Applications of Polyvagal Theory in Trauma Treatment
- Neuroscience and Physiology of Trauma
- Stimulation Technologies Course (Certification)
- Affirmative Therapy with Trans and Non-Binary Clients
- Mental Health First Aid Training (Certification)
- Trauma TAPPING Technique (Certification)
- Enhancing Competence to Care for Trans/Gender Diverse Students

- Black Women's Mental Health Book Club
- Black Lives Matter: An Ethical Call to Action for Clinicians
- GA Southern Mental Health Conference
- Safety and Connection: Polyvagal Informed Applications for Healing Grief, Shame, Racial and Disaster-Related Trauma

Melissa Massey, LPC, NCC
Continuing Education:
- Counseling Center Case Conference
- Black Lives Matter: An Ethical Call to Action for Clinicians
- Health Rhythms Online Training Course
- Georgia State University Summit on Culture: Supporting Asian American and Pacific Islander (AAPI) Students; Addressing Racial Trauma; Thriving in the New Normal
- Suicide Prevention in Trans Identified Communities
- Healing Racial Trauma with Somatic Therapy Online Course
- Understanding White Privilege
- Global Rhythm Sangha Online Course

Meetings/Conferences Attended:

- GTCC Book Club on Black Women's Mental Health
- Institutional Diversity Equity and Inclusion (IDEI) Courageous Conversations
- GCCA (Georgia College Counseling Association) Conference planning meetings

Professional Leadership and Memberships:
- National Board of Certified Counselors (NBCC)
- Licensed Professional Counselors Association of Georgia (LPCA-GA)
- Georgia College Counselors Association (GCCA)

Carla S. Moore, PhD, LPC
Continuing Education/Conferences/Workshops:

- Counseling Center Case Conference
- Association for University and College Counseling Center Outreach (AUCCCO) 2021 Conference
- Georgia Psychological Association (GPA) Annual Conference
- Hidden Lessons from Black Suicide Science (workshop) presented by Dr. Rheeda Walker
- Georgia State Univ. Multicultural Summit 2021
- Comprehensive Suicidal Risk Assessment & Safety Planning Intervention (Live 3-Hour Online Webinar)

Professional Memberships and Leadership:

- USG Suicide Prevention Conference (Sept. 2021) Planning Committee Member

- Association for University and College Counseling Center Outreach (AUCCCO) Member
- American Psychological Association (APA)
- Division 18 – Section Officer, Secretary-Treasurer
- American Board of Professional Psychology (ABPP)
- Police and Public Safety Section, Early Career Psychologist Board Certification Mentee
- Georgia Psychological Foundation (GPF)
- Executive Board Member
- Fire Service Psychology Association
- Advisory Board Member
- Georgia Psychological Association (GPA) Member
- Association of Black Psychologists Member
- National Organization of Black Law Enforcement Executives (NOBLE) Member

Christina Owens, LMSW
Continuing Education:
- *Renfrew: Breaking Free: The Treatment of Eating Disorders and Trauma*
- Polyvagal Treatment
- Counseling Center Case Conference

Professional Leadership and Memberships:
- Association of Recovery in Higher Education
- Georgia Society for Clinical Social Workers

Julia Rizzo, Psy.D.
Continuing Education:

- Counseling Center Case Conference
- Black Lives Matter: An Ethical Call to Action for Clinicians
- Georgia Southern University 3rd Annual Mental Health Conference
- Association for Multicultural Counseling and Development Annual Conference
- GSU Summit on Culture
- Enhancing Competence to Care for Trans/Gender Diverse Students

Invited Presentations:

- Humanity Talks Facilitator for NCAA student-athletes, coaches, and staff
- Facilitator for session two for "Sports for Social Change: Student-Athletes as Agents of Inclusivity and Social Change; NCAA Inclusion Forum
- GT 1000 & GT2000 Instructor Training Sessions
- University of Oklahoma Psychological Resources for OU Student Athletes Pre-Doctoral Intern Seminars, Risk Assessment & Crisis Response

<u>Andy Smith, Psy.D.</u>
Continuing Education:

- Counseling Center Case Conference
- Koru Mindfulness Consultation
- Group Therapy Consultation Group

Invited Presentations:

- Introduction to Mindfulness – Staff Council Wellness Series
- Men's Health and Wellness – College of Sciences Staff

Professional Leadership and Memberships:

- Executive Board Member, Atlanta Group Psychotherapy Society
- Member, American Group Psychotherapy Association
- Member, Association for Contextual Behavioral Sciences
- Member, Association for the Coordination of Counseling Center Clinical Services

<u>Andrew Stochel, Ph.D.</u>
Continuing Education:
- Addressing the Psychological Effects of Racism: An Introduction to Concepts, Research and Professional Practice
- Social Justice and Advocacy in Practice, Training, and Supervision in Treatment with Marginalized Pediatric and Adult Seriously Mentally Disordered
- Mindfulness, Acceptance, and COVID-19: ACT via Telehealth in an Age of Uncertainty
- Psychologists as Advocates and Public Policy Change Agents
- Polyvagal Informed Applications for Healing Grief, Shame, Racial and Disaster Related Trauma
Meetings/Conferences Attended:
- 2021 GPA Annual Meeting Conference and Trust Workshop
Professional Leadership and Memberships:
- Georgia Psychological Association, Member
<u>Katherine Thompson, LAPC</u>
Continuing Education:
- Counseling Center Case Conference
- Racial Trauma: The Psychological Consequences of Racism Across the Lifespan
- Affirmative Therapy with Trans and Nonbinary Clients webinar
- Strengthening Community Resilience & Moving Toward Transformative Change
Meetings/Conferences Attended:

- Virtual 64th Annual TCA Professional Growth Conference
- GACA 33rd Spring Virtual Conference

Professional Leadership and Memberships:

- Licensed Professional Counselors Association of Georgia (LPCA-GA)
- Georgia Addiction Counselors Association (GACA)
- Texas Counseling Association (TCA)

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
The Counseling Center was successful in its goal to maintain high quality service to clients during the COVID-19 pandemic. Client satisfaction ratings indicated that overall clients were very satisfied with individual and group services. GTCC clinicians were able to provide virtual services in a manner that was rated consistent with the in-person services we typically provide. While clients rated the process of being connected to services at GTCC favorably, this area was rated lower than the counseling services received.

The Counseling Center was not successful at using the methodology we identified for demonstrating that we provide effective services. We intended to use CCAPS data to demonstrate (hopefully positive) change in client reports of symptomatology over the course of counseling. However, because we remained on remote status throughout AY20-21 we were not able to obtain sufficient CCAPS data to successfully evaluate this goal. We learned that in this goal area the pandemic created an impediment to successfully measuring client improvement in a quantitative way. Qualitative data gleaned from client satisfaction surveys suggested many clients felt better and attributed the perceived improvement in their mental health to the use of our services. As we move into AY2021-22 using a hybrid service model (in-person and Tele-behavioral Health) staff will be strongly encouraged to orient clients to the on-line CCAPS and advocate for its regular use. The Center will move toward more regular use of the CCAPS as we develop process flows for hybrid service delivery.

The Counseling Center was successful in its goal to continue supporting the establishment of a new center for mental health services, i.e., CARE. Our goal was specifically oriented to supporting CARE's development and functioning by moving away from the original model in which a GTCC senior staff member actively assigned CARE clients to Counseling Center staff, to a model in which CARE staff directly assigned clients to GTCC counselors with as-needed consultation with the GTCC's Associate Director for Clinical Services. We successfully met this goal and learned that it was possible for our collaborative service system to continue to mature and refine its process flows even in the midst of a global pandemic where almost all service was done via Tele-behavioral Health (TBH).

The Counseling Center was successful in its goal to continue the establishment of a Satellite Counseling Program. Our goal was specifically oriented to developing a Guide to starting a new satellite office. During the summer of 2020 the proposed guide was developed by the Satellite Team and incorporated into the August 2020 revision of the Counseling Center's Policy and Procedures Manual. Due to exponential program expansion, we learned that a more comprehensive Guide is needed, and the development of that Guide is planned for summer 2021.

Progress:
Completed

Dean of Students Main Office/Vice President for Student Life

I. Mission/Introduction

Essential Function(s) of Department:

Mission Statement:

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

Vision Statement:

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

Progress:
Completed

II. Staffing

Current Staff:

John M. Stein, Vice President for Student Life & Dean of Students– Dean Stein has been a part of the Division of Student Life (formerly known as the Division of Student Affairs) for the past 19 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 22 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 13 staff and oversees over 113 professional and administrative staff, with the new addition of Health Initiatives.

Julia Whitfield, Assistant to the Vice President & Dean of Students – Julia has been a Georgia Tech staff member for 25 years, the last 13 years 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.

Colleen Riggle, Associate Dean of Students – Dr. Riggle has been at Georgia Tech for 15 years. Colleen provide leadership for the Orientation, Transition and Persistence cluster which includes New Student and Transition Program, Disability Services, Parent and Family Programs, and Student's Temporary Assistance and Resources (STAR). Additionally, Colleen her main responsibilities include seeing students for general/crisis appointments, managing the Dean on Call process and follow up, and serving on various Institute wide committees.

April Nolan, Administrative Professional III - April has been a Georgia Tech staff member for 6 years, the last 3 years in the Main Office, serving as Administrative Professional III. Her main responsibilities are managing the Main Office phone calls and student walk ins, scheduling student appointments, and notifying faculty of student absences.

Dionne Chears, Administrative Professional II - Dionne has been a Georgia Tech staff member for 6 years, the last 2.5 years in the Main Student Life Office. Her main responsibilities are managing the Main Office phone calls and student walk ins, as well as coordination of the leave of absence request forms, and grade changes forms.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Due to COVID the Main Office pivoted to have Dean Riggle, Jennings, DeMaeyer and Keller process all faculty notifications due to COVID contact tracing. These notifications were assigned to each dean, daily, but the Main Office administrative staff and/or from a contact tracer directly. The Dean would send a medical absence notification to the appropriate faculty members.

Due to COVID and the hybrid work environment, the Main Office administrative staff had one admin working from home and receiving all the calls - this assisted with those staff in the Office focusing on what issue might have been presented that day, and other administrative task. The staff stated they liked this set up during the hybrid work environment.

What type of policy?:
Departmental Policy/Procedure

Justification:

This change was due to the volume of notifications that were coming in August 2020 - May 2021, when the notifications decreased after the academic year finished. The Main Office administrative staff focused solely on the class absences related to non-Covid issues.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

The Division of Student Life pivoted in March 2020 to a hybrid work environment. Staff worked in a telework format until August 1, 2020. Staff came back to campus in various capacities to support the campus and students for a thriving 2020-2021 academic year. Being able to pivot in such a short timeframe, without a decrease in services is a testament to the staff within the Division of Student Life.

The Division of Student Life and the Division of Campus Services were merged together to become Student Engagement and Wellbeing Division. Dr. Luouo Hong was hired as the Vice President to lead the merged division. Dr. Hong will start August 1, 2021.

A new Veterans Resource Center (VRC) opened in Spring 2021.

The Division Staff worked to raise over $2,481,126.48 in foundation gifts with the headline WRECK garage gift.

The Division of Student Life offer $2,379,241.85 in grants to 1,710 students through the CAREs Fund due to COVID.

Progress:
Completed

V. Statistics

Unit Statistics:

Main Office
Summer 2020
05/11/20 − 08/16/20
Total Unique Students Seen: 641
Total Student Contacts: 687

Staff Member	Total Contacts*	Percentage of Total
Colleen Riggle	96	14%
Cynthia Jennings	1	<1%
Dionne Chears	364	52%
John Stein	9	<1%
Julia Whitfield	2	<1%
Stephanie Ray	29	4%
April Nolan	133	18%
Jamison Keller	15	2%
Gerome Stephens	12	2%
Bonnie Taylor	0	<1%
Annie Jannarone	19	3%
Melanie DeMaeyer	7	<1%

*Total in the chart might differ than the Total Student Contact figure as more than one staff member might work on a student matter.
Fall 2020
08/17/20 −12/18/20
Total Unique Students Seen: 1672
Total Student Contacts: 1942

Staff Member	Total Contacts*	Percentage of Total
Bonnie Taylor	0	0%
Colleen Riggle	552	28%
Cynthia Jennings	169	8%
Dionne Chears	265	13%
Jamison Keller	47	2%
John Stein	60	3%
Julia Whitfield	19	<1%
Stephanie Ray	123	6%
April Nolan	418	21%
Gerome Stephens	68	3%
Melanie DeMaeyer	171	9%
Annie Jannarone	50	3%

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

Spring 2021
12/18/20 – 05/07/21
Total Unique Students Seen: 1797
Total Student Contacts: 2072

Staff Member	Total Contacts	Percentage of Total
Colleen Riggle	484	23%
Cynthia Jennings	180	8%
Dionne Chears	228	11%
Gerome Stephens	84	4%
Jamison Keller	125	6%
John Stein	45	2%
Julia Whitfield	5	1%
Stephanie Ray	116	5%
April Nolan	545	25%
Annie Jannarone	96	4%
Melanie DeMaeyer	163	8%
Ronald Mazique	1	<1%

Total Student Contacts (General Appointments, Office Contact, Faculty Online Referrals)		
Academic Year	Total Student Contacts	Total Increase/Decrease
2007 – 2008	962	
2008 – 2009	998	4%
2009 – 2010	1092	9%
2010 – 2011	1062	-3%
2011 – 2012	1210	14%
2012 – 2013	1371	13%
2013 – 2014	1570	15%
2014 – 2015	1947	24%
2015 – 2016	2084	7%
2016 – 2017	2291	10%
2017 – 2018	2665	8.5%
2018-2019	3321	21%
2019-2020	3643	9%
2020-2021	4853	25%
Grade Substitutions Processed		
2012 – 2013	60	
2013 – 2014	523	
2014 – 2015	445	
2015 – 2016	318	
2016 – 2017	204	
2017 – 2018	287	
2018-2019	320	
2019-2020	283	
2020-2021	485	
Online Referrals		
Academic Year	Total Referrals	Total Increase/Decrease
2010 – 2011	180	
2011 – 2012	141	+ 21%
2012 – 2013	229	+ 38%
2013 – 2014	185	-19%
2014 – 2015	291	+36%

2015 – 2016	327	+10%
2016 – 2017	295	- 9.79%
2017 – 2018	328	+9%
2018-2019	425	+23%
2019-2020	409	- 4%
2020-2021	519	+22%

Leave of Absence Requests

Academic Year	Total Requests	Total Increase/Decrease
2018-2019	79	*
2019-2020	96	18%
2020-2021	225	74%

Alcohol Request Forms

Academic Year	Total Requests	Total Increase/Decrease
2018-2019	467	*
2019-2020	386	-21%
2020-2021	0	-100%

*Denotes first year tracking
**Adjusted based on recalculation from the 2013 – 2014 report

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

Dean/Staff Member	Total Summer 2020	% Total Summer 2020	Total Fall 2020	% Total Fall 2020	Total Spring 2021	% Total Spring 2021
Colleen Riggle	96	14%	552	28%	484	23%
Cynthia Jennings	1	1%	169	8%	180	8%
Dionne Chears	364	52%	265	13%	228	11%
John Stein	9	1%	60	3%	45	4%
Julia Whitfield	2	1%	19	4%	5	6%
Stephanie Ray	29	4%	123	6%	116	2%
April Nolan	133	18%	418	21%	545	25%
Jamison Keller	15	2%	47	2%	125	5%
Gerome Stephens	12	2%	68	3%	84	5%
Annie Jannarone	19	3%	50	3%	96	4%
Melanie DeMaeyer	7	1%	171	9%	163	8%
Ronald Mazique	*	*	*	*	1	1%
Total*	687		1942		2072	

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

Additional Demographic Statistics
Deans Appointments/Contacts

A total of 4701 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, 2021.

Average Grade Point Average of students seen	3.26	
Reason for Meeting/Contact	**Total Students**	**% Of Total Student Interactions**
Academic I (Drop, Withdraw, Issues with Course Instructor, Incompletes)	251	5.17%
Academic II (Study Skills, Struggling in Classes)	133	2.74%
Arrest/Jail	2	0.04%
Wellness Check (archived)	0	0.00%
Class Absence (Excuses)	1046	21.55%
Dean on Call Report ** Make sure to enter information under Dean On Call ONLY!	147	3.03%
Deceased Student	1	0.02%
Domestic Matters	3	0.06%
Emergency Transport (Mental Health)	20	0.41%
Emergency Transport (Non-Duty or medical, etc.)	54	1.11%
Faculty/Staff Referral	403	8.30%
Family Emergency	12	0.25%
Financial Distress	40	0.82%
General Questions	8	0.16%
Grade Substitution (Form Related Only)	534	11.00%
Greek Specific	0	0.00%
Harassment/Discrimination	11	0.23%
Hip Pocket Loan	21	0.43%
Issue of Concern (Academic)	468	9.64%
Issue of Concern (Academic - COVID)	1113	22.93%
Issue of Concern (Non-Academic)	56	1.15%
Issue of Concern (Non-Academic COVID)	51	1.05%
Klemis Kitchen	1	0.02%
Leave of Absence (Form Related Only)	212	4.37%
Missing Student	0	0.00%
Online student (academic issue)	158	3.26%
Online student (non-academic issue)	5	0.10%
Personal Matters (Death in the Family, Mental Health)	60	1.24%
Re-Enrollment Advice	21	0.43%
Student Organization Related	2	0.04%
Study Abroad Matter	2	0.04%
Wellness Check	35	0.72%
Sex		
Male	2714	56%
Female	2139	44%

Top Majors	Total Students	
CS (Computer Science)	1185	24%
ME (Mechanical Engineering)	454	9%
IE (Industrial Engineering)	322	7%
BMED (Biomedical Engineering)	332	7%
BA (Business Administration)	292	6%
AE (Aerospace Engineering)	243	5%
Class	**Total Students**	
MASTERS	741	13%
JUNIOR	1057	22%
SENIOR	1538	32%
FRESHMAN	395	9%
SOPHOMORE	973	20%
DOCTORATE	135	3%
Ethnicity	**Total Students**	
Hispanic	472	10%
White	1983	41%
Black	604	12%
Asian	1459	30%
Two or More Races	238	5%
Unknown	84	2%
American Indian or Pacific Islander	2	<1%
Academic Standing	**Total Students**	
Academic Dismissal/Drop	12	<1%
Good Standing	4035	88%
Probation	160	4%
Probation from Dismissal	2	<1%
Probation from Review	7	<1%
Review	2	<1%
Review to Probation	7	<1%
Warning	223	5%
No standing yet	395	8%
Degree Candidate	**Total Students**	
No	4507	92%
Yes	347	8%
Athletes	323	8%
Fraternity/Sorority Members	242	5%

Dean/Student Life Staff on Call
During Summer 2020, 12 staff served in the Dean/Student Life on Call capacity. During Fall 2020, 11 staff served on call and Spring 2021, 10 staff served in the on-call capacity. We have introduced two new staff to the on-call process, and one staff

member left Georgia Tech. A total of 147 calls were received Summer 2020, Fall 2020, and Spring 2021. Below is a detailing of calls received.

Category/Classification of Call Summer, 2020 (May 5, 2020 - August 5, 2020)	Number of Calls
Transport – Medical	1
Information/Inquiry – ACTION REQUIRED GTPD	1
Information/Inquiry – NO ACTION REQUIRED GTPD	1
Mental Health – No Transport	1
Information/Inquiry – ACTION REQUIRED Staff	2
Total Summer, 2020	7

Category/Classification of Call Fall 2020 (August 5, 2020 – January,5, 2021)	Number of Calls
Transport – Mental Health	9
Information/Inquiry – ACTION REQUIRED Staff	2
Transport – Medical	18
Attempted Robbery	1
Information/Inquiry – ACTION REQUIRED Parents/Family	4
Information/Inquiry – NO ACTION REQUIRED GTPD	4
Transport – Alcohol	11
Transport – Illegal Substances/Drugs	3
Transport – Jail/Arrest	1
Mental Health (No Transport)	1
Information/Inquiry – ACTION REQUIRED GTPD	7
Information/Inquiry – NO ACTION REQUIRED Counselor on Call	1
Information/Inquiry – ACTION REQUIRED Staff	3
Information/Inquiry – NO ACTION REQUIRED Staff	1
Information/Inquiry – NO ACTION REQUIRED Housing	2
Total, Fall 2020	73

Category/Classification of Call Spring, 2021 (January 6, 2021 – May 8, 2021)	Number of Calls
Attempted Robbery	2
Information/Inquiry - ACTION REQUIRED – Counselor on Call	1
Information/Inquiry - ACTION REQUIRED – Staff	2
Information/Inquiry – NO ACTION REQUIRED - Housing	5
Information/Inquiry - ACTION REQUIRED – Housing	1
Information/Inquiry - NO ACTION REQUIRED – Staff	1

Information/Inquiry – NO ACTION REQUIRED - GTPD	4
Transport – Mental Health	11
Transport - Medical	8
Transport - Alcohol	11
Information/Inquiry – ACTION REQUIRED GTPD	4
Transport - Jail/Arrest	2
Student Death	1
Information Inquiry – ACTION REQUIRED Housing	1
Alcohol – No Transport	1
Mental Health – No Transport	1
Information/Inquiry – ACTION REQUIRED Staff	1
Total, Spring 2021	65

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

Staff Member	Total Summer 2020	Total Fall 2020	Total Spring 2021	Total Per Person
Colleen Riggle	1	4	4	9
Mac Pitts	0	1	4	5
Stephanie Ray	1	3	3	6
Cynthia Jennings	0	6	8	15
Bonnie Taylor*	0	0		0
Tim Edmonds-King	0	13	4	17
Debbie Dorsey	0	4	6	10
Jamison Keller	1	4	8	13
Gerome Stephens	1	8	7	16
Melanie DeMaeyer	1	12	6	19
Annie Jannarone	0	9	4	13
Ben Dostal	1	6		7
Ronald Mazique			0	0

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

John Stein, Vice President for Student Life and Dean of Students
Served on the various groups, tasks forces, etc.:

- Recovery Task Force
- Academic Implementation Group
- Summer Planning Working Group
- Georgia Tech COVID-19 Student Educational and Response Team (GT CO-SERT)
- GTPD Community Council
- GT Diversity Equity & Inclusion Council
- Students of Concern Meeting
- Athletic Academic Steering Committee
- Faculty Senate
- Campus Center Planning Group
- Campus Center Leadership Team
- Alumni Association Trustee Board
- JED Leadership Team
- JED Academic and campus Culture Subcommittee
- Arts Advisory Board
- Institute Policy Steering
- Enterprise and Risk Management Committee
- Institute Undergraduate Curriculum
- Study Abroad Review
- Study/Work Abroad Travel Appeal Committee
- Diversity Symposium Planning Group
- Commencement Reflection Selection
- Division of Student Life Parent Advisory Board
- GTAB-Georgia Tech Advisory Board
- Rules and Regulations
- Welfare and Security
- Diversity Champion Awards Selection Committee
- Georgia Tech Athletic Association (GTAA) Board of Trustees
- Ethics Point Admin Group
- Health & Well-Being Planning Group
- Instructor, GT1000
- USG-Regents Administrative Committee on Student Affairs (RACSA)
- USG Mental Health Initiative & Mini Grants Bi-weekly meeting
- Various Search Committees
- Attended/Presented at the following conferences, trainings, etc.
- Co-Presenter at the Student Affairs Administrators in Higher Education (NASPA) Mental Health Strategies Conference

- President's Leadership Retreat
- Presenter, New Faculty Orientation
- Presenter, Brittain Fellows Orientation
- Presenter, Professor Diane Leader's Psychology Course
- Attended State-wide Suicide Prevention Conference
- Panelists for Georgia Tech Academic Advisors Network (GTAAN)
- Presenter, Study Abroad Trainings for faculty and staff
- Title IX Training
- USG Regents Administrative Committee on Student Affairs (RACSA) Meeting-fall/spring semester
- Atlantic Coastal Conference VP Roundtable
- QPR Training

Colleen Riggle, Associate Dean of Students
- COVID Faculty Notifications and Assisted Contact Tracers from March 2020 – to present

Julia Whitfield, Assistant to the Vice President & Dean of Students
- Participant – (ESP), Empower, Successful, Purposeful - (Executive Administrative Network)
- Coordinated – Administrative Assistant III, Division of Student Life

April Nolan, Administrative Assistant III
- Service Excellence
- Banner Training
- Care advocate training
- Leave of Absence
- Focus Diversity Volunteer
- International Association of Administrative Professionals (IAAP)
- Tower Awards
- IAAP Workshop (Dealing with Difficult People)

Dionne Chears, Administrative Assistant II
- Participant – Virtual Division of Student Life Meetings
- Division of Student Life – End of the Year Social Committee
- Participant – QPR training
- Participant – GT Service Management Desk Survey
- Coordinate - When the Whistle Blows
- Participant – USG Training
- Participant – GT Virtual Town Halls (I'm Not Okay, COVID Crisis, Race at GT: Call to Action)

Progress:
Completed

VII. Professional Development

Staff Professional Development:

John Stein, Vice President for Student Life and Dean of Students
- Attended/Presented at the following conferences, trainings, etc.
- Co-Presenter at the Student Affairs Administrators in Higher Education (NASPA) Mental Health Strategies Conference
- President's Leadership Retreat
- Presenter, New Faculty Orientation
- Presenter, Brittain Fellows Orientation
- Presenter, Professor Diane Leader's Psychology Course
- Attended State-wide Suicide Prevention Conference
- Panelists for Georgia Tech Academic Advisors Network (GTAAN)
- Presenter, Study Abroad Trainings for faculty and staff
- Title IX Training
- USG Regents Administrative Committee on Student Affairs (RACSA) Meeting- fall/spring semester
- ACC VP Roundtable
- QPR Training

Colleen Riggle, Associate Dean of Students
- Presenter, Housing and Residence Life (para and pro staff training)

Julia Whitfield, Assistant to the Vice President & Dean of Students
- Participant – (ESP), Empower, Successful, Purposeful - (Executive Administrative Network)
- Coordinated – Administrative Assistant III, Division of Student Life

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

Dionne Chears, Administrative Assistant II
- Participant – Student Life Black Leadership Advisory Council Meeting
- Division of Student Life – End of the Year Social Committee
- Participant – QPR training
- Participant – GT Service Management Desk Survey
- Coordinate - When the Whistle Blows
- Participant – USG Training
- Participant – GT Virtual Town Halls (I'm Not Okay, COVID Crisis, Race at GT: Call to Action)

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Due to COVID the Main Office pivoted to a hybrid work environment. There was no decrease in service to our constituents. Dean Ray and Dean Riggle alternated work from home days, Dean Stein was in the Office 5 days a week and the administrative staff had alternating schedules based each week but at least two administrative staff were in the office each day. The Main Office staff, worked in tandem with one another, utilizing Microsoft Teams, email, text, and phone calls to communicate during this time. Additionally, the Main Office staff held their bimonthly staff meetings to review any specific needs or tasks.

The Division of Student Life assisted students in the notification to faculty due to a COVID-related absence. Contact tracers would contact Dean Stein and Dean Riggle. Dean Riggle would notify the faculty in the typical fashion to other medical or emergency absences. All absences were logged into the Advocate-CARE system. This system was effective in timely notifications to faculty

Progress:
Completed

Development, Parent Giving & Student Life

I. Mission/Introduction

Essential Function(s) of Department:

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

Progress:
Completed

II. Staffing

Current Staff:

Director of Development: Emily Takieddine

1. Identify, cultivate, solicit, and steward major gift donors for contributions of $25,000 or to all areas within the Division of Student Life
2. Identify, cultivate, solicit, and steward current parent and past parent donors to the Institute for their contributions to all areas within the Institute
3. Assist student organizations with their fundraising efforts to ensure Institute policies and procedures are followed
4. In partnership with Dean Stein, facilitate the Institute's Parents Board – comprised of 40 current parents and charged to serve as advocates and philanthropists in the community.

Parent Fund Coordinator: Will McKenna

1. 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
2. Manages the stewardship process to ensure that Parent Fund gifts are properly acknowledged and that donors are aware of how their contributions impact students and student organizations on campus
3. Oversees the Parent Fund grant and student leadership grant programs

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

- Updated and expanded the procedures for Parent Fund and student leadership grant allocations.
- Changed the Parent Fund Grant application process to make the application easier to access by student organizations.
- Adjusted eligibility requirements for the Student Relief Fund based on the federal funding received by the Institute.

What type of policy?:
Departmental Policy/Procedure

Justification:

The funding source changed to allow for more flexibility in the program. This flexibility needed to be accounted for within our processes.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The Office of Development for the Division of Student Life is responsible for facilitating philanthropic giving from parents of Georgia Tech students with a focus on supporting the Division of Student Life.

Significant Accomplishments:

- Despite many students not living on campus, the Parent Fund was able to sponsor 23 student led events with more than $65,000 in grant funding.
- Successfully managed an Institute-wide *Student Relief Fund* that assisted students by offering grants ranging from $750 to a maximum of $2,000. In total, through the combination of the *Student Relief Fund* and federal funding through the CARES Act, the Office of Development in the Division of Student Life distributed $2,379,241.85 in grants to 1,710 students during the fiscal year.
- Significant gifts this year include, $1,500,000 to construct a garage for the Ramblin' Wreck, $250,000 in support of Biomedical Engineering and four new Family Legacy Endowment gifts of $25,000 or more and a planned gift of $100,000 to the STAR Program.

- Onboarded 12 new Parent Board couples, bringing the Parent Board membership to 39, with average annual giving over $4,000.

Progress:
Completed

V. Statistics

Unit Statistics:

Both the number of parents donating to the Institute and the overall support for the Division of Student Life and the Parents Fund. This was a slight decrease in donations to the Parents Fund from the previous year and is being attributed to the continued COVID-19 pandemic and the economic impact it had on many members of the Georgia Tech parent community. However, there were still many highlights, including:

- $2,252,775.79 was raised for the Institute from Parents in FY20 (up from $1,331,988.67 in FY20) from a total of 1,435 unique donors (1,452 in FY20) the full breakdown is below.
- The Parents Fund raised $238,704.63 from 541 donors (down from $241,081.88 raised in FY20)
- 87 Donations of $1,000 or more were received for the Parents Fund (up from 779 in FY20)
- 29 Donations of $2,500 or more were received for the Parents Fund, equal to FY20 levels. However, more of these gifts were $5,000 or more (9 in FY21, up from 5 in FY20).

FY20 Funds Raised by Program from Parents

Department	Total Donations
Total	$2,252,775.79
School of Mathematics	$1,000,000.00
Parent's Fund	$160,159.63
Electrical and Computer Engineering	$151,912.06
Athletics – Football	$134,332.46
Library, Price Gilbert	$75,000.00
Office of International Education	$60,640.57
Athletics - All Sports	$51,341.20
School of Physics	$50,500.00
To Be Determined	$50,020.00
Athletics - Annual Scholarship	$49,952.00
Scholarships & Financial Aid, Office of	$48,850.00
Unrestricted	$41,863.70

College of Sciences - College Level	$37,875.00
VP for International Initiatives	$29,850.75
Club Sports	$27,000.00
College of Computing - College Level	$25,700.00
Alumni Network Scholarship Funds	$25,400.00
Coulter Dept of Biomedical Engineering	$25,150.00
Athletics - Track/Cross Country	$25,000.00
College of Design - College Level	$25,000.00
Athletics - General	$22,710.00
Athletics - Men's Basketball	$20,172.28
Athletics - Softball	$13,650.00
Athletics - Cheerleading/Dance Team	$13,167.40
College of Engineering - College Level	$10,549.23
Capital Planning & Space Mgmt	$10,000.00
Student Life - General	$7,877.16
Athletics - Baseball	$7,350.00
College of Business - College Level	$6,314.35
Campus Services	$5,380.00
Chemical and Biomolecular Engineering	$5,250.00
Athletics - Golf	$3,580.00
Center for Humanitarian Logistics	$3,571.00
Athletics - Men's Tennis	$3,300.00
Mechanical Engineering - General	$2,815.00
Athletics - Women's Basketball	$2,525.00
School of City and Regional Planning	$2,500.00
CEISMC	$2,310.00
Athletics - Volleyball	$1,600.00
Athletics - Women's Swimming & Diving	$1,550.00
Excel Program	$1,500.00
Industrial and Systems Engineering	$1,200.00
Aerospace Engineering - General	$1,025.00
Athletics - Men's Track & Cross Country	$1,000.00
Civil and Environmental Engineering	$1,000.00
Parker H. Petit Institute (IBB)	$1,000.00
Vice Provost for Undergraduate Studies/A	$782.00
Robert C. Williams Paper Museum	$700.00
Information Technology	$670.00
Materials Science and Engineering	$300.00
Athletics - Women's Tennis	$250.00
Institute for Materials (IMat)	$240.00

Nuclear and Radiological Engineering	$200.00
ROTC Programs	$200.00
Alumni Association	$200.00
Student Health Center	$160.00
DramaTech	$140.00
GTRI - General	$120.00
Graphics, Visualization & Usability Ctr	$120.00
School of Earth and Atmospheric Sciences	$100.00
Georgia Tech Career Center	$100.00
Athletics - Women's Track and Cross Ctry	$50.00

Source: Advizor July 12, 2021

Student Life Overview: FY20 gifts

Student Life gifts were designated to the following departments:

Department	Donations
ANAK	$5,050.00
Club Sports	$70,169.55
Ferst Center for the Arts	$5,980.00
Office of the Arts	$159,942.90
ORGT	$14,000.00
Parent's Fund	$238,704.63
Student Life - General	$1,987,279.40
Total	$2,481,126.48

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

Emily Takieddine, Director of Development Parent Giving and Student Life

- Member of the 2020-2021 Leading Women @ Tech Program
- Faculty advisor to Georgia Tech's chapter of Kappa Alpha Theta
- Member of the Ferst Award Winners Student Selection Committee

Will McKenna, Parent Fund Coordinator

- Received the Service to the Institute Award for the work done on the Student Relief Fund
- Member of the Student Life Multicultural Competency Committee

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Emily Takieddine, Director of Development Parent Giving and Student Affairs

- Speaker for the Annual Parent Giving Conference, session titled "Using Data to Drive Cross-Campus Partnerships and Fundraising Success"
- Planning Committee Members for the 2021 Parent Giving Conference

Will McKenna, Parent Fund Coordinator

- Speaker at Association of Higher Education Parent/Family Program's (AHEPP's) annual conference along with Laci Weedon titled "The Magic of Partnerships with Parents and Family Programs and Development"
- Participated in virtual professional development with colleagues from the Division of Student Life

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

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

We have adjusted our goals for the fiscal year of 2022 to reflect the return to campus from the COVID-19 pandemic. We will continue emphasize engagement, first time donors, and gifts over $1,000. We also will remain focused with our messaging, highlighting how the Parent Fund is interacting directly with students.

Progress:
Completed

GT CARE
I. Mission/Introduction

Essential Function(s) of Department:

The Center for Assessment, Referral and Education (CARE) is a Department of the Division of Student Life. The vision of CARE is to provide the highest level of clinical assessment, referral, and case management supportive services to students. It is the goal of CARE to promote optimal holistic well-being and streamline mental health service delivery. In CARE, students are triaged and then connected with high-quality assessment and referrals. Students emerge from the CARE assessment process with a personalized plan to meet their mental health service needs. Referrals to the Counseling Center (GTCC) and to the Psychiatry Clinic in Stamps Health Services are made through CARE. The CARE Plan also highlights several other academic, career, identity, student life, and well-being resources. The CARE process has produced a significant reduction in service wait times for the first clinical appointment (Counseling or Psychiatry).

Although CARE opened in August of 2019 using a walk-in model, the 2020-2021 academic year saw a shift to tele-behavioral health and the adoption of an appointment-based model. Students called to schedule appointments, and paperwork was deployed via a web link. Staff continued to work remotely from tele-behavioral spaces and also maintained an on-site rotation schedule in the Department that de-densified and adhered to health and safety protocols. CARE assessments were offered almost exclusively by video or phone with rare exceptions for in-person crisis intervention or hospitalization assessments.

In the Spring of 2021, CARE advanced its mission to reduce barriers to access by adopting a model of direct assignment. Through this model, for individual counseling referrals clients were directly assigned to GTCC counselors. Previously, CARE staff would consult with GTCC staff on those assignments first, so this new model led to greater efficiency and student-centered care.

CARE continued to make an impact on the demand of the Counseling Center related to the time between assessment and assignment. On average, students were assigned to the Counseling Center on the same day of their CARE assessment. Assignments were made to Stamps Psychiatry the same day as the assessment.

Overview of CARE Services

CARE Assessments: Students are seen for a brief, confidential assessment and receive referrals that are documented in a CARE Plan, which is a formalized sheet that lists their referral options. Eligibility for CARE services are Georgia Tech students who are in a degree-seeking enrolled program. Couples' assessments are also available if one partner is enrolled in a Georgia Tech degree-seeking enrolled program.

Emergency & Crisis Services. The CARE staff provide crisis and emergency services during regular office hours. Although CARE does not serve in the after-hours on-call rotation, the Counseling Center provides after hours emergency coverage for students experiencing a personal crisis and CARE staff follow-up with students who make contact after hours are not an existing client of the Counseling Center.

Referrals and Case Management: CARE staff provide psychological and psychiatry referrals to the Counseling Center and Stamps Psychiatry as well as to community providers who provide therapy and psychiatric medication evaluation and management. Referrals are also made extensively to campus units and offices that support the academic mission of the Institute, independent of the clinical referrals.

Progress:
Completed

II. Staffing

Current Staff:
Administration
Tiffiny M. Hughes-Troutman, Ph.D.
Position: Director, Licensed Psychologist

Key Responsibilities:

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

Clinical Staff

Tameka Collins, LPC (*Note that Tameka Collins resigned in April 2021 to assume primary family caregiving responsibilities)*

Position: Clinical Case Manager I

Key Responsibilities:

- Responsible for providing assessments, coordinating client referrals to campus and community providers, and providing case management
- Responsible for establishing and maintaining relationships with new and existing community providers.
- Provide direct services

Adam Rodriguez, LPC

Position: Clinical Case Manager I

Key Responsibilities:

- Responsible for providing assessments, coordinating client referrals to campus and community providers, and providing case management
- Responsible for establishing and maintaining relationships with new and existing community providers.
- Provide direct services

Ariyanna White, LMSW

Position: Clinical Case Manager I, Licensed Master Social Worker

Key Responsibilities:

- Responsible for providing assessments, coordinating client referrals to campus and community providers, and providing case management
- Responsible for establishing and maintaining relationships with new and existing community providers.
- Provide direct services

CD Wright, LPC

Position: Clinical Case Manager II, Licensed Professional Counselor

Key Responsibilities:

- Responsible for providing assessments, coordinating client referrals to campus and community providers, and providing case management
- Responsible for establishing and maintaining relationships with new and existing community providers.
- Provide direct services

Administrative Professional Staff

Deborah Hughes (*Note that Ms. Hughes resigned in November 2020 to accept a HR position)*

Position: Administrative Professional III

Key Responsibilities:

- Maintain administrative support for maintaining Center's operational budget, process timesheets, process travel requests, process purchasing requests.
- Schedule client appointments, coordinate and process client initial information
- Maintain database of new clients and client assessment data

<u>Detanya Celestine</u> *(Ms. Celestine was hired in January of 2021 and replaced the position formerly held by Deborah Hughes)*

Position: Administrative Professional III

Key Responsibilities:

- Maintain administrative support for maintaining Center's operational budget, process timesheets, process travel requests, process purchasing requests.
- Schedule client appointments, coordinate and process client initial information
- Maintain database of new clients and client assessment data

New Staff:

In January of 2021, Detanya "Dee" Celestine was hired as the Administrative Professional III in CARE. Celestine was formerly employed in the Division of Student Life Main Office and the Counseling Center.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The Center for Assessment, Referral and Education (CARE) is a Department of the Division of Student Life. The vision of CARE is to provide the highest level of clinical assessment, referral, and case management supportive services to students. It is the goal of CARE to promote optimal holistic well-being and streamline mental health service delivery. In CARE, students are triaged and then connected with high-quality assessment and referrals. Students emerge from the CARE assessment process with a personalized plan to meet their mental health service needs. Referrals to the Counseling Center and to the Psychiatry Clinic in Stamps Health Services are made through CARE. The CARE Plan also highlights several other academic, career, identity, student life, and well-being resources.

Significant Accomplishments:

Resource Expansion: Using a data-informed approach, the CARE Director noted increased demand in the Fall of 2020, given the pandemic, and requested 2 new positions in order to maintain the sustainability of same or next-day appointments. Two Case Manager II positions were allocated through Comprehensive Allocation Review (CARE) funds and those positions were immediately sourced and filled. CD Wright was promoted to a Case Manager II role in April of 2021 and the other clinical case manager II position was filled with the hiring of Dr. Antonio Robinson who started the role in the Summer of 2021.

Establishment of Case Management Tracking System

In recognition of the importance of formalized follow-up system for CARE clients, CARE established a case management system in which clinicians contacted clients on a regular basis (those points determined by urgency) and documented the extent to which students accessed those referrals and how much they were helped by those referrals.

Continued elimination of wait time for on-campus referrals: Despite the challenges of the COVID-19 pandemic, CARE remained steadfast in its mission to provide immediate access to appointments and campus referrals. Students received on campus referrals the same day and off-campus referrals were provided within 1-2 days on average.

Academic partnership with an Industrial Systems Engineering (ISyE) Supply Chain Course

Dr. Chen Zhou, instructor of the ISyE 4301 Supply Chain Economics course, requested a partnership with CARE on a yearlong student project. The primary goal of the project was to increase efficiencies with respect to student mental health services. CARE partnered with two (2) student teams during the Fall of 2020 and Spring of 2021 to engage in a data-informed project that culminated in recommendations to enhance services in the areas of website development, flexible staffing models, and combined record-keeping.

Establishment of Inaugural Care Ambassador Program

In the Summer of 2020, CARE established the inaugural CARE Ambassador program. CARE Ambassadors are a staff and student collaboration established with the goal of increasing access to mental health and well-being resources by reducing barriers to treatment on and off campus. The program was developed with feedback from stakeholders including CARE staff, Student Government Association, and the Mental Health Network (MHN). The goals of CARE Ambassadors included:

- Increase awareness of CARE, mental health and well-being resources
- Centralize information about mental health and well-being resources

- Increase student engagement in mental health and well-being resources
- Raise awareness regarding college mental health issues
- Promote a climate of inclusivity and belonging by providing diverse programming and intentional and specific referrals
- Reduce stigma of accessing mental health and well-being resources and promote help seeking behaviors

CARE recruited 6 student ambassadors (5 undergraduate students and 1 graduate student). Ambassadors went through a recruitment process that examined their commitment and understanding to not only mental health but diversity. Each ambassador received 8 hours of training. The training modules included Orientation to CARE services, "Fundamentals of outreach", "Self-Care & Boundaries", "Recognizing someone in need", "Empathetic listening and referrals", "Safe Space" given by the LGBTQIA Resource Center, and QPR training. In the 2020-2021 school year, CARE Ambassadors supported monthly outreach events including collaborations with the LGBTQIA Resource Center.

Establishment of Coffee with CARE signature series for Black, Indigenous People of Color (BIPOC) Students

CARE also established a monthly outreach program called "Coffee with CARE". Coffee with CARE offers students an opportunity to receive education around specific topics and the resources that are available to them. Coffee with CARE aims to give BIPOC students to have a space to ask questions and receive resources related to their specific concerns. With the assistance of the CARE ambassadors, CARE offered 7 unique programs for the BIPOC Community. The programs included "Guide To Off Campus Mental Health And Well-Being Resources", "Interracial And Intercultural Dating: Tips to Navigate Race, Culture and Dating", "Couples Communication", "International Women's Day", "Black Women's Self-Care", "Graduation and Gaining Independence", and "Home for the Summer: Discussing Difficult Topics".

Liaisonship and Partnerships

CARE established a formal liaisonship relationship with the LGBTQIA Resource Center to mutually identify and highlight opportunities for collaboration; a CARE paperwork review was conducted in the Fall of 2020. CARE also collaborated with the Counseling Center, Health Initiatives, and many student groups in the GTCARES 4 U outreach event that highlighted resources. CARE Ambassadors also collaborated with Health Initiatives on Fresh Check Week and Wellness Days held in the spring of 2021.

In summary, despite another fast-paced and remarkable year due to a pandemic, CARE had representation on many campus initiatives and committees and also gained national interest from universities and colleges interested in innovative mental health models.

Progress:
Completed

V. Statistics

Unit Statistics:

Client Demographics - Student Status	
Student Status:	**Percent:**
1st Year	17.4
2nd Year	18.4
3rd Year	19.9
4th Year	15.4
5th Year	3.3
>5th Year	0.3
Masters	9.8
Doctoral	15.4
College:	**Percent:**
Architecture	5.1
Computing	12.1
Engineering	52.3
Management	6.6
Ivan Allen College	7.6
Sciences	16.2
Undeclared	0.3
Client Demographics	
Race / Ethnicity:	**Percent:**
<No Response>	10.6
African American / Black	7.1
Asian American / Asian	23
Hispanic / Latino/a	7.6
Multi-racial	4.8
White	44.9
Self-identify (please specify):	2.3
Gender Identity:	**Percent:**
Female	59.3
Male	39.1
Other	1.5
Identify with Sex Assigned at Birth:	**Percent:**
No Response	8.8
Yes	90.4
No	1

Sexual Orientation	Percent:
<No Response>	17.2
Asexual	1.5
Pansexual	1.8
Heterosexual / Straight	61.4
Lesbian	1.5
Queer	1.8
Gay	1
Bisexual	9.6
Questioning	3.8
Self-identify (please specify):	0.3
Clinical Services	

The following chart shows clinical services data for the 2020-2021 academic year. The total number of new clients seen was 1,679. The chart also highlights additional categories of clinical service provided:

Clinical Services	
New Clients	1679
Total CARE Assessments	1407
Follow Up	246
Case Management	309
Brief Contact	84
Crisis Intervention	23
Hospitalizations	1
Hours Attended	1042.52
Average Sessions per Client	1.44
Most Frequently Assessed Concerns	Anxiety (69%)
	Stress Management (49%)
	Depression (49%)
	Motivation/Procrastination (44%)
	Concentration Problems (42%)
	Sleeping Problems (29%)
	Test Anxiety (25%)
	Academic Performance (25%)
	Family Problem (21%)
	Break-up/Romantic partner problem (19%)
New Clients by Month	
July	22
August	108
September	166
October	153
November	119
December	46

January	111
February	170
March	165
April	115
May	50
June	60

Top 10 Assessed Concerns
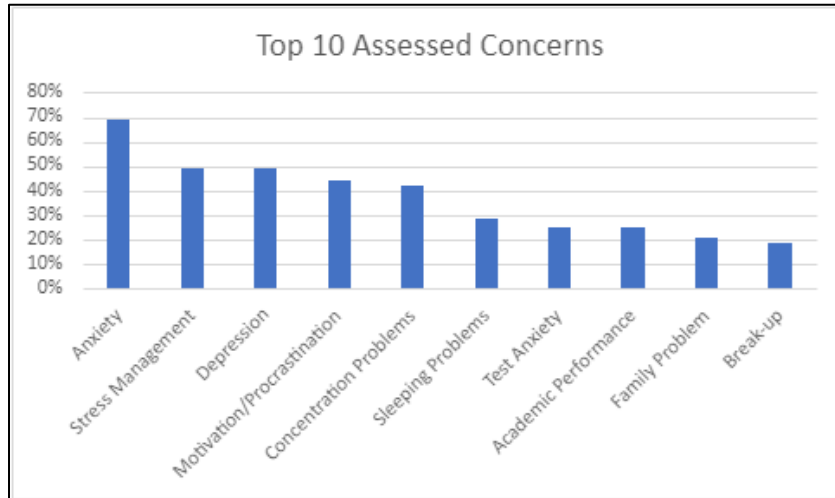
CARE utilization data shows an interesting picture of the times that students received appointments. Because students called to request appointments, this data reflect that most students preferred appointments during the 10:00 am – 12:00 noon time block followed by the 2:00 – 4:00 pm time block.

Utilization by Hour	
8:00 AM -10:00 AM	12%
10:00 AM - 12:00 PM	34.80%
12:00 PM - 2:00 PM	17.90%
2:00 PM - 4:00 PM	30.30%
4:00 PM - 5:00 PM	0.05

CARE Utilization by Hour
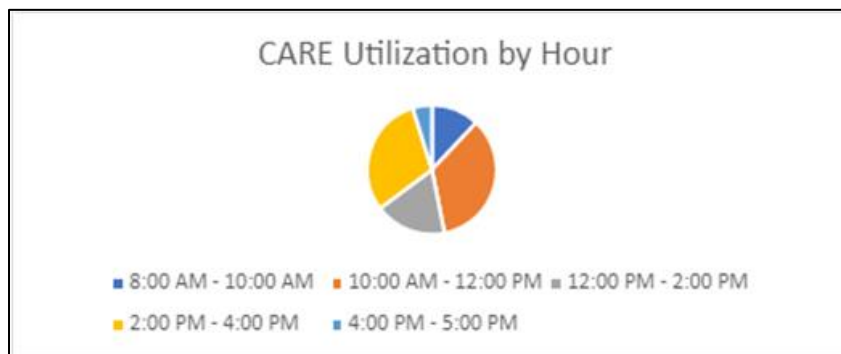
CARE referred students to several on and off-campus resources and services. As is shown below, off-campus counseling services were the top referral at 48.2%, followed by Informal Recreation in the Campus Recreation Center (32.8%), Wellness coaching in the Health Initiatives Department (26.3%), and on-campus counseling services (GTCC, 23.6%). Additionally, reports from client information demographics allow one to identify the top concerns of students seen in CARE as subsequent charts show. Top clinical concerns in CARE mirror trends nationally observed with anxiety, depression, and stress being the top 3 concerns that students reported.

Top 10 Referrals:	Percent:
Off-Campus Counseling Services	48.2
Informal Recreation	32.8
Health Initiatives Wellness Coaching	26.3
On-Campus Counseling Services (GTCC)	23.6
Life Skills Workshops	21.0
Mindfulness Class or Book Club	20.0
Nutritionist	18.0
Academic Coaching	15.5
VOICE Advocacy Services	10.6
On-Campus Psychiatry (Stamps)	9.4

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

<u>Tiffiny M. Hughes-Troutman, Ph.D., Licensed Psychologist, Director</u>

Professional Service

- Institute Strategic Plan, Phase 2 Cultivate Well-Being theme, Co-Lead
- Institute Strategic Plan, Phase 3 Well-Being Plan Initiative, Co-Lead
- Health and Well-Being Leadership Group
- Georgia Tech Police Department (GTPD) Community Council, Member
- Certified Question Persuade Refer (QPR) Instructor
- Jed Campus Initiative Strategic Planning & Communications Committee, Co-Lead
- Health and Well-Being Council, Lead
- Students of Concern Team Member

- Racial Injustice Sexual Violence Collective, Member
- Sexual Violence Prevention Alliance (SVPA), Member
- University System of Georgia (USG) Initiative Mini-Grant Committee for Georgia Tech
- CARE Clinical Case Manager I Search Committee, Chair
- CARE Clinical Case Manager II Search Committee, Chair
- CARE Administrative Professional III Search Committee, Chair
- Panelist, Advising and Student Services Town Hall, July 2020
- Postdoc and Graduate Student Town Hall, July 2020
- GradExpo panelist, August 2020
- Parent and Family Webinar Fall Webinar on Health and Well-Being, September 2020
- Parent and Family Webinar, "Welcoming Your Student Back Home over the Break", November 2020
- Guest Lecturer, Narratives of Black Girlhood, Dr. Julia Tigner's Writing and Communications Course
- QPR Gatekeeper Master Trainer
- Coffee with CARE presenter

Award and Honors

- Our Beloved Community Honoree, Department of Housing and Residence Life Award

Adam Rodriguez Clinical Case Manager I

- Alcohol and Other Drug (AOD) treatment team
- Graduate Resource and Information Network (GRIN) representative
- Division of Student Life Multicultural Competence Committee (MCC)

Ariyanna White, LMSW, Clinical Case Manager I

- LGBTQIA Resource Center Liaison
- Nominated for the Women of Georgia Tech (WoGT) Women's History Month - Showing the L.O.V.E. Campaign for representing the CORE Value: We nurture the well-being of our community.
- Whistle Webinar Presentation
- Coffee with CARE Series
- Self-Compassion and Self Love: Black Queer Lives Matter
- Wellness Days: Self Care Trivia
- Self-Compassion for Black Survivors
- Member, Sexual Violence Prevention Alliance (SVPA)
- Graduate Student Expo: CARE 101
- Self-Care and Accessing Mental Health Resources (for Resilience mini-mester course)

- Welcome Week: CARE Open House
- GT1000 Campus Resource Cafe
- Suicide Prevention Month: Therapy Workshop 9/30/21

<u>CD Wright, MA, LPC- Clinical Case Manager III</u>

- Wellbeing Activator for CARE
- Georgia Tech Eating Disorder Treatment Team member
- GT Arts Assistant Director Interview Committee (Spring 2021)
- Georgia Tech Case Management Committee (July 2020)
- FASET Presenter (July 2020)
- Residence Life Resident Advisor Search Committee (Spring 2021)
- CARE Open House (August 2020)
- CARE Ambassadors Orientation (October 2020)
- Presented CARE Ambassador Training- "Empathic Listening" (February 2021)

Progress:
Completed

VII. Professional Development

Staff Professional Development:

<u>Tiffiny M. Hughes-Troutman, Ph.D., Licensed Psychologist, Director</u>

Professional memberships:

- American Psychological Association (APA) (Division 17 and 45)
- Georgia Psychological Association (GPA)
- Georgia Psychological Foundation Board of Directors
- Georgia Psychological Association (GPA) Board of Directors
- Student Affairs Administrators in Higher Education (NASPA)

Meetings/Conferences Attended:

- NASPA Strategies Conferences 2021, January 2021, virtual
- Georgia Psychological Association 2020 Virtual Meeting

Professional Presentations:

- Hughes-Troutman, T., Platt, M, and Ray, S. (2020, June 5) "Stepping Up to Support Students in the Current Moment" Invited staff-focused panel presentation hosted by Centers for Teaching and Learning (CTL) and Serve-Learn-Sustain (SLS)

- Hughes-Troutman, T., Moore, S.G., and Williams, D. (2020, June 8) "Stepping Up to Support Students in the Current Moment" Invited faculty-focused panel presentation hosted by Centers for Teaching and Learning (CTL) and Serve-Learn-Sustain (SLS)
- Hughes-Troutman, T. (2020, August) "Trauma-Informed Pedagogy and How to Support Students in the Classroom." Invited Teaching and Learning Buzz podcast for Georgia Tech Center for Teaching and Learning (CETL)
- Hughes-Troutman, T. (2021, January) Self-Care for the Mental Health Practitioner: Boosting Resilience and Avoiding Burnout. NASPA Strategies 2021 Conferences.

Continuing Education and Trainings:

- Beyond Orientation: Supporting First-Year Students' Mental Health Virtually and Year-Round, Active Minds August 2020
- Trauma and Resiliency Informed Programming - Part 1, NASPA Strategies 2021 Virtual Conference
- Trauma and Resiliency Informed Programming - Part 2, NASPA Strategies 2021 Virtual Conference
- Collaborating Across Campus in Branded Campaigns to Support Students' Mental Health, NASPA Strategies 2021 Virtual Conference
- Wolverine Support Network: A Peer Support Model Reshaping Student Mental Health, NASPA Strategies 2021 Virtual Conference
- Leading Change Through COVID-19 While Building McGill's Holistic Student Wellness Hub, NASPA Strategies 2021 Virtual Conference
- Mental Health Service Models in the COVID Era, NASPA Strategies 2021 Virtual Conference
- The Mental Health and Well-being of Students of Color: COVID and Beyond, NASPA Strategies 2021 Virtual Conference
- Belongingness on Campus: Programming to Enhance Connectivity and Increase Student, NASPA Strategies 2021 Virtual Conference
- Well-being That Works: Turning Frameworks Into Action, NASPA Strategies 2021 Virtual Conference
- Exploring the Menu: Well-being Assessment Tool Alternatives, NASPA Strategies 2021 Virtual Conference
- Scalably Bolstering Student Mental Health Well-being and Success During a Pandemic, NASPA Strategies 2021 Virtual Conference
- Caring for the Caregivers: Leading from the AVP/AVC Position, NASPA Strategies 2021 Virtual Conference
- Leaning Up and Looking Back: Assistant Vice Presidents of Health and Wellness Reflect on
- Their Career Trajectory, Racial Justice, and Their Identities as Black Women - Part 1, NASPA Strategies 2021 Virtual Conference
- Leaning Up and Looking Back: Assistant Vice Presidents of Health and Wellness Reflect on

- Their Career Trajectory, Racial Justice, and Their Identities as Black Women - Part 2
- A Seat at the Table: Leadership Development for Upward Mobility, NASPA Strategies 2021 Virtual Conference
- Compounded Effects of Race-Related and COVID-related Stress on Black Americans: Targeted Interventions for Mental Health and Brain Health, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Psychologists as Advocates and Public Policy Change Agents, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Integrating Social Justice Principles into Cognitive Structuring Strategies, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Working with Whiteness: From Moral Injury to Advocacy and Allyship, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Addressing the Psychological Effects of Racism: An Introduction to Concepts, Research and Professional Practice, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Forensic Psychologists in Action – Supervision, Ethics, Community Partnerships, and Case Law, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Cultural Competence with Latinx People: Perspectives in Georgia, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Social Justice and Advocacy in Practice, Training, and Supervision in Treatment with Marginalized Pediatric and Adult Seriously Mental Illness, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting
- Pediatric and Adolescent Gender Dysphoria: Treatment Perspective from an Endocrinologist, Georgia Psychological Association (GPA) Virtual 2021 Annual Meeting

Adam Rodriguez Clinical Case Manager I

Professional memberships:

- Licensed Professional Counselor (Georgia and Texas)
- American Counseling Association member

Continuing Education and Trainings:

- CE credit for the Telepsychology Best Practices 101: Series Sponsored by the American Psychological Association.
- CE credit for the Counselor Self-Care training sponsored by the American Counseling Association.
- CE credit for Assessment and Interventions with Suicidal Clients sponsored by the American Counseling Association.
- CE credit for Establishing Personal and Professionals Boundaries training sponsored by the American Counseling Association.

<u>Ariyanna White, LMSW, Clinical Case Manager I</u>

Professional Memberships:

- Higher Education Case Managers Association (HECMA)
- The Georgia Society for Clinical Social Work (GSCSW)
- National Association for Social Work (NASW)
- American Association of Sexuality Educators, Counselors and Therapists (AASECT)

<u>Continuing Education and Trainings:</u>

- Be Positive GT Facilitator, 7/2/2021
- Mental Health First Aid Instructor, 6/18/21
- Embracing the Beauty of Our Ancestors in Eating Disorders Recovery, 5/20/21
- How to be an Anti-Diet Clinician, 3/24/21
- Health at Every Size & Social Justice: Bringing an Intersectional View to Your Practice, 3/26/21
- Whole Woman Summit, 1/16/21
- Safe Space, 11/21/21
- Level Up Series, Spring 2021

<u>CD Wright, MA, LPC- Clinical Case Manager III</u>

Professional memberships:

- Licensed Professional Counselor (LPC) in Georgia
- Licensed Professional Counselor (LPC) in North Carolina (through June 2021)
- National Certified Counselor (NCC) through National Board of Certified Counselors (NBCC)
- Clinical Member, American Counseling Association (ACA)

Continuing Education and Trainings:

- 07-02-20: "Telehealth Treatment for Addictive Behavior"- 2.0 Continuing Education Units (CEUs), PESI (Professional Education Systems Institute)
- 07-10-20: "The Efficacy of Interventions Aimed at Reducing Procrastination"- 1.0 CEU, American Counseling Association.
- 07-17-20: "Creative Counseling for Couples"- 1.0 CEU, American Counseling Association.
- 07-31-20: "Acceptance and Commitment Therapy"- 1.0 CEU, October Road.
- 08-21-20: "Breaking Free: The Treatment of Eating Disorders and Trauma"- 2.0 CEUs, The Renfrew Center.

VIII. Institutional Effectiveness

Changes within Unit:

Georgia Tech students who received services at CARE during the Spring and early Summer of 2021 were asked to complete a CARE Client Satisfaction survey. The survey instrument consisted of 9 questions, collecting data on the student's degree of satisfaction with their CARE experience. There were 102 student respondents to this survey. Results from the survey were and will continue to inform clinical service delivery and improve services. The Likert scale used was 5=Extremely Satisfied, 3=Uncertain, , 1=Not at all Satisfied

Key Findings

Question	Average Response
How satisfied were you with the virtual assessment (video or telephone)?	4.0
How satisfied were you with your CARE Assessment and the referrals provided?	4.0
How satisfied were you with the clinician who conducted your CARE assessment	4.42
How satisfied were you that the CARE clinician understood the nature of your concerns	4.32
How satisfied were you that your CARE clinician respected your culture and identity (e.g., ethnicity, gender, sexual orientation, religion, nationality, ability status, etc.)?	4.77
How satisfied were you with the assistance of the Front Desk staff?	4.36
What is the likelihood that you would recommend CARE services to a friend?	3.80
Overall, how satisfied were you with the services you have received at CARE?	3.86

Below is a sample of client comments which reflect positive experiences as well as opportunities for growth:

- *(CARE clinician) was very patient in listening during our sessions. Her calm demeanor and compassionate words of encouragement were highly welcome.*
- *Thank you for being there for me in one of the most trying times of my life. The help and the overall positive attitude of the staff has greatly helped me after the passing of my father.*
- *Very responsive and helpful! Thank you!*

- *Was not able to get any on campus counseling, but was referred to off-campus providers which was great!*
- *The CARE Clinician was very understanding and empathetic.*
- *I needed some support from a clinician within the school but got referred outside to find someone in Midtown. Apparently the Gatech counseling clinicians are overbooked and "under qualified" to give me the support I needed.*
- *GA Tech is very KIND to the students about mental health, but the Institute doesn't really do much of anything to actually help with the real-world problems that the students deal with every day.*

Progress:
Completed

Health Initiatives
I. Mission/Introduction

Essential Function(s) of Department:

Mission

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

Vision

To transform the Yellow Jacket community by inspiring a thriving and resilient culture of health and well-being.

Progress:
Completed

II. Staffing

Current Staff:

Joi Alexander, Director

- Provides overall leadership and direction for Health Initiatives department.
- Develops and supports a comprehensive strategic plan for the Department, collaborate with the department's staff and a variety of interdisciplinary campus partners to enable the development and implementation of key programs and initiatives and to achieve a flourishing campus culture for student, staff and faculty health and well-being.
- Supervises staff, manages, and coordinates budget process, HR processes, policies, and programs.

Lauren Dennis, Administrative Professional Sr.

- Manages Office administrative processes including but not limited to answering Department telephone, directing walk-ins, managing office supplies, and assisting with the scheduling of VOICE and Nutrition appointments.
- Serves as Department point of contact for finances, oversees HI budgetary disbursement, procurement processes, and tracking of expenditures.

- Assists Health Initiatives staff where needed with programming, presentations, and event coordination.

Jennifer Gagen, VOICE Advocate

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

Patrick Gordon, Health Educator

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

Amber Johnson, Nutritionist

- Provides student clinical dietary consultation services.
- Serves on Eating Disorder treatment team for GT students.
- Develops and implements nutrition-centered programming and outreach to GT campus.
- Collaborates with GT Dining offices to create dietetic recommendations for campus.

Sarah Morales, Health Educator

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

Amanda Planchard, VOICE Advocate

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

Leah Roper, Nutritionist

- Provides student clinical dietary consultation services.
- Serves on Eating Disorder treatment team for GT students.
- Develops and implements nutrition-centered programming and outreach to GT campus.
- Collaborates with GT Dining offices to create dietetic recommendations for campus.

Deontez Wimbley, Health Educator - Sexual Violence Prevention

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

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

There were no changes in departmental policy or procedures during this academic year.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

- Health Initiatives launched a virtual well-being weekly series for faculty, staff, and students.
- Health Initiatives and the Counseling Center co-sponsored Georgia Tech's annual Fresh Check Day virtually this year due to COVID-19. Fresh Check Day is an uplifting mental health promotion and suicide prevention event from the Jordan Porco Foundation that includes virtual interactive information, peer-to-peer messaging and support of multiple campus departments and student groups.
- Health Initiatives, in partnership with the Counseling Center and Stamps Psychiatry, provided several trainings on how to support students' mental health and well-being to the campus community.
- Health Initiatives grew significantly in number with the Wellness Coaching program. Wellness Coaching: Students meet with professional health coach to optimize their health and well-being through goal-setting, forward-thinking, reflection, and self-discovery.
- Health Initiatives partnered with the School of Psychology for a third year providing senior capstone experiences to students in Applied Experimental Psychology (PSYC 4031). The two research projects were:
  - To understand the trends in Wellbeing on the GT campus
  - To understand and improve Health Initiatives accessibility and use of services
- The Alcohol & Other Drug Action Committee launched a "Don't Bottle It Up" campaign which highlights the importance of asking for help and resources that are available to assist students who might be struggling during the pandemic.
- Health Initiatives launched for the first time "Self-Care Spring Break Days" for students, faculty, and staff to participate virtually and in-person. The event was highly successful, and the purpose was to provide a space to relax, rejuvenate, and recharge for the remainder of the semester. Activities included painting, food trucks, yard games, etc.
- Health Initiatives launched for the first time our "Fuel for Finals" event for students. It was highly successful and took place during both of the Reading

Days to allow an in-person and virtual experience. This event consisted of painting, food trucks, yard games, fruit and snacks, and pet therapy.

Progress:
Completed

V. Statistics

Unit Statistics:

- Direct Programming
    - 309 total programs offered during academic year
        - Community Nutrition: 62 offerings during academic year
        - Health Education: 140 offerings during academic year
        - VOICE Victim-Survivor Advocacy: 107 offerings during academic year
    - 8,758 total students and employees engaged throughout academic year
        - Community Nutrition: 1,228 students and employees engaged
        - Health Education: 2,520 students and employees engaged
        - VOICE Victim-Survivor Advocacy: 5,010 students and employees engaged
- Indirect Programming
    - Parent Handbook
        - The 2020 Parent Handbook for Talking with College Students About Alcohol was delivered to 5,694 parents/guardians
- Individual Student Services
    - Community Nutrition
        - 220 total unique student clients served
        - 534 total clinical appointments
    - VOICE Victim-Survivor Advocacy
        - 299 victim-survivors received served
        - 1,517 instances of contact between VOICE advocates and victim-survivors during academic year
        - 903.5 hours spent delivering services to victim-survivors
    - Wellness Coaching
        - 99 unique student clients served
        - 388 total student client sessions
- Online Education Programs
    - AlcoholEdu
        - 4,443 undergraduate students completed the AlcoholEdu online education program
    - Sexual Assault Prevention
        - 3,979 undergraduate students completed the Sexual Assault Prevention for Undergraduates online education program

- 2,189 graduate students completed the Sexual Assault Prevention for Graduate Students online education program
- Peer Education
    - Healthy Jacket Peer Education
        - 14 Healthy Jacket Peer Educators
        - 15 Healthy Jacket Peer Educator Programs/Presentations
        - 1,651 students total reached through Healthy Jacket Peer Education program
    - VOICE Peer Education
        - 16 VOICE Peer Educators
        - 18 VOICE Peer Educator Programs/Presentations
        - 1,116 students total reached through VOICE Peer Education program

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

Joi Alexander, Director

- Biennial Review Committee
- Employee Wellbeing Council
- Staff Council: Well-Being Committee
- GT COVID-19 Recovery Taskforce Committee
- GT COVID-19 Testing Committee
- Sexual Violence Prevention Alliance
- Culture of Respect Committee
- RESILIENCE Employee Resource Group (ERG) Leadership Team
- GTPD Community Council Committee
- Institute Strategic Planning Well-being Committee
- Vice President of Student Engagement & Well-Being Search Committee
- JED Committee
- Multicultural Competence Committee Co-Chair
- Mental Health Network Committee
- Jump Start Jacket Speaker for incoming athletes
- "I am Black and not okay" facilitator for Division of Student Life
- Co-taught Resilience mini-mester course with Dr. Sonia Alvarez-Robinson

Lauren Dennis, Administrative Professional Sr.

- COVID-19 Contact Tracer
- Domestic Violence Awareness Month Planning Committee
- Health Initiatives Web Content Editor
- LGBTQIA Center Liaison
- Sexual Violence Prevention Alliance

Jennifer Gagen, VOICE Advocate

- Sexual Violence Prevention Alliance, Co-Chair
- Culture of Respect Campus Leadership Team, Co-Lead
- Body Positive GT
- Hazing Prevention Coalition
- Students of Concern
- Atlanta Campus Coalition
- Fulton County Family Violence Task Force
- LiveSAFE Resources Tri-County Sexual Assault Response Team

Patrick Gordon, Health Educator

- COVID-19 Contact Tracer
- Alcohol and Other Drugs Committee Member
- Student Life Professional Development Committee Member
- 17 Rooms Strategic Committee

Amber Johnson, Nutritionist

- GT1000 co-instructor for Explore program
- Multicultural Competence Committee- Training and Education sub-committee
- 17 Rooms participant and partner in creating report for Sustainable Development Goals (SDG) 4- Good Health and Well-Being
- MentorTech mentor
- Klemis Kitchen Committee member
- Eating Disorder Treatment Team member
- Body Positive GT facilitator

Sarah Morales, Health Educator

- Alcohol and Other Drug Committee Co-Chair
- Stamps Health Services: Infection Prevention and Control Committee Member
- COVID-19 Contact Tracer
- COVID-19 Vaccine Clinic Volunteer
- Panelist for APPH Mental Health Roundtable

Amanda Planchard, VOICE Advocate

- Sexual Violence Prevention Alliance
- Culture of Respect Campus Leadership Team, Co-Lead
- QPR Suicide Prevention Gatekeeper Training Facilitators
- Students of Concern Committee
- Racial Injustice Sexual Violence Collective
- Atlanta Campus Coalition
- Fulton County Family Violence Task Force
- LiveSAFE Resources Tri-County Sexual Assault Response Team
- Georgia Victim Assistance Academy Faculty

Leah Roper, Nutritionist

- 17 Rooms participant – SDG 2 – Zero Hunger
- Klemis Kitchen Committee member
- Community Market Steering Committee Member
- Eating Disorder Treatment Team member
- Body Positive GT Coordinator

Deontez Wimbley, Health Educator - Sexual Violence Prevention

- Atlanta Campus Coalition member
- Racial Injustice Sexual Violence Collective
- Culture of Respect Campus Team-Team Lead
- Sexual Violence Prevention Alliance- Co Chair

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Joi Alexander, Director

- Panelist to NASPA (Student Affairs Administrators in Higher Education) Well-Being Presentation
- NASPA Strategies Conference
- Transforming the lives of 20 million students by 2030
- Black Students and Mental Health
- COVID-19 Concerns for Higher Education
- Implicit Bias Training
- Body Positive Facilitator

- QPR Facilitator
- Master Certified Health Education Specialist (MCHES)

Lauren Dennis, Administrative Professional Sr.

- Why, When, & How to Support LGBTQIA Students Institute Diversity webinar
- The Body Positive 'What Does It Mean For Your Clinical Work to Reflect Social Justice'
- GRIOT (An Employee Resource Group) Lovecraft Country and Black Imagination webinar
- Community Healing Through Storytelling webinar
- Implicit Bias training
- Level Up Part II Graduate

Jennifer Gagen, VOICE Advocate

- University System of Georgia Title IX Trainings 8/14-8/26/20
- Chrysalis Network - Solving the Campus Sexual Assault & Dating Violence Puzzle Conference 12/09-12/11/20
- University of San Diego (USD) Center for Restorative Justice (RJ) - January Intensive: Introduction to RJ Facilitation and RJ for Campus Sexual Harm 1/06-1/08, 1/13-1/15, and 1/21-1/22/21
- State University of New York (SUNY) Spectrum Conference 6/28-7/02/21

Patrick Gordon, Health Educator

- Koru Mindfulness – Fundamentals Course
- Koru Mindfulness – Teacher/Facilitator Training
- Heath Coach Certification
- Presenter - TECHtimonials
- Presenter – Organizational Effectiveness Conference

Amber Johnson, Nutritionist

- Webinars focused on eating disorders, body image and acceptance, and Health at Every Size
- Implicit Bias training
- Eatec training for Tech Dining collaboration
- Mental Health First Aid facilitator

Sarah Morales, Health Educator

- ASPIRE (Leadership Learning Experience) Program
- Received MBA Degree from Georgia Tech

- American College Health Association – Health Promotion Section Member at Large
- Member Development Committee member
- TECHtimonials presenter
- Region IV Public Health Training Center Workshop: Strengths Based Leadership – Creating Workplaces that Work
- Webinar: How Pinterest is Delivering Inspiration in the Time of COVID-19
- EverFi Webinar: How to Prioritize Mental Health on Campus Through Technology
- Certified Health Education Specialist (CHES) Certification – completed continuing education requirements and renewed for 5 years

Amanda Planchard, VOICE Advocate

- University System of Georgia Title IX Trainings 8/14-8/26/20
- 2020 Digital SUNY Spectrum: Preventing and Responding to Violence Against LGBTQI+ Students Conference 8/24/20-8/28/20
- 2020 National Sexual Assault Conference: #BoldMoves 9/2/20-9/4/20
- Chrysalis Network - Solving the Campus Sexual Assault & Dating Violence Puzzle Conference 12/09-12/11/20
- 2021 NASPA Strategies Conference Sexual Violence Prevention and Response Track 1/12-1/16/21

Leah Roper, Nutritionist

- Various webinars focused on eating disorders, body image and acceptance, and Health at Every Size
- Implicit Bias Training
- Eatec training for Tech Dining Collaboration

Deontez Wimbley, Health Educator - Sexual Violence Prevention

- One Love Facilitation Training
- 2020 Puzzled Conference presenter
- 2020 NASPA Strategies conference
- Mental Health First Aid Instructor
- LGBTQIA student Resilience fall group facilitation Training

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Student mental health is a top priority for Georgia Tech. In 2019-2020, Health Initiatives in partnership with the Counseling Center conducted a Healthy Minds Study. In addition, for the first time in over ten years, Health Initiatives launched the National College Health Assessment (NCHA) survey. As a result of these findings plus the institutional prioritization of student mental health, it became even more important to Health Initiatives to support student mental health and well-being as much as possible in the upcoming academic year. Health Initiatives incorporated new and innovative programming, educational trainings, and outreach to Georgia Tech students to promote their well-being and to demonstrate how Georgia Tech cares. These include a connection to stress management, resilience, self-care, mindfulness, and social connectedness as well as education on help-seeking and resource navigation.

Health Initiatives applied for funding and was approved through Joint Allocation Committee (JAC) to support two new initiatives that would support student health and well-being.

- Body Positive GT- Through the generous allotment from JAC, Health Initiatives was able to bring The Body Positive to Georgia Tech. The mission of The Body Positive program is, "To teach people how to develop balanced, joyful self-care and a relationship with their whole selves that is guided by love, forgiveness, and humor so they can focus on the things in life that really matter." Research completed in 2014 at Stanford University demonstrated that the Be Body Positive model is strongly associated with self-compassion, healthy eating and exercise, more satisfying relationships, emotional wellbeing, and lower levels of anxiety. We hope to bring this mindset to Georgia Tech to create a culture where positive body image, healthful eating, and self-care are the expected norms.
- Culture of Respect Collective- Georgia Tech applied and was granted access to join NASPA's Culture of Respect Collective. An ambitious two-year cohort-based program that evaluates and reorganizes the institution's programs, response, policies, and systems related to sexual violence.

Progress:
Completed

Human Resources Business Partner
I. Mission/Introduction

Essential Function(s) of Department:

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

Progress:
Completed

II. Staffing

Current Staff:

Easter Worden, HR Business Partner for Student Life

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

No Changed Policies or Procedures

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The HR Business Partner for Student Life serves as the key Strategic HR Advisor to the Vice President of Student Life/Dean of Students and Management Team.

Significant Accomplishments:
- Provided consultation to all staff during Covid-19 regarding leave options, Americans with Disabilities Act (ADA) Accommodations and flexible work options
- Collaborated with Division leadership to move 120+ staff from on campus work to work from home. Ensured offices and programs had in-person coverage when return to campus in July
- Served on the Institute Covid Testing Promotions team. Troubleshot any issues with Affiliates' abilities to participate in testing if requested.
- Consulted with all Supervisors on Performance Management and Goal Setting
- Counseled managers on best practices, employee issues and rule violations. Collaborated with ER Consultants and Legal Affairs when major violations occurred
- Workforce Planning - Promotion and Job Reclassifications; temporary pay increases. Provided consultation on Department reorganizations (3) and job reclassifications (7)

Progress:
Completed

V. Statistics

Unit Statistics:

HRBP led the hiring and onboarding for new staff (8) in Student Life.

In addition, HRBP also led the hiring efforts of student employees (150), Affiliates (75) and Tech Temps.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Easter Worden
OneUSG HCM Transformation:
- Served on the HTC (HCM Transformation Committee) for the OneUSG implementation
- Served as "LEAD Change Agent" for the HCM Transformation to OneUSG
- Served as a User Acceptance Testing member for the HCM Transformation to OneUSG

- Facilitated group training sessions for Division Operations team and Provisioned Initiators
- Facilitated 50+ one-on-one training sessions via TEAMS screen share on OneUSG transactions

Progress:
Completed

VII. Professional Development

Staff Professional Development:

<u>Easter Worden</u>
- GT Diversity Symposium
- Leaders in Organizational Effectiveness
- GTHR Foundations of Unconscious Bias
- GTHR Foundations of Unconscious Bias | Microaggressions
- Critical Hiring Incentive and Critical Skills Incentives

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

The HR Business Partner model was implemented on campus in 2013 and the first HR Business Partner for Student Life was hired in 2014. There are now 11 HRBPs on campus with one to two HR Coordinators to support the units. The HRBP role continues to serve as strategic partners for Unit Leaders at Georgia Tech.

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:

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

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

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

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

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

- Commemorating and celebrating LGBTQIA lives, experiences, accomplishments, relationships, and communities
- Creating and protecting closed/exclusive spaces for marginalized groups to gather, work, and heal together

- Centering queer voices in our work, including those that are the most silenced and marginalized
- Adopting and promoting a culture of self-care for both students and employees

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

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

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

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

Progress:
Completed

II. Staffing

Current Staff:

Tegra Myanna, Director (May 2020 – present)
Tegra Myanna celebrated their one-year anniversary at Georgia Tech on May 11, 2021. Their responsibilities include serving as the main point of contact for employees and graduate students (overseeing our faculty/staff liaison program, Pride ERG, and Grad Pride), oversees Center programming (reading rainbows, queer research hour and Interfaith Lunch and Learn), events (lavender graduation, OUT Week, and Transgender Day of Remembrance), assessment, budget, and other operational aspects of the Center. Also serves as the main contact for the Division of Institute Diversity Equity and Inclusion.

Camilla Brewer, Coordinator (May 2018 - present)
Camilla Brewer celebrated her third anniversary at Georgia Tech as the Center's first coordinator. Her responsibilities include student programming (Q Chats, Reading Rainbows, the Queer Health and Wellbeing Workshop Series, Greek Allies, and Safe Space: Peer Education), coordinating Trans 101 and Safe Space logistics, co-facilitating Level Up, supporting major events such as the Welcome Reception, OUT Week, and Lavender Graduation, and managing the Center's newsletter and social media. Camilla is responsible for hiring, training and the supervision of the student assistant team.

Student Assistants
The Center employed a virtual team of undergraduate student assistants throughout the fall and spring semesters to run our virtual spaces, assist with social media, create flyers, and host Coffee Hours. The students are:

- Joviane Leandre
- Odelia Huang
- Miranda Munoz (Spring only)

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Nondiscrimination Policy

In January, Georgia Institute of Technology's Equal Opportunity, Nondiscrimination and Anti-Harassment Policy was updated to include gender expression. In June, the United States Supreme Court in *Bostock v. Clayton County,* made clear that discrimination

based on sex, includes discrimination based on sexual orientation, gender identity, and gender expression. The policy update at Georgia Tech was made to align with legal precedent and made in consultation and collaboration with General Counsel, Employee Relations and the Office of Ethics and Compliance.

Gender Inclusive Housing

The LGBTQIA Resource Center established a working group in conjunction with Pride Alliance and the Office of Housing and Residential Life. This working group met throughout the spring semester to identify practice updates to our gender Inclusive Housing program. Changes that arose from that working group are:

- Inclusion of Gender Inclusive Housing practice as part of the on-campus housing form
- Gender inclusive Housing will only be available to students in traditional halls where a gender-neutral restroom, with shower, is present.
- Pride Alliance and the Center created a means of communication and connection for incoming students interested in Gender Inclusive Housing to match with potential roommates. Methods identified were a synchronous event and a GroupMe for asynchronous communication.

What type of policy?:
Institute Policy/Procedure

Justification:

Nondiscrimination Policy

The policy update at Georgia Tech was made to align with legal precedent and made in consultation and collaboration with General Counsel, Employee Relations and the Office of Ethics and Compliance.

Gender Inclusive Housing

This working group met throughout the spring semester to identify practice updates to our Gender Inclusive Housing program to better serve on-campus residents who participated in Gender Inclusive Housing.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

Virtual Allyship Trainings**:** LGBTQIA Resource Center staff were able to transition all allyship trainings to a virtual format. This transition increased the engagement of faculty in both Safe Space and Trans 101 training.

Establishment of an Emergency Fund: The LGBTQIA Resource Center, in collaboration with Pride Alliance, Grad Pride, and Lavender Alumni Association, established a LGBTQIA Student Emergency Fund to provide emergency funding for Georgia Tech students. A fundraising campaign was initiated from June 15-July 15, 2021, with a goal of raising $10,000 for the 2021-2022 academic year. As of June 28th, 2021, we had raised $11,456.00 which exceeded our fundraising goal.

LGBTQIA Faculty Assessment: The LGBTQIA Resource Center hosted an LGBTQIA Faculty Assessment that was administered to the faculty community at Georgia Tech in the Spring of 2021. We received 37 responses. Current results from the survey suggest that LGBTQIA faculty primarily seek support from Atlanta community and other LGBTQIA faculty, a need for clear direction on navigating bias and harassing work environments, impact of being Out as a faculty member, and increased knowledge about trans/nonbinary experiences across academic spaces. We will be readministering the survey in the Fall 2021 to increase participation in the survey and provide additional information on these results.

JAC Funding Request: The LGBTQIA Resource Center worked in collaboration with the Counseling Center to request funding from the Joint Allocations Committee. We successfully received $13,780.00 which allowed us to host three trainings at Georgia Tech that centered the well-being needs of LGBTQIA students.

Rising Up: We were able to successfully collaborate with Georgia State, Georgia State-Perimeter, Georgia Southern, and Georgia College and State University to host a facilitator training for this program. Staff from each campus were present on Tuesday, June 29th for this half-day training.

Pride Month: Pride Alliance, Student Government Association, Grad Pride, and the Resource Center collaborated to host a month of virtual programming in October to celebrate Pride Month at Georgia Tech.

Other events and programs:

- Virtually hosted the 9th annual Lavender Awards honoring 20 graduates and the 7th Lavender Awards honoring 5 recipients
- Virtually continued Safe Space, Safe Space Peer Education (SSPE), Trans 101, and Q Chats
- Enrolled new cohorts in Level Up with 26 faculty and staff graduating from the advanced allyship program across Level 1, Level 2, and both levels
- Continued Reading Rainbows, a diversity and inclusion reading group and workshop series for faculty and staff. Topics covered Data Collection and Reporting of Gender, Sex, and Sexual Orientation, Vulnerabilities Among LGBTQIA College Students During the Covid-19 Pandemic, Queering Theology, Exploring Concepts of Gender and Sexuality in China, India, and South Korea, body positivity in queer and trans communities, Language and LGBTQ Visibility in Engineering
- Hosted 16 Queer Coffeehouse hours, bringing together LGBTQIA students with shared identities for community building; we also hosted 2 for employees.
- Hosted Trans Day of Remembrance (TDoR): hosted a short information session that is an introduction to the day and showed a slide show honoring the lives lost in 2020. Following that, a guest speaker read their poetry on reflections on TDoR, bodies, and gender. Staff then facilitated a discussion on reflections about the day, its meaning, and what we can all do to lessen anti-transgender violence.
- Partnered with Career Center to host three sessions on resume, cover letter, interview skills building, and job searching
- Facilitated Training Sessions for the following campus entities: Center for Teaching and Learning, Athletics, CARE, Counseling Center, GT Academic Advisor Network, Parent and Family Programs, Fraternity and Sorority Life (GUIDE), Career Center, Housing and Residence Life, Georgia Tech Research Institute (GTRI), GT Police Department, Panelist for the Career, Research, and Innovation Development Conference (CRIDC), Student Center Programs Council (SCPC), International Student and Scholar Services, New Student and Transition Programs (NSTP) (FASET and Wreck Camp Cabinet), Challenge Counselors, RISE First-Year Leadership Organization Leaders, Impact LLC
- Facilitated training sessions for the following classes: Bias in Coding for (Computer Science 4001), various GT1000 entire class sessions and resource cafés, and a training video for ENGL 1102 titled Homophobia: Queer Horror Cinema
- New Student Engagement: Student Org Fairs via FlipGrid and Gatherly, Window of Welcome, Trans@Tech Workshop, Grad Expo, 15th Annual Latino Student Welcome, Preview Tech Session, Winter Org Fair, Yellow Jacket Gathering

(FASET), and virtual Scholars Weekend (Stamps Presidential and Gold Scholars), FASET sessions and content, Parent & Family Programs sessions, and Mentor Jackets session

- Provided training for faculty/staff on the following topics: Pronouns, Supporting LGBTQIA Student Well-Being,
- Collaborated with Georgia Tech Office of the Arts around Fearless Future Workshops
- Worked in collaboration with Student Government Association, Pride Alliance, and Grad Pride to host a Pride Month in October. Events featured: pronouns workshop, makeup night with Pride Alliance, When I Knew: A Night of Storytelling, guest speaker from Southern Fried Queer Pride (Taylor Alxndr), a meeting on intersectionality with Pride Alliance, LGBTQIA history @ Tech archive project, body positivity in queer and trans communities workshop, LGBTQIA faculty/staff social, Level Up sessions, Safe Space: Peer Education, Q Chats, a coffee hour for ace/aro (asexual/aromantic) students, Netflix party, Instagram Live crafting event that required material pick-up, social media engagement throughout the month, and a culminating gift bag giveaway with special Pride Month @ Tech tote bags
- Co-hosted a Queer Love Week with Pride Alliance which including programing on: Dating While ACE, HIV Testing, Safe and Sexy: Safer Sex for LGBTQIA Folks, Friend Finding, Queer Black Lives Matter: The Power of Self-Compassion and Self Love, and Ethical Non-monogamy
- Collaborated on Context Programming with staff from the Center working on: Decolonization (November), Preserving Black Histories (February), Gentrification (March) and Environmental Racism (April) programs.

Progress:
Completed

V. Statistics

Unit Statistics:

Allyship Trainings
Number of allyship training sessions offered and number of participants to complete each program:

Training	Trainings Offered	Total participants
Safe Space	4	65
GTRI: Safe Space	3	49
Trans 101	4	49
GTRI: Trans 101	2	28
Safe Space: Peer Education	3	46

Level Up Level 1	5	19 Employees – all 5 sessions 14 Students – various sessions
Level Up Level 2	4 (did not do the Queer Atlanta Bus Tour)	14 Employees – all 5 sessions 8 Students – various sessions

Progress:
Completed

VI. Service to the Institute

Staff Service:

Tegra Myanna, Director

- Leadership Team, PRIDE Employee Resource Group, May 2020-Present
- Member, Georgia Tech Diversity, Equity, and Inclusion (DEI) Council
- Member, DEI Plan Working Group: Subgroup 1-Inclusive Community
- Member, DEI Campus Climate Assessment: Subgroup Student Assessment
- Member, DEI Campus Climate Assessment: Subgroup Demographic Data
- Member, Aerospace Engineering (AE) DEI Council, August 2020-Present
- Member, AE DEI Council: Student Climate Survey, September 2020-Present
- Member, GT Police Department Community Council
- Member, 17 Rooms Sustainable Development Goals Session on Gender Equity, September 2020
- Member, Institute Strategic Plan Well-Being Plan Working Group, May 2020-Present
- Advisor, Grad Pride
- Advisor, Pride Alliance
- Content Advisor, Institutional Review Board (IRB) Approval
- Reviewer, Resident Assistant (RA) Applications

Camilla Frost-Brewer, Coordinator

- Member, Division "Fun" Committee, September 2018 – present
- Member, Employee Engagement Leadership Council, April 2019 – present
- Advisor, A Cappella, May 2019 – present
- Co-Founder & Co-Leader, Georgia Tech Emerging Professionals, July 2019-present
- Leadership Team, PRIDE Employee Resource Group, July 2019 – present
- Member, Georgia Tech H.U.B. (Home. Unity. Belonging) with Parent & Family Programs, September 2019 – present
- Facilitator, Body Positive GT, February 2020 – present

- Committee Member, Student Life Black Leadership Advisory Council, August 2020-present
- Committee Member, Student Life Professional Development Committee, September 2020-present
- Co-organizer, Community Listening Circles for Black LGBTQIA Students, September 2020
- Committee Member, Search Committee for the Associate Dean of Students/Director of Office of Student Integrity, October 2020-November 2020
- Participant, Focus Group on the Future of Work @ Georgia Tech with Deloitte, April 2021

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Tegra Myanna, Director

Role	Organization	Event	Title/topic of Talk/Presentation
Participant	Georgia Tech	Online Training	Managing Your Performance, the Georgia Tech Way
Participant	Georgia Tech	Online Event	2020 Diversity Symposium
Participant	Georgia Tech	Online Training	Center for Teaching & Learning: How to be Anti-Racist
Participant	Georgia Tech	Book Group	His Truth is Marching On
Participant	NCORE	Conference	National Conference on Race and Ethnicity in American Higher Education
Participant	Atlanta	Book Group	Atlanta Restorative Justice and Higher Education
Participant		Virtual Day	Queer, Trans, Intersex People of Color (QTIPOC) In Higher Education

<u>Camilla Frost-Brewer, Coordinator</u>

Role	Organization	Event	Title/Topic of Talk/Presentation
Participant	Georgia Institute of Technology; Institute Diversity, Equity, and Inclusion	Online Event	2020 Diversity Symposium
Presenter (co-presented with Quinn Foster, Christina Wan, Chris Leary, and Emma Blandford)	Various Organizations in Higher Education	Connecting Conference: Student Engagement Despite COVID-19	"Building Community in the Virtual & Hybrid World"
Presenter (co-presented with Quinn Foster, Joi Alexander, Kelly Pierce, and Christina Wan)	NASPA	NASPA Annual Conference 2021	"Full STEAM Ahead: Supporting Student Well-Being through Innovative Engagement"
Participant	High Impact Training	You. Me. We. – GTC Dramatic Dialogues	
Participant	National Conference on Race and Ethnicity (NCORE)	National Conference on Race and Ethnicity in American Higher Education Annual Conference	
Participant	State University of New York	SUNY SPECTRUM Conference: Preventing & Responding to Violence Against LGBTQIA+ Students	
Participant	Various Organizations	I attended 5 additional events/ webinars/ presentations on LGBTQIA inclusion.	

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Allyship Trainings- We switched all our trainings online and updated recruitment practices, content, and evaluation approach to respond to virtual operations. Two significant changes we made as a result of operating virtually was to expand enrollment of Level-Up to include students. Additionally, we offered an alternative Safe Space training that broke the trainings into two, two-hour sessions. The Division of this four-hour training was essential in increasing accessibility of these virtual trainings and provided a training schedule that worked well for our facilitators as well.

Strengthen partnership with GTPD- We worked in collaboration with GTPD to expand on training and connection between GTPD and LGBTQIA student community mainly through the role of Pride Alliance. We created a 90-minute training session that discussed LGBTQIA community, history of policing of queer and trans communities, and policy/practice suggestions to expand inclusion.

Georgia Tech Lavender Alumni- The LGBTQIA Resource Center helped to reinstate the alumni affinity group for LGBTQIA alumni, Georgia Tech Lavender Alumni (formally known as GT Pride Alumni). One of our assessment goals will inform our work with them and provide some guidance on their future programs.

Stamps Health Assessment- The Resource Center, in collaboration with Graduate Student Government Association and Stamps Health Services, administered a survey regarding student experiences of Stamps and gaps in wellness needs. Two changes arose out of this survey that will be implemented by Stamps: an additional appointment request option for students seeking information about Pre-Exposure Prophylaxis (PrEP) and Post-Exposure Prophylaxis and a webpage on the Stamps website dedicated to the health needs of the LGBTQIA community.

Equal Opportunity, Nondiscrimination, and Anti-Harassment Policy Update- In collaboration with campus partners the work of the previous director was continued with the addition of "gender expression" in the Georgia Tech's Equal Opportunity, Nondiscrimination, and Anti-Harassment policy.

Progress:
Completed

Student Diversity Programs

I. Mission/Introduction

Essential Function(s) of Department:

The essential functions of the Office are as follows:

- Assists the Institute and the Division of Student Life in creating and sustaining an environment where all students are valued and affirmed.
- 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.
- 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.
- Serves as an advisor to student organizations and student groups to foster inclusion.
- 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.
- Works cooperatively with the Women's Resource Center, the Veterans Resource Center, and the LGBTQIA Resource Center.

Progress:
Completed

II. Staffing

Current Staff:

Stephanie Ray - Associate Dean of Students/Director

Karen Yiu - Program Director, Resigned 6/8/2021

New Staff:

Jerry Qiu - Student Assistant - Undergraduate

- General Office Duties
- Created Ads and Manage Social Media

Shertunda Pinkston - Intern - CEISMC Outreach Coordinator and Graduate Student at Georgia Southern University

- Utilize knowledge learned from student development theories to plan and implement a workshop or program.
- Become better acquainted with gathering and analyzing data to inform Department decision
- Create a plan to revitalize a departmental program
- Engage in experiential learning to be better informed about the duties of student life professionals
- Coordinate programs and events for Diversity and Inclusivity Month

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Students may now visit https://diversityprograms.gatech.edu/content/domestic-partner-services to request domestic partner services. In addition, an info graphic was created to simplify the process.

Campus chaplains will be sent a one-page application form; all other forms are part of OneUSG.

What type of policy?:
Departmental Policy/Procedure

Justification:

Applying for a domestic partnership is transparent and efficient.

Paper forms are no longer required because OneUSG provides them electronically.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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.

Significant Accomplishments:

- The social media campaign soared in 2020-2021. For example, the Office posted daily content on Instagram for Diversity and Inclusivity Month highlighting different identities as well as ways to engage (podcasts, videos, articles, etc.) In addition, the Program Director hand-sewed over 30 face masks for two different scavenger hunts on Instagram with over 500 views on our Instagram stories for clues. We report an increase of 38.4 % in followers and an increase of 38.8% in posts.
- Excelled in virtual outreach despite COVID-19, and the social media campaign played a vital role. The Office staff reached 7,055 students, faculty, and staff in our programs, training, and events. This number represents a 97% increase from the previous year.
- Planned and executed the first Office staff sponsored campus-wide Asian American and Pacific Islander (AAPI) Heritage Month. Fourteen programs and activities were offered to the campus, ranging from "*Lunch & Learn: Eastern Medicine & Acupuncture*" to *"Have You Eaten Yet? The Ultimate Asian Care Package"*. In addition, new partnerships were formed with Ramblin' Reck Club and the Athletic Association.
- Led critical conversations with AAPI students, staff, and the Georgia Tech administration regarding the rise in violence towards Asian Americans.
    - Two conversations with President Cabrera, Dr. McLaughlin, Dr. Ervin, and Dean Stein
    - One conversation with the Georgia Tech Research Institute (GTRI)
- Planned and implemented the first-ever, year-long CONTEXT programming with the Inclusion, Advocacy, and Support Collective. Context was a yearlong interdisciplinary programming initiative that explored social justice themes and issues through the lens of race and class in Atlanta. Context provided a platform for inclusive conversation about the challenges of social justice across different issues that shape our communities and lives. Context explored themes like redlining and gentrification.
- Sponsored Diversity & Inclusivity Month. The programs and the events offered during this special month were for the entire Georgia Tech community. Key

workshops included *Understanding White Privilege* and *Lovecraft Country and Black Imagination as a Tool for Liberation;* both offerings were facilitated by outside consultants. In addition, Student Life Inclusion, Advocacy, & Support Programs, the Black Lady Planners, and the Student Planning Association co-presented a facilitated a panel discussion *on Combating Gentrification: How Can You Get Involved*? Panelists included key leaders representing Atlanta-Based Organizations such as The Just Growth Portfolio Partnership for Southern Equity, The Grove Park Foundation, and the Atlanta Neighborhood Development Partnership, Inc.

- Increased outreach to graduate students. Examples include facilitating listening sessions with the following departments:
  - o Biomedical Engineering
  - o Civil & Environmental Engineering
  - o Electrical & Computer Engineering

Progress:
Completed

V. Statistics

Unit Statistics:

Workshops

Date	Title	Attendance
April 6, 2021	Lunch & Learn: Eastern Medicine and Acupuncture with Dr. Zhaoxue Lu and Dr. Fang Zhang	9
April 17, 2021	Learn Chinese Calligraphy with Yuqi Chen	26
April 20, 2021	GT Alumni Panel: Asian Americans in Public Service –	9
April 17, 2021	Papermaking in Asia and the Pacific Islands with the Robert C. Williams Museum of Papermaking	10
April 19, 2021	Mental Health and Well-being in South Asian Communities with Dr. Syeda Rahmani	13
April 22, 2021	Mindful Doodling: Creating Identity Flags with Rayna Lo	5
June 9, 2020	Monthly Mask Off: The Impact of COVID-19 on Underrepresented and Underserved Communities	23
July 19, 2020	Monthly Mask Off: July – Black While _____	20
August 12, 2020	Jump Start Jackets presentation about diversity and inclusion	60
February 8, 2021	Navigating Tech as a Black Student with Parent and Family Programs via Microsoft Teams	50

June 9, 2020	LGBTQ Town Hall for Students	30
June 25, 2020	President Scholars Town Hall	60
May 22, 2020	First Year Housing	50
May 27, 2020	Storytelling	50
May 28, 2020	Storytelling	50
June 5, 2020	Center for Teaching and Learning (CETL)/Serve Learn Sustain Panel for Faculty	80
June 4, 2020	"No, I'm Not Okay: A Conversation with Black Staff in Student Life	35
July 1, 2020	Storytelling	50
July 1, 2020	Storytelling	50
July 2, 2020	Storytelling	50
July 7, 2020	FASET Q&A with GT Diversity	20
August 20, 2020	Counseling Center Interns	5
September 9, 2020	GT 1000: Renita Smith-Moore	20
October 5, 2020	GT1000: Ursula Reynolds	20
November 16, 2020	GT1000: Brittany Hodges	20
October 29, 2020, Part 1	Storytelling Crawl	50
October 29, 2020, Part 2	Storytelling Crawl	50
February 11, 2021, Part 1	Inclusive Leader's Academy: Stories We Live By	30
February 11, 2021, Part 2	Inclusive Leader's Academy: Stories We Live By	30
February 25, 2021	Indigenous Students Meet & Greet	10
February 18, 2021	Dr. Sonny Kelly, "The Talk" ``	100
November 4, 2020	Diwali	300
January 14, 2021	MLK Keynote: Nikole Hannah-Jones	700
January 15, 2021	Whistle Webinar: Diversity, Inclusion Initiatives in Student Life	20
January 21, 2021	MLK Student Celebration	100
March 12, 2021	Gentrification in Atlanta with Dr. Nia Reed – Context	60
March 17, 2021	Combating Gentrification & How You can Get Involved	60
March 29, 2021	Verzuz Through the Decades	40
March 19, 2021	Super Geek Trivia Fight Night	60
April 6, 2021	Lovecraft Country and Black Imagination as a Tool for Liberation – Dr. Renee Craft Alexander	75
August 11, 2020	GT1000 Virtual Resource Fair	25

Summer 2020	GT1000 world Café: Stacey Doremus	20
	Total	**2545**

Training

Name	Title	Attendance
Summer 2020	How to Build an Inclusive Classroom for GT1000 Leaders	150
August 12, 2020	Intro to Diversity and Inclusion for Explore Living Learning Community	170
Summer 2020	Listening Session for BME Department with Julian Rose	107
July 7, 2020	Challenge: Diversity, Identity, and Just Communities	70
July 13, 2020	Challenge Counselors	20
August 2, 2020	Georgia Tech Professional Education Listening Sessions (2)	100
September 18	GT1801: President Scholars	50
	President's Scholars Listening Session	30
August 10, 2020	Civil and Environmental Engineering Graduate Students	50
October 23, 2020	A Listening Session with ECE Graduate Students	50
October 22, 2020	5 Dysfunctions of a Team	10
November 9, 2020	Social Justice Training	10
November 19, 2020	GUIDE (Greeks)	15
May 13, 2021	Conference Services	50
April 20, 2021	Delta Sigma Pi	10
March 25, 2021	Understanding White Privilege	50
	Total	**977**

Events

Date	Title	Attendance
April 26, 2021	Have You Eaten Yet? The Ultimate Asian Care Package	434
April 14, 2021	Snack Break: Ube is My Yam	300
October 26, 2020	Tote Bag Scavenger Hunt	400
October 19 – November 4, 2020	Ramblin Wreck the Vote	120
January 4, 2021	Senate Quiz	492
January 19, 2021	Sticker Contest	44
January 26, 2021	Mask Scavenger Hunt Teaser	345

January 29, 2021	Mask Scavenger Hunt	320
July 25, 2020	Challenge Resource Fair	50
October 22, 2020	African American Male Initiative Tabling	20
February 21, 2021	Indigenous Students Meet & Greet	7
January 21, 2021,	MLK Student Celebration	100
April 1, 2021	VERZUS Through the Decades	40
March 19, 2021	Super Geek Trivia Fight Night	60
August 11, 2020	GT1000 Virtual Resource Fair	25
	Total	**3,533**

Office of Student Diversity Programs Outreach 2014-2021

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
5595	6631	5767	5260	3643	7,055*

*97% increase from 2019-2020

Office of Student Diversity Programs Social Media Campaign

Year	Twitter	Humans of GT	Instagram	International Spouse Group Facebook Members
2015-2016	374 followers	361 followers, 171 posts	503 followers, 107 posts	142 Members
2016-2017	511 followers	386 followers, 174 posts	879 followers, 198 posts	190 Members
2017-2018	671 followers	405 followers, 186 posts	970 followers, 296 posts	213 Members
2018-2019	643 followers	406 followers, 208 posts	1,185 followers, 343 posts	206 Members
2019-2020	677 followers	406 followers, 232 posts	1,259 followers, 410 posts	209 Members
2020-2021			1,743 followers *and 569 Posts*	

It takes village to manage social media, and the Office staff decided to focus on Instagram. The Office staff report an increase of 38.4 % in followers and an increase of 38.8% in posts.

Domestic Partnerships Approved

FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY2020	FY2021
11	14	19	12	11	8	4	7*

100% of applicants were graduate students for FY2021

0% of applicants were same sex couples for FY2021

91 partnerships approved since 2010

*75% increase from FY2020

Campus Chaplains Processed

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
41	23	40	45	38 Renewals 23 New	5 Renewals 52 New*

*Processed 126% more chaplains for 2020-21.

Progress:
Completed

VI. Service to the Institute

Staff Service:

Stephanie Ray

- Advisor, G.I.F.T.E.D. Gospel Choir
- Advisor, Martin Luther King (MLK) Student Board
- Advisor, Caterpillar's Promise
- Advisor, College Diabetes Network
- Steering Committee, Storytelling Crawl
- Steering Committee, Diversity Narratives
- Co-chair, Multicultural Competence Committee, Student Life
- Facilitator, GT 17 Rooms: Poverty
- Co-chair, MLK Planning Committee
- Member, Diversity Symposium Planning Committee
- Sub-committee Chair, Historical Narratives and Naming Committee
- Committee Member, Parking and Transportation Advisory Board
- Staff Sub-group Member, Institute Diversity, Equity, and Inclusion (IDEI) Plan
- Member, DEI Plan Work Group
- Application Grader, Collegiate Panhellenic Council
- Committee Member, Future of Work
- Subgroup Future of Work, Manager's Toolkit

- Campus Partner, Mental Health First Aid
- Committee Member, Athletic Association Compliance & Equity Committee
- Committee Members, Racial Injustice and Sexual Violence Collective Subgroup
- Omicron Delta Kappa
- Georgia Tech Leaders Panel

Karen Yiu

- Advisor, Asian American Student Association
- Committee Member, GT1000 Equity Work Group
- Committee Member, GOLD Route
- Facilitator, Critical Conversation regarding AAPI identity with President Cabrera
- Facilitator, Critical Conversation regarding AAPI identity with GTRI
- Safe Space Facilitator
- Volunteer, Homecoming Mr. and Mrs. GT Interviews
- Volunteer, WRECK Camp Interviews

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Stephanie Ray

- District 44 Toastmasters Annual Conference Opening Speaker
- Three Sessions of Diversity Coaching with Cheryl Cofield
- HR Mandatory Training
- Antiracism in Education
- GT Diversity Symposium
- Toastmasters International Convention (Virtual)
- Dr. Ibram X Kendi – How to be an Antiracist Webinar
- Your Power to Vote
- 1st Amendment Training for the Division of Student Life
- Reading Rainbow: Languages and LGBTQIA Visibility in Engagement
- Reading Rainbow: Pronouns Workshop for Faculty & Staff
- Student Life Book Clubs: *Rising Strong* and *His Truth is Marching On*
- Bias workshop with Archie Ervin and Keona Leis
- Town Hall with Jose' Villalba – Wake Forrest
- NCORE Virtual Conference
- Blackballed: The Black and White Politics of Race in America on America's Campuses
- Black History Month Lecture featuring Angela Davis

- MLK Lecture with Nikole Hannah Jones
- Black Joy as Resistance: Why I do the Work I Do
- GTC Dramatic Dialogues - "You.Me.We": An interactive program on racism, sexism, & LGBTQ issues especially for college students
- Unpacking Yaoi Boy's Love
- "Illuminate Tech" – Student & Faculty Staff Speaker Series
- LGBTQIA Alumni Panel
- Lavender Graduation
- A Conversation with Karen Wilkerson
- Values Based Goal Training

Karen Yiu

- Attendee: Diversity Symposium, September 2020

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

We learned that the Office should use virtual platforms that offer closed captioning. Not only is closed captioning necessary for those who are deaf or hard of hearing, it is good for audience members whose first language is not English. In addition, closed captioning is good when presenters speak fast.

Progress:
Completed

Veterans Resource Center

I. Mission/Introduction

Essential Function(s) of Department:

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

Progress:
Completed

II. Staffing

Current Staff:

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

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

The Veterans Resource Center did not adopt or change any current policies or procedures. However, during the continued change over to remote learning due to COVID 19 the Veterans Administration worked with colleges and universities to make policy changes to the GI Bill housing stipend payments to ensure recipients continues to receive the proper benefits regardless of taking online courses.

What type of policy?:

Justification:

Changes were made to adapt to remote learning to ensure there was no lapse in student veterans' benefits.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

Student Engagement

- Held virtual office Hours Monday through Friday from 8:00am – 5:00pm.
  - Virtually met and assisted over 120 current and potential student veterans, with various issues relating to course issues, admissions, and account problems during the semester.
- Held monthly sessions for student veterans.
  - Provided information about services and GI Bill information related to operations due to COVID 19.
  - Virtual student veteran meetings. Allowed student veterans an opportunity to meet and network with other veterans at Tech.
- Held veterans' community listening circle centering on black student veterans' experiences at Tech.
- Held Stop the Addiction Fatality Epidemic (SAFE) Project for veterans. Unpacking your emotional Rucksack. This workshop helped attendees identify life stressors and offered solutions to build new skills to navigate all the surprises, disappointments, and crises that come with military/veteran life.
- Georgia Tech Ethics Week Event. Culture Shock: Transitioning from Military Service to the Corporate World. Panelist had informative discussion about transition with some timely topics related to ethics.
- Student veterans Fourblock Huddle, "Positive Check-in" meetings. Positive check –in event provided student veterans the opportunity to network with potential employers.

Outreach and Engagement

- Veterans Day. Held VRC Open House. Allowed Georgia Tech staff the opportunity to see the new VRC.

- Coordinated campus Memorial Day Recognition in new VRC. Presented information on the history and importance of Memorial Day and Georgia Tech's military history.
- Provided virtual info sessions for student veteran employment opportunities.
  - Siemens Corporation virtual info session for student veterans.
  - Union Pacific virtual info session. Recruiters discussed structure of company and various employment opportunities for veterans.
  - Held American Corporate Partners (ACP) Webinar. Discussed the details about ACPs corporate mentor and coaching program.

Progress:
Completed

V. Statistics

Unit Statistics:

Student Veteran Enrollment	Fall 2020	Spring 2021
Undergraduate Students	74	63
Graduate Students (On-Campus)	142	112
Graduate Students (Online/Distance)	243	250
Total On Campus	216	175

Overall Student Veterans Enrollment increased this year with:

Total Student Veteran Past Enrollments

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
161	165	161	165	216	175

During the Fall and Spring semesters of FY 20 and FY 21, the Office staff assisted 104 potential students and families through remote office meetings. Additionally, during the remote working time due to COVID, the Office staff assisted 47 students with various issues throughout the semester. This is decrease from the previous year's 60 office visits.

Progress:
Completed

VI. Service to the Institute

Staff Service:

David Ross, Director

- Chair, Veterans Workgroup
- Board Member, Georgia Tech Military Affinity Group
- Volunteer, GT Football Games
- Division Celebration Committee

Progress:
Completed

VII. Professional Development

Staff Professional Development:

David Ross, Director

- Attendee, University System of Georgia Military/Veteran Center Directors remote meeting.
- Provided Student Veteran Awareness Workshop to GT Alumni Association

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

After conducting and reviewing a needs assessment from student veterans and military connected students the VRC staff was able learn about specific needs from student veterans. The feedback and recommendations will aid in the development of service and programs within the new VRC. Additionally, 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 advance gender equity across identities by cultivating opportunities for community building, transformative learning, and collaborative leadership among women and their allies.

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

The Women's Resource Center has two full time Student Life professionals available for meetings about academic, personal or crisis matters. The Women's Resource Center serves a confidential location for survivors of sexual violence to seek resources and support. Meeting with students is one the numerous ways the staff of the Women's Resource Center support students with intersecting identities at Georgia Tech.

The Women's Resource Center offers multiple experiences through leadership development opportunities, community building programs, and social events and is committed to enhancing the experience for women students at Georgia Tech through programs, services, advocacy, and resources.

Progress:
Completed

II. Staffing

Current Staff:

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

- Direct the day-to-day operations of the Center which include supervision of staff (professional and student) and budget (including grant writing and fundraising).
- Oversee general appointments to assist students with a variety of personal and academic issues.
- Develop and implement programs on a wide range of topics including leadership and professional development, body image, sexual violence, sexuality, and social justice.

- Provide referrals, advocacy, and support to students on a wide range of issues including mental health, academic needs, wellness, and professional and leadership development.
- Advise the Women's Leadership Conference committee through its planning process and implementation of the conference.
- Serve on various campus committees including Sexual Violence Prevention Alliance, Culture of Respect, and Body Positive GT.
- Advise the Take Back the Night committee
- Serve as a member of the on-call Student Life rotation responding to emergencies after hours and weekends.
- Manage the Women's Resource Center and Women's Leadership Conference (WLC) website.
- Lead Women's Center strategic planning and assessment.
- Develop relationships with faculty and alumni.
- Serve as a trained facilitator for collaborative campus programs including Safe Space, Trans 101, Level Up 1, Body Positive GT, and Social Justice Training.
- Conduct assessments of campus climate and program needs for women.
- Represent the WRC at Institute resource fairs, recruitment events, and networking engagements.
- Assist in the development and implementation of all Inclusion, Advocacy, and Support Collective Initiatives
- Send daily faculty notifications for students impacted by Covid-19
- Lead planning on Context, the Inclusion, Advocacy, and Support Programs collaborative social justice initiative

<u>Dani Lechner, Program Coordinator of Women's Resource Center</u>

- Develop and implement programs on a wide range of topics including leadership and professional development, gender equity, racial justice, body image, sexual violence, sexuality, and social justice.
- Provide referrals, advocacy, and support to students on a wide range of issues including mental health, academic needs, wellness, and professional and leadership development.
- Advise the Take Back the Night committee
- Advise the Women's Action Month (WAM) Committee and oversee all WAM programs, marketing, and services
- Advise the RISE (Re-Imagine, Inspire, Serve, Empower) First-year Leadership Organization including training, support, and development of Student Advisers; serve as the Staff Adviser representative to the First-year Leadership Organization Advisory Board
- Advise, train, and support all volunteer student facilitators for Women's GradChats and oversee program logistics, planning, partnerships, and marketing
- Advise student organizations: Bullet Journal & Company; HerCampus, Partners in Dignity

- Serve as a trained facilitator for collaborative campus programs: Men (Re)Constructing Masculinity, Body Positive GT, Level Up 1 & 2, Safe Space, and Trans 101
- Assist in the development and implementation of all Inclusion, Advocacy, and Support Collective Initiatives
- Develop new programming and revitalize existing WRC programming for revised WRC mission and focus.
- Assist the Director in the development and implementation of WRC assessment and strategic planning
- Assist in the hiring, training, and supervision of WRC student staff and interns
- Serve on various campus committees including Sexual Violence Prevention Alliance, Body Positive GT, Domestic Violence Awareness Month, Graduate Resource Information Network, and the Multicultural Competency Committee
- Represent the WRC at Institute resource fairs, recruitment events, and networking engagements
- Develop advertising and content for social media, newsletters, and digital marketing

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

- RISE: The Women's Resource Center hosted our first cohort of RISE, a first-year leadership organization (FLO) for students interested in advancing social justice and gender equity at Georgia Tech utilizing Feminist Leadership principles. We

selected 18 members and 4 student advisors. RISE met as a full cohort, bi-weekly throughout the year for feminist leadership and social justice training. Additionally, every member of RISE was in a small group that met bi-weekly for community building and program planning. RISE members worked together to develop campus and community social justice-centered initiatives like the Red Goes Green: Sustainable & Equitable Menstruation program and small group projects focused on gender equity. At the end of the year, RISE was selected by the Georgia Tech Student Foundation to receive $5000 in support of their signature initiative, Red Goes Green.

- Quotes from RISE members about its impact on them:
  - *"Before coming to Tech I was worried about the competitive environment and bad reputation of mental health. RISE really helped me see and be a part of an incredibly supportive feminist environment, one that genuinely cares about students mental health, encourages better overall holistic practices, and strives to support change for gender equity and social justice in the Atlanta community."*
  - *"I think RISE was an extremely beneficial introduction to Georgia Tech. It allowed me to find a community of like-minded women who all share a passion for feminism and social justice, and beyond that, who want to make a legitimate change to the Tech community. The "Red Goes Green" workshop was a wonderful opportunity to impact my peers, and educate them on a topic that I truly care about."*
  - *"RISE has been a foundational part of the my first year at GT. By teaching me to further my goals surrounding leading with empathy and allowing me to practice feminist leadership, RISE has set me up to continue to be a student leader at Georgia Tech. I feel more confident in my ability to effectively lead my peers and ensure the presence of equity in the events I am part of."*
- WRC Training Development: The Women's Resource Center developed three new curriculums as part of our training portfolio, Interrupting Sexism, Pay Equity and Salary Negotiation, and She Should Run. These trainings were offered during Spring 2020 and will be offered at least once a semester in the 2021-2022 academic year.
  - Interrupting Sexism: In this training, participants develop the tools to identify, interrupt, and prevent sexist behaviors in their organizations, labs, and social groups.
  - Pay Equity and Salary Negotiation: In this training, participants learn about the gender pay gap and the far-reaching implications for women across all identities. Participants learn about barriers to equity, essential skills of salary and benefits negotiation, and strategies to highlight their accomplishments in professional settings.
  - She Should Run: In this training, participants learn about the legacies of women in public leadership, identify the barriers women face when

seeking leadership or elected positions, and strategies to navigate and overcome the barriers.

- Graduate Women's Programming: The WRC continued our partnership with Graduate Student Government Association (SGA) on our Women's Grad Chats series. Women's Grad Chats are dialogues facilitated by graduate women, for graduate women. They launched in Fall 2019 as monthly discussions, and it had such great success that each session had a waiting list for women to attend, so we expanded them to bi-weekly dialogues. Additionally, this year we grew from training 10 dialogue facilitators to training 18 graduate women facilitators. These facilitators then planned and hosted bi-weekly dialogue groups for their peers that focused on topics that were important to graduate women, including, improving mental and physical health while in graduate school, navigating professions dominated by men, and effective communication with advisors and peers, just to name a few. This program helped graduate women develop skills and build community in a year where many of them felt isolated. We're looking forward continuing to grow the program in the 2021-2022 academic year. This program has also allowed us to lay the groundwork for founding a graduate women's advisory council that we will launch in Fall 2021.
- Women's Leadership Conference: The Women's Leadership Conference was held in a virtual format this year, but still had over 200 registered attendees. We hosted a plenary session women from Georgia Tech's 40 under 40 list (Candace Mitchell Harris and Jasmine Burton); 4 workshops from community and business leaders; and a keynote from nationally recognized activist and educator, Blair Imani. Additionally, WLC raised over $20,000 to cover the cost of the conference.
- Context: The Women's Resource Center was a core contributor to the planning and leadership of Context, a year-long interdisciplinary programming initiative that explored social justice themes and issues through the lens of race and class in Atlanta. Context is a collaborative initiative for Inclusion, Advocacy, and Support Programs in the Division of Student Life.
    - Context provided a platform for inclusive conversation about the challenges of social justice across different issues that shape our communities and lives. Throughout each month, we utilized social media to spark conversation and provide resources for further learning and engagement. And each month, we offered a formal program to deeply consider that month's given topic. Through this programming initiative we were able to engage faculty, staff, students, and community members in dialogues and education about social justice topics that immediately impact our community. In the formal programs for each month, we partnered with campus organizations, community organizations, subject matter experts, and students (undergraduate and graduate) to share their knowledge and skills.
    - The Women's Resource Center staff designed the structure for Context and had leadership roles for the topics of voting rights (September),

redlining (October), decolonization and borders (November), preserving Black histories (February), and environmental racism (April).

- Take Back the Night: The Women's Resource Center and VOICE, collaborated to host a full scale Take Back the Night in a virtual format. Take Back the Night is an annual candlelight vigil focused on amplifying the voices of survivors of sexual violence.
    - Keynote: For the first time in the 25-year history of Take Back the Night at Georgia Tech, we were able to bring a keynote speaker. We selected national award-winning advocate and educator, Wanda Swan. Wanda spoke about the vital role and pathbreaking impact Black women have had in the movement to end violence against women.
    - Survivor stories: We featured stories from 13 survivors of sexual violence.
    - Workshops- we expanded Take Back the Night this year and held two workshops for survivors of sexual violence on the day before and the day after the speak out.
        - Hope, Healing, and Resilience- (in partnership with the Counseling Center) A workshop focused on self-care, healthy coping, and fostering resiliency in the face of trauma and challenging times.
        - Self-Compassion for Black, Indigenous, and People of Color (BIPOC) Survivors (in partnership with GT CARE)- This workshop centered the voices and experiences of BIPOC survivors, to learn about the elements of self-compassion and to discuss the challenges of practicing self-compassion in our current climate and culture.
- Women of Color Initiative: As a continuation of our shared partnership with Office of Minority Educational Development (OMED): Educational Services, the Women's Resource Center collaborated with OMED, Emory's Center for Women and Office of Racial and Cultural Engagement, and Spelman College to host the inaugural, Atlanta Women of Color in Higher Education Summit and Awards. Although we had originally planned to host the program in person, we had to pivot to hold it virtually. The summit featured an address from Dr. Carol E. Henderson, Chief Diversity Officer, Vice Provost for Diversity, Equity, and Inclusion at Emory University and Ashaki Whilham, Director of Flavor Research and Development for Coca-Cola. There were four awards (Student, Faculty, Staff, Community Leader) given to women of color who have made notable contributions in one or more of the following areas:
    - Social justice, activism, policy reform, or advocacy that advances multicultural understanding at the intersection of gender equity.
    - Higher education scholarly endeavors or administrative and professional accomplishments that significantly enhances the advancement women in industry, research, and academia within fields that women of color are traditionally underrepresented.
    - Community building on- or off-campus, to create an inclusive and respectful environment that is committed to the advancement of women

and addressing disparities at the intersection of race/ethnicity and gender.
- All We Can Save: The WRC, in partnership with the Office of Campus Sustainability, Serve-Learn-Sustain, and the Ray C. Anderson Center for Sustainable Business, hosted a fireside chat highlighting the intersections of gender equity and sustainability. This program was part of the campus-wide Earth Day celebration and was the first time the WRC participated in this campus-wide initiative. As part of the program, we invited renowned educator and feminist climate advocate, Dr. Katherine Wilkinson, to speak about her bestselling collection, *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis,* and the accompanying project, All We Can Save, which aims to educate women and amplify their leadership in feminist climate renaissance.

Progress:
Completed

V. Statistics

Unit Statistics:

Women's Resource Center Statistics (participants) 4 most recent semesters:

WRC Programs	Attendance Fall 2019	Attendance Spring 2020	Attendance Fall 2020	Attendance Spring 2021
Women's Leadership Conference	n/a	175	n/a	200
Women's Awareness Month*	n/a	100	n/a	200
Student Leaders in long-term engagement with WRC	Not tracked	Not tracked	52	52
Craft Circle	50	15	100	40
WRC welcomes	200	n/a	50	n/a
Other Programs*	250	100	275	250
Trainings and Presentations**	125	55	135	120
Advocacy***	16	8	45	36
Meetings in WRC	400	200	n/a	n/a
Tabling	600	100	150	50
Total	1641	753	807	948

*includes collaborative programming with campus partners and student organizations.
**Trainings facilitated by the WRC and invited presentations and trainings

***Advocacy numbers reflect meetings with students who have concerns related to health, violence, harassment, or other gender-based concerns.
Some Spring '20- Spring '21 semester statistics were dramatically impacted by COVID-19.

Women's Resource Center Statistics (participants) 2013-2019

	13-14	14-15	15-16	17-18	18-19
Women's Leadership Conference (WLC)	200	200	200	225	225
Women's Awareness Month (WAM)	1100	400	150	147	325
Women in Wilderness (WIW)	21	30	15	77	30
Women, Science and Technology (WST)	80	100	100	100	100
Other Programs	6900*	7548*	8472*	8919*	850
Presentations	2000	N/A	N/A	67	125
Training**	750	6270	N/A	38	65
Advocacy**	35	45	11	6	6
Meetings	1675	1725	1655	1575	1250
Tabling	1450	1300	800	800	1000
Total	14211	17618	11403	11954	3976

*Includes Teal Ribbon Day, STEM Women Coffee Talks, and other collaborative programming. 2018-2019 data does not reflect Teal Ribbon Day as we are no longer responsible for its coordination.

**In years past the WRC trainings and presentations were given through the VOICE initiative.

***The WRC advocacy numbers have dramatically decreased because victim advocacy has moved to Health Initiatives.

Baseline Data Sources:

RISE Assessment

Q1. Please list 3 feminist leadership principles you have developed through participating in RISE:

- *ability to understand systemic issues*
- *Being aware of everyones background and where different people might be coming from*
- *Confidence*
- *Cultural awareness*
- *Inclusion*

- *Self-awareness - making sure that my words and actions are guided by empathy and understanding*
- *sharing power*
- *uplifting often overlooked and marginalized voices*
- *Communicating importance of feminism for all genders*
- *Confidence*
- *Developing a voice to speak out on injustices*
- *Empathy*
- *honoring diversity*
- *intersectional feminism*
- *leading with empathy*
- *Not being afraid to speak up*
- *Working through bias - within oneself and in their respective communities*
- *Accountability*
- *advocacy for marginalized voices*
- *Determination*
- *peace*
- *Presentation skills*
- *recognizing internalized biases and privileges and working to dismantle them*
- *Sharing a platform and collaborating with diverse voices*
- *Sharing power*
- *Working together towards the common good*

Q2. Describe how you have demonstrated these principles in your personal leadership practices.

- *As a student advisor in RISE and as a leader in other student groups, I demonstrate these leadership principles by giving everyone an equal opportunity to contribute to the group and treating all members with respect and dignity. Each person can bring a very unique aspect to a team, but you aren't able to see that if you discourage people's differences.*
- *I believe that in order to be a leader you have to practice inclusion and inclusivity. To lead a group of people, you have to ensure that every voice is not only heard, but welcomed regardless of background. Confidence is importance in all aspects of life, but specifically in leadership. Leadership can help build confidence. Accountability is important because I have to hold not only myself accountable but others as well.*
- *I have worked on my own self-awareness by being mindful of the words I use to promote inclusion. In a similar way, I work through bias by questioning the assumptions I make based on premature observation. Furthermore, in terms of sharing a platform and collaborating with diverse voices, I have made sure to be more cognizant of other people when in group settings, and to encourage those with quieter or subdued voices to have a seat at every table.*
- *I practiced them when we were planning our event*

- *In conversations and daily interactions, I am more aware of my role in society and how I impact others. I am more careful when implementing consequences in my leadership roles and bring an intersectional feministic approach to my life.*
- *In every leadership opportunity I have had in my time at Tech, I have made sure to incorporate the principles into my leadership style. Whether it be remembering to ask for peoples pronouns, figuring out how to work better collaboratively, or simply just practicing different ways to lift others up.*
- *One of the most important principles that I developed throughout RISE was understanding how to create inclusive spaces for individuals, regardless of race, gender, or sexual identity. I have become more aware of the language I am using, and aimed to change the way I market different events. This leads directly into the second principle, where I have begun speaking out on some of these issues. A couple of my friends consistently use the term "female", so I have attempted to educate them on the negative connotations that this word implies. In terms of sharing power, I believe it is imperative to disperse power to those who are best suited for it, rather than hoarding power out of a misplaced sense of self-importance. Thus, when I have helped coordinate other workshops outside of RISE, I have delegated different tasks to my group members, rather than trying to take on all of the responsibility myself.*
- *Working as the DEI Chair within the Content and DEI committee, I demonstrated these principles through the development of our presentation and through my delivery of the presentation.*
- *Working on the RISE service project Red Goes Green allowed me to integrate these principles into my leadership practices. First, it was important to recognize my privilege of having access to menstrual products and how that has shaped what I have and have not experienced in life. After recognizing that, I chose to lift the voices of individuals who do experience period poverty and make their experiences heard. Finally, I learned the importance of using neutral language when talking about menstrual health and menstrual product users so as to create an inclusive and empathetic environment.*

Q3. How would you describe the impact of RISE on your GT experience?

- *Before coming to Tech I was worried about the competitive environment and bad reputation of mental health. RISE really helped me see and be a part of an incredibly supportive feminist environment, one that genuinely cares about students mental health, encourages better overall holistic practices, and strives to support change for gender equity and social justice in the Atlanta community.*
- *Due to COVID, I think RISE was an extremely beneficial introduction to Georgia Tech. It allowed me to find a community of like-minded women who all share a passion for feminism and social justice, and beyond that, who want to make a legitimate change to the Tech community. The "Red Goes Green" workshop was a wonderful opportunity to impact my peers, and educate them on a topic that I truly care about.*

- *I consider myself fortunate to have participated in RISE, because it got me into a leadership position early on in my college career, and it connected me with students with incredible passions and visions. Being introduced to feminist leadership principles through RISE was really impactful, because now I know what leadership qualities I want present in other clubs and organizations I participate in as a student.*
- *It helped me connect with other like minded first years*
- *Overall, while I don't feel that I necessarily learned any largely NEW lessons about what it means to be a feminist or what feminism worldwide looks like, I did absolutely hone in my skills of communication, coordination, and networking. RISE has connected me with many wonderful individuals across the Tech campus.*
- *RISE has been a foundational part of the my first year at GT. By teaching me to further my goals surrounding leading with empathy and allowing me to practice feminist leadership, RISE has set me up to continue to be a student leader at Georgia Tech. I feel more confident in my ability to effectively lead my peers and ensure the presence of equity in the events I am part of.*
- *RISE has had an extremely valuable impact on my GT experience. As a student advisor, I have had the opportunity to form close relationships with the first-year students in my small group ("crumble" as we call them), and I am excited to see all of the amazing things they accomplish both in RISE and other student organizations that they continue to be involved in. Prior to my involvement in RISE, I was passionate about encouraging women to pursue STEM fields through SWE, but RISE has given me the opportunity to broaden my scope of social justice issues that need to be fought.*
- *RISE helped me step out of my comfort zone. In high school I was very passionate about feminism, but was never in an environment in which I felt comfortable enough to ask those hard questions and push myself and others to foster change. Starting at tech, I knew I wanted to find a community where I was surrounded by individuals who would push me to do better and hold me accountable. RISE was exactly what I was looking for. Every conversation I learned more and more from my student advisors and peers. I was inspired by all the members and advisors. Being out of state, and away from my family and friends, RISE helped me realize that Georgia Tech was the place for me.*
- *RISE was so important to me this past year, I was able to make life-long connections with amazing women who I'll never forget. RISE gave the opportunity for me to connect with fellow minded people and grow as a person and a feminist.*

Progress:
Completed

VI. Service to the Institute

Staff Service:

Melanie DeMaeyer

Campus Service:

- Advisor, Alpha Chi Omega
- Advisor, Omega Phi Alpha
- Member, Sexual Violence Prevention Alliance (SVPA)
- Member, SVPA Advocacy and Programming Committee
- Member, Culture of Respect Collective
- Member, Body Positive GT
- Safe Space, Facilitator
- Trans 101, Facilitator
- Body Positive GT, Facilitator
- Social Justice Training, Facilitator
- Guest Facilitator/Subject Matter Expert, DramaTech: Practicing Anti-racism
- Guest Facilitator/Subject Matter Expert, VOICE Peer Educators: Social Justice in Sexual Violence Prevention
- Guest Facilitator/Subject Matter Expert, Jump Start Jackets: Intro to Diversity & Inclusion
- Committee member, Director of Employer Connections (Career Center)
- Interviewer, Prestigious Scholarships (mock interviews)
- Member, Women of Color Awards Brunch Planning Committee
- Guest Speaker, Engage Podcast Series: Women's Centers & Gender Equity
- Member, Georgia Tech Equity, Diversity, and Inclusion Council
  - Co-Chair, Georgia Tech Equity, Diversity, and Inclusion Council, Student Assessment
- Racial Injustice and Sexual Violence Collective
  - Administrative Committee, Member
  - Sexual Violence Committee, Chair

Dani Lechner

Campus Service:

- Co-founder, Executive Board Member, Georgia Tech Emerging Professionals
- Member, Employee Engagement Leadership Council
- Member, Sexual Violence Prevention Alliance
- Member, Graduate Resources and Information Network
- Member, Body Positive GT Committee
- Member, Body Positive GT Outreach & Advocacy Subcommittee
- Member, Women of Color Awards Brunch Planning Committee
- Member, Multicultural Competency Committee
- Member, Domestic Violence Awareness Month Committee

- Member, Institute Awards Committee
- Guest Facilitator/Subject Matter Expert, DramaTech: Practicing Anti-racism
- Guest Facilitator/Subject Matter Expert, VOICE Peer Educators: Social Justice in Sexual Violence Prevention
- Guest Facilitator/Subject Matter Expert, Jump Start Jackets: Intro to Diversity & Inclusion
- Guest Facilitator/Subject Matter Expert, Well-being Wednesday: Vision & Goal Setting
- Guest Speaker, Engage Podcast Series: Women's Centers & Gender Equity
- Men (Re)Constructing Masculinity Facilitator
- Safe Space Facilitator
- Trans 101 Facilitator
- Body Positive GT Facilitator

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Melanie DeMaeyer
Professional Development:

- Campus Advocacy & Prevention Professional Association (CAPPA), member
- National Women's Studies Association, Women's Center Caucus, member
- Georgia Tech Leader's Panel, invited panelist
- Attendee, Diversity Symposium
- Attendee, Building Women's Leadership in College
- Attendee, Nikole Hannah Jones Martin Luther King (MLK) Lecture
- Attendee, Angela Davis Lecture
- Attendee, National Women's Studies Association, Women's Center Symposium
- The Body Positive, trained facilitator
- Attendee, National Conference on Race and Ethnicity (NCORE)
- Attendee, Community Redistricting Organizations Working for Democracy (CROWD) Academy
- Attendee, Scheller College Lecture with Dr. Beverly Daniel Tatum
- Participant, 17 Rooms United Nations Sustainable Development Goals (UN SDG) at GT

Dani Lechner
Professional Development:

- Attendee, Conflict Management: An Exercise in Enriching Relationships
- Attendee, Annual Diversity Symposium
- Attendee, Body Positivity in Queer Communities
- Attendee, Building Women's Leadership in College
- Attendee, Nikole Hannah Jones MLK Lecture
- Attendee, Angela Davis Lecture
- Attendee, Introduction to Implicit Bias Workshop
- Attendee, Understanding White Privilege with Yvette Upton
- Attendee, Dean's Diversity, Equity, and Inclusion Panel
- Fellow, 2020-2021 Diversity & Inclusion Fellows
- Presenter, American Government Accountants Council for the Advancement of Women
- Body Positive GT trained facilitator

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

This year, the Women's Resource Center launched RISE, a first-year leadership organization focused on gender equity and social justice. As a core part of the curriculum for this program, we focused training students using Feminist Leadership principles. At the end of the year, we asked students to reflect on feminist leadership principles and to identify two different principles and how they would use them in their leadership practice moving forward. All of the students were able to identify at least two principles and an application to future leadership. Some of the students were able to articulate these principles more clearly, while others were able to give a more general answer. These results will help us to better hone and refine our curriculum and help students make clear connections to how this intensive leadership experience in their first year can be applied to later leadership experiences. We won't make major overhauls to the curriculum, but we will do a pre- and post-evaluation with the students in the coming year to determine what feminist leadership principles they feel they already have a grasp on prior to the beginning of the program and what they learn as a result of the program.

Progress:
Completed

Leadership, Education and Development
I. Mission/Introduction

Essential Function(s) of Department:
The Division of Student Life's Leadership Education and Development (LEAD) Office gives participating students the opportunity to learn and practice effective leadership skills, develop multicultural appreciation, and gain support in their investigation of grand challenges. The LEAD Office offers a thoughtful and intentional series of academic, experiential, and co-curricular activities to help students prepare for leadership in a rapidly evolving global society.
LEAD programs, which include everything from one-on-one leadership coaching to living-learning communities, are designed to help students:
- Gain valuable insights into your leadership potential
- Learn and practice habits of highly effective teams
- Understand what it takes to create change and inspire others
- Chart a leadership development pathway to real results within Georgia Tech and beyond

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

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

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

Teams for Tech is a year-long student engagement where undergraduate and graduate student teams work closely with a team leadership coach to create a product, service, project, or venture concept to enhance the life at Georgia Tech. Projects could focus on

reducing Georgia Tech's environmental footprint, enhancing the quality of student life, improving technology, etc. and will have a direct impact on Tech's student body and campus. Team members will understand and analyze the dynamics of their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, and apply problem-solving skills to difficult team dynamics.

Global Leadership Practice (in partnership with Tokyo Tech)
In partnership with Tokyo Institute of Technology, GT LEAD conducts a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Summer 2020 we conducted this course virtually due to travel restrictions as a result of COVID-19.

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

Progress:
Completed

II. Staffing

Current Staff:

Wes Wynens, Ph.D.
Director, Leadership Education and Development
Director, Grand Challenges Living Learning Community

Stacey Doremus, MA
Program Director, Leadership Education and Development

Caroline Dyess
Coordinator, Grand Challenges Living Learning Community

Ashton Bettis
Coordinator, Grand Challenges Living Learning Community

New Staff:

McCall Henderson
Program Director, Leadership Education and Development, April 1, 2021

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

LEAD instituted all policies and procedures as it related to COVID-19 under USG and CDC guidelines.

What type of policy?:
Institute Policy/Procedure

Justification:

COVID-19

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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.

Significant Accomplishments:

Minor in Leadership Studies
Since LEAD starting tracking in 2013, we have admitted more than 360 students in the Minor in Leadership Studies with nearly 80% of them graduated. 17 students from various majors (Business Administration, Biomedical Engineering and Civil and Environment Engineering comprising the top graduate stats) graduated. The Global Engineering Track has prepared these engineers to contribute and lead effectively in

domestic and global contexts in solving global grand challenges and other societal problems, working effectively across cultures while the Business Track has provided our recent graduates with in-depth knowledge of leadership theory, skills, and practical experience through a rigorous, multi-disciplinary program of study.

More than 400 students registered for the online Minor Fair and Showcase with nearly 70 minor representatives participating in the online event that was hosted on Gatherly (online events platform) and was conducted on October 15th from 10am-2pm. The advisors checked in and monitored their tables while students explored the minor tables, had in-depth discussions with minor advisors and participated in educational sessions. An event map was provided at the beginning of the session and students could drop in and out of the event as they had time.

At the Minor Fair and Showcase, students explore ways to:
- Study an area of interest
- Increase breadth of knowledge in specific areas
- Add a specialization to major
- Become a more well-rounded individual for future internship and job opportunities | Diversify academic background, experience, and expertise | Differentiate myself
- Expand career options
- Increase global awareness and conversational skills in language areas
- Develop skills beyond the technical
- Speak to minor advisors in at one time in one location
- Learn from other students who were part of the program

One student emailed indicating how appreciative they were that we continued this event despite the pandemic. They were exploring the minor at the prior year's event and wanted to follow-up on a couple of chosen minors to make a final decision.

Grand Challenges
As of Spring 2021, Grand Challenges has impacted 941 students through our first year living learning community, with over 390 students continuing with their team projects in the second year and beyond. With nearly 560 applicants for 179 openings for the upcoming year. 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.

Leading Edge | One-on-One Leadership Coaching
The Leading Edge | One-on-One Leadership Coaching program participation continues to be one of our marquee leadership development programs that enable students to intentionally explore and develop their leadership skills. To date, we have been able to

help over 1,550 undergraduate students and 500 graduate students sharpen and enhance their leadership skills since its inception in AY13-14. 188 graduate students and 92 faculty/staff have developed as leadership coaches in the program.

<u>Teams for Tech</u>
Throughout AY20-21, LEAD Team Facilitators worked with selected teams to develop a product, service, project, or venture concept to enhance the life at Georgia Tech. They learned to understand and analyze their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, apply problem-solving skills to difficult team dynamics, and ultimately, implement their idea.

The Teams for Tech IDEAS Competition was held on Tuesday, September 22nd and 11 competitors were selected for a coveted spot in the Teams for Tech program where they received a team coach and the support to see their idea to implementation. Ideas ranged from gamifying COVID-19 testing to outdoor fitness spaces and mental health and well-being, all ideas aimed to enhance the quality of student life at Georgia Tech.

One of our teams received noteworthy success over this past year – Cheers | Cheers' mission is to provide a social platform for all people to steward their relationships, time, and mental health well! Cheers is a start to a solution, and they launched their iOS app on Georgia Tech's campus this year. Users experienced happy friendships and healthy minds. They were also the recipient of the Nexus Award for at the Up with the White and Gold Ceremony in April 2021.

<u>Global Leadership Practice (Tokyo Tech)</u>
In partnership with Tokyo Institute of Technology, GT LEAD was invited once again (for a 4th year) to instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course has impacted 60 students and 12 graduate student teaching assistants (4 – Georgia Tech students). It is important to note that this course was delivered successfully for the 2nd year in a remote format due to travel restrictions around COVID-19.

Global leadership practice students continue to show leadership development gains in areas of multi-cultural perceptions of leadership, reflective writing, self-awareness related to strengths, values, unconscious and conscious biases, and cultural perspectives, effective multi-cultural team development, team health and systems of multi-cultural leadership that seek to innovate, change, grow and improve future organizations.

<u>GT 1000 Leadership Track</u>
Over the course of six fall semesters (2015-2021) and Summer 2021, we have impacted a total of 108 faculty/staff instructors, 21 graduate student fellows, 190 student Team Leaders, and over 1,500 students with a leadership development experience; thus, improving outcomes in student organizations, team projects, augmenting and supplementing technical degrees, preparing students for professional life, and providing a way for GT1000 to continuously evolve. In Summer 2021, we offered (10) iGniTe leadership sections and offered "Late Nights with LEAD" series (topics included, but were not limited to, Success as an Introverted Leader, Working in Virtual Teams, Bridging the Gap between High School and College, and Developing Intentional Leadership Pathways) that offered virtual and in-person educational opportunities for students in all tracks.

Progress:
Completed

V. Statistics

Unit Statistics:

<u>Minor in Leadership Studies</u>

Operations	Details	AY2019-2020 (COVID-19 in Spring Semester)	AY2020-2021 (COVID-19 Summer|Fall Semester)
Personnel	Director	1	1
Academics	Track 1 - Business	18 Courses + Capstone	18 Courses + Capstone | Leadership for Social Good Eastern and Central Study Abroad Program and GELM Study Abroad Cancelled due to COVID-19.
		272 Students*	292 Students*
		5 Students Dropped	3 Students Dropped
	Track 2 - Public Policy	9 Courses + Internship	9 Courses + Internship
		7 Students*	7 students*
		0 Students Dropped	0 Students Dropped
	Track 3 - College of Engineering	10 Courses + Global Engineering Experience + Hyatt Speaker Series	10 Courses + Global Engineering Experience + Hyatt Speaker Series
		54 Students*	62 Students*
		2 Students Dropped	2 Students Dropped
	Graduated/ Completed	47 Students (largest graduating class thus far)	17 Students
Co-Curricular	Minor Leadership Retreat	2019 Fall Semester Minor Social - 2 Alum, 9 Current Students and 16 Prospective Students (27 Students in total)	No in-person programming due to COVID-19
		2020 Minor Graduation Dinner - Scheduled for April 2020 (Moved to April 2021 due to COVID-19)	No in-person programming due to COVID-19
Admissions	Minor Applicants	30 Students (25 Business | 4 Engineering | 1 Public Policy)	30 Students (22 Business | 8 Engineering | 0 Public Policy

Grand Challenges Living Learning Community

Operations	Details	AY2019-2020 (COVID-19 in Spring Semester)	AY2020-2021 (COVID-19 Summer|Fall Semester)
Personnel/ Faculty	Directors	2	2
	Faculty Instructor (GT2201)	1	1
	Assistant Director	1	Re-Org--dissolved Assistant Director position and hired Program Director (McCall Henderson 4/1/21)
	Administrative Professional		
	Coordinator	1	2
	Facilitators	22	22
Academics	First Year -- 3-hour courses	4 courses	4 courses
		200 students	179 (size cut due to COVID restrictions)
	Second Year -- 1-hour courses	2 courses	2 courses
		27 students	15 students
	Third Year -- Faculty Advisor		
	Student Projects	47 projects	33 projects (size cut due to COVID restrictions)
		227 students	179 (size cut due to COVID restrictions)
Co-Curricular	Grand Challenges Retreat	200 students	COVID-Cancelled
	Student Activity Committees		
	Recruiting Team	70 students	35 students
	Mentorship Program		
	Lunch/Dinner with Faculty	200 Students	COVID-Cancelled - replaced with virtual meetings
	Coffee with GT Administrators	200 Students	COVID-Cancelled - replaced with virtual meetings
Admissions	Grand Challenges Applicants	630 Applicants	552 Applicants

Leading Edge / LEAD

	Details	AY2019-2020 (COVID-19 in Spring Semester)	AY2020-2021 (COVID-19 Summer|Fall Semester)
P E R S O N N E L	LEAD Director	1	1
	Program Director	1	1
	Coordinator	1 (until January 2020) | Lost position permanently due to COVID-19 State Cuts	0 | Lost position permanently due to COVID-19 State Cuts | Submitted Justification for New Hire | Likely will be shared across LEAD
	Student Assistants	3 | cut to 2 in May 2020 due to graduation of graphic designer	1 turned Tech Temp
	Student Organization Team Fellows (Changed to Teams for Tech in 2019)	Teams for Tech Fellows - 5	Teams for Tech Fellows - 5
	VIP Team Fellows		
	One-on-One Leadership Fellows (Graduate and Undergraduate Students)	28	26 Students
V O L U N T E E R	One-on-One Student Leadership Fellows Alumni	3	5
	One-on-One Student Leadership Fellows (2nd Year)	8	9
	One-on-One Student Leadership Fellows (3rd/4th Year)	6	None | Graduated
	One-on-One Leadership Fellows (Faculty/Staff)	5	8
	One-on-One Leadership Fellows (2nd Year Faculty/Staff)	5	8
	One-on-One Leadership Fellows (3rd Year + Faculty/Staff)	8	2

A C A D E M I C S	Team Assessments (Team-Based Classes)	2 Courses (within LEAD) 280 Students	2 Courses (within LEAD) 285 Students
C O - C U R R I C U L A R	One-on-One Leadership Coaching	275 Students	255 Students
	Leadership Fellows Training	56 Students/Faculty/Staff/Alumni	55 Students/Faculty/Staff/Alumni (Online)
	Faculty/Staff/Alumni Fellows Training	Included Above	Included Above
	Team Coaching (VIP)	IDEAS Competition moving to a virtual format in 2020 Fall Semester due to COVID-19	IDEAS Competition moving to an IMPACT A THON in Spring 2022 / Pitch Competition at end of IMPACT A THON
	Team Coaching (Student Organizations)	Conducted workshops for Greek Life and ODK (80 students)	Working with MSE Labs (4 Workshops Conducted and 1 Conflict Resolution Session)
	360 Assessments	Coaching Toolbox Assessments and Tools (estimated over 400 students affected)	Coaching Toolbox Assessments and Tools (estimated over 400 students affected)
	Five Behaviors of a Cohesive Team Assessment	Moved to How to Work with Me Guide, Team Charter and Team Health Monitoring (580 Students)	Moved to How to Work with Me Guide, Team Charter and Team Health Monitoring (580 Students)
	DiSC Profiles / Five Factor Personality Test	510 Students	510 Students
	Student Leadership Practices Inventory	35 Students (Tokyo Tech)	22 Students (Tokyo Tech)
	Leadership Workshop Series	GOLD Route | 40 Students; 3-part leadership session series (Intro to Teaming, Presentation Prep and Seeking, Giving and Receiving Feedback) in the 2019 Fall Semester	GOLD Route (on hold until we get LEAD Coordinator assistance) | 40 Students; 3-part leadership session series in PUBP 4010 Policy Task Force and CEE6651 (Graduate Infrastructure Systems) | Grad

		within CEE 4803 (Origami Engineering) and a 2-part series in CEE 8097 (Intro to Transportation Research), PUBP 4010 Policy Task Force and CEE6651 (Graduate Infrastructure Systems) | 175 students; Grad GPS and Grad Groups | 30 students	Groups | 30 students | Group Coaching Sessions 75 students per semester for 3 sessions
	GT1000 Leadership Sections	340 Students / 22 instructors	400 Students / 21 instructors
	LEAD Recruitment Team	Reorganized leadership in Spring 2020 (1 Advanced Fellow)	LEAD Coordinator ran this group and there are plans to initiate a LEAD Student Ambassador Program in Spring 2022
A D M I S S I O N S	Leadership Fellows Applicants	80 Grad Students | 8 Faculty/Staff | 10 Undergraduate Students	65 Graduate Students | 8 Faculty/Staff | 1 Undergraduate Student (need to promote more in Undergraduate population in Spring 2022 for AY22-23
	Leading Edge Nominations		
	Leading Edge Applicants	275 Students	230 Students (implemented a new program to assess readiness by participation and response rates for initial program activities)

Progress:
Completed

VI. Service to the Institute

Staff Service:

<u>Wes Wynens</u>

- Pioneered a new form of hybrid instruction in response to the pandemic
- Georgia Institute of Technology Strategic Plan Committee

Stacey Doremus

- August 2020 | Conducted MSE Leadership Labs
- Summer and Fall 2020 GT 1000 Leadership Track Instructor and Trainer
- September and October 2020 | Taught Virtual Teaming and Seeking, Giving and Receiving Feedback sessions for PUBP 4010 Policy Task Force
- September 2020 | North American Association of Summer Sessions (NAASS) | Presented "Building Virtual Community" webinar with Summer iGniTe colleagues
- October 2020 | Chaired our 2nd Annual Minor Fair and Showcase in partnership with Center for Career Discovery and Development (C2D2), Summer Session Initiatives and over 95% of our minor program advisors in all colleges
- January 2021 | Colorado Mountain College | Presented "Igniting the Spark | Ways to Improve Student Engagement in the Classroom and Beyond" to nearly 80 faculty/staff
- January 2021 | Selected as a faculty fellow for the 2021 Teaching with Technology Partnership program in the Center for Teaching and Learning Project: Online Simulated Leadership Case Studies
  With the issues of a global pandemic, civil unrest, and economic uncertainty facing our nation today we need to develop exceptional leaders that are adaptive, creative, ethical, globally aware, and technologically sophisticated who can define and solve problems to impact change across multiple levels, including self, organizational, community and societal. With the online simulated leadership case studies project (initially focused on developing adaptive student leaders), Georgia Tech students will grow and develop the necessary leadership skills in an active learning environment that will enable them to prepare and encourage others to handle change. Simulation to go live in 2021 Fall Semester
- Spring 2021 | Served as a 3-Minute Thesis (3MT) Judge
- June 2021 | Served as primary instructor for Global Leadership Practice: Working in Multi-Cultural Teams Intensive 2-week Master's Level Course at Tokyo Institute of Technology (Online until restrictions are lifted | 4 year completed)
- Graduate Resource and Information Network (GRIN)- member
- Georgia Tech Academic Advisors Network (GTAAN)- member

McCall Henderson
- N/A
Caroline Dyess
- Mentored a first-year student through GT HUB (Home. Unity. Belonging. A support to students who have experienced foster care, are homeless or at-risk of becoming homeless)

Ashton Bettis
- Member of the Multi-Cultural Competency Committee to assess GT's Department level aptitude for diversity training
- Acted on the Pride Employee Resource Group Leadership Team

Progress:
Completed

VII. Professional Development

Staff Professional Development:
Wes Wynens
- N/A

Stacey Doremus

- August 2020 – April 2021 | Faculty Learning Community - Brain-Based Teaching
- July 2020 | Community Healing Through Storytelling: Breaking Through the Armor of Our Hearts (DE&I)
- Neuroleadership Series
  - July 2020 | The Mindset We Need Now
  - September 2020 | Where Do We Go From Here? The Neuroscience Behind Change

McCall Henderson
- Accepted to Georgia State's MBA program | Start in 2021 Fall Semester

Caroline Dyess
- FY2020 | Interim LEAD assistant director

Ashton Bettis

- Manager and Student Hiring Trainings
- PCard Trainings

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

<u>Grand Challenges</u>
The Grand Challenges (GC) Living Learning Community monitors the progress of the program by evaluating previously set goals through surveys, participatory data, and observation. This data helps us learn from the previous year and set growth goals for the following year.

Faculty Engagement Inside and Outside the Classroom
We plan to decrease repetitive events, increase in person events (COVID precautions regarded) and we are working with the faculty on new ways to get them involved – an initiative spearheaded by our faculty co-director.

Students will Work Collaboratively with Other Students
The directors and staff would like to instill a heightened sense of community across buildings in both the academic and co-curricular realms of the program. We will be implementing "student teams", in which the GC First Years can volunteer to participate in different student committees. These committees will be divided into three sections: event-planning team, service team, and sustainability team. The students who are taking part in these committees will have an integral role in planning and executing events for the community, community service opportunities, and sustainability education and incentives. By having GC First Year students be so involved in the planning process, we will have more of a connection to what the students need and want to see out of the Grand Challenges community, giving them more of a hand in shaping their GC experience.

Support for the Academic and Social Transition to College
We plan to re-implement the mentorship program to provide academic resources from upperclassmen that also participated in GC. The program will introduce upperclassmen Grand Challenges students into the classroom to better support the problem development and solution direction process through help with best practices and help navigate common team dynamic issues.

Student Participation in Campus and Civic Activities
To help students feel more supported in their across-campus activities, GC coordinators plan to strengthen our partnerships with departments across campus, so that we may have a better grasp of events that we can encourage our students to take part in.

Leading Edge (One-on-One Leadership Coaching)
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.

Coach | Coachee Perspectives During Active Engagements
Due to the lack of enough data to effectively analyze the study, we will be conducting this study again in Spring 2022 with 4 adjustments: 1. LEAD Staff will conduct a quick review of the questions to ensure that we don't require any edits; LEAD Staff will introduce the study at the beginning of the semester in the first Leadership Fellows Monthly Meeting and the Leading Edge Kick-Off with the goal of signing up at least 20 coaching pairs; 3. An incentive will be provided for participation and completion of the pre-and-post session surveys to motivate Coaches/Coachees throughout the study; and LEAD Staff will monitor and track response rates with a follow-up strategy to ensure we reach optimal survey response.

Understanding of Leadership Fellow (Faculty, Staff and Student Coaches) Development and Motivation to Return
Based on our learnings from the coach interviews, we plan to further enhance Coach and Coachee development through group coaching sessions in 2021 Fall Semester

around the following topics: Increasing Self-Confidence and Developing Strategies to Deal with Imposter Syndrome; Unleashing Emotional Intelligence to Work Better, and Overcoming Common Team Challenges. In addition, we plan to develop an Accelerate Conference Style Training for Spring 2022. This is structured to be a 4-hour leadership development program for Leadership Fellows and Facilitators that focuses on enhancing skills as a coach and facilitator. Multi-tracks and offerings will provide participants with training options to suit their specific needs. We will also enhance the Leadership Fellows Monthly Meetings to include challenge sessions (how to coach through specific challenges), role plays and toolbox trainings.

With the majority of Leadership Fellows' motivation to return being giving back to GT community, making an impact in students' lives, personal leadership development and community, we plan to continue to promote these benefits within our marketing efforts by capturing video testimonials and sharing with the greater GT community; especially within our faculty/staff population given our year-over-year increase in graduate student Coachee applications. We will also relaunch our peer coaching program in 2022 Spring Semester and give Coaches an opportunity to engage more within the Fellows community (e.g., Coach Chats).

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.

Growth in the Business, Global Engineering, and Public Policy Tracks
Due to the pandemic, we did not conduct any in-person events for the Minor in Leadership Studies. This will change starting in Spring 2022 as we ramp up with informational sessions, targeting schedules of class promos and participation in the 3rd annual Minor Fair and Showcase.

We will continue to target GT 1000, professors (specifically ones that teach classes that are included in the Minor and those that stimulate interest in leadership development), and students, enhance business course offerings, share more leadership stories within and outside of partner colleges, and build a stronger community within the cohort. In addition, we will continue to explore the potential for a longitudinal study.

We also believe we need to continue getting in front of students in their first year and second year with the appropriate messaging as this will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers. We have also expressed to our partners in Scheller and Public Policy the need to take a look at the course offerings with each respective track. Finding the right person to partner within other colleges for the development of a track within additional curriculum (e.g., Computer Science (CS) and Literature, Media, and Communication (LMC)) is a potential project for AY22-23.

Increase Awareness of the Minors GT Offers earlier in the Students' College Careers while Identifying Ways Students can Differentiate Themselves for Future Internships and Job Opportunities

For the 2022 Spring Semester Minor Fair and Showcase (we decided to move it to Spring so we can conduct an in-person event), we will be taking the following actions:

- The event will be hosted on March 10th from 10am-1pm in the Exhibition Hall
- Maintenance/enhancement of campus-wide materials
- Review educational sessions and determine what to keep / add
- Quick registration process (provide registration ahead of time). Raffles and swag bags will be available
- Snacks and finger foods will be served along with water
- Online table map revisions with anchor "minors" | signage throughout and around the Exhibition Hall
- Improve Minor representative participation in logistics meeting (will offer two days/times)
- Develop improved assessment and offer incentives | more targeted questions for representatives

We will also expand the committee to include more minor representatives that want to participate in the planning process.

The desire is to eventually hand this initiative off to the Office of Undergraduate Education since they own undergraduate advising and are the major sponsor of this event.

Gain a Theoretical Understanding of Students' Learning in PUBP 4140 Foundations of Leadership
With the implementation of pre-and-post concept maps, 5-minute warmups, biggest takeaways, and group rotations we were able to draw stronger connections with the material during class, make appropriate adjustments to class lesson plans and develop stronger connections with students and the teaching team.

<u>Global Leadership Practice | Working Across Cultures (Tokyo Tech)</u>

Reflecting on the results achieved, we are encouraged to see the students learning in this extremely rich learning environment where they have opportunities to learn from their peers around the world. Some areas of improvement we see are in the following areas – developing a clear assessment for individual and team leadership growth with the individual development plan incorporated into the student's final grade and more in-depth systems of leadership from the teams. This requires a lot of synthesis and risk-taking and one in which we may develop an example to help the students visualize what one could look like.

In the Fall of 2020, we implemented a 2-part workshop learning series on Collaborating in Multi-Cultural Teams with Professor Kumara's Cultural Class | Stacey's Foundations of Leadership Class.

In the Spring 2021| Advanced Course for Global Scientists and Engineers was launched – 2-part workshop series with US, Japan, Sri Lanka, and Thailand focused on Education | Career Paths and Collaborating within Multi-Cultural Teams. We had over 55 students participating in these workshops and the program was met with success. We are looking at initiating assessments for these workshops formally in Spring 2022.

What is on the horizon?

- Spring 2021|2022 - Language Tandem with Georgia Tech Japanese class and Tokyo Tech GSEC students and beyond
- New Course Spring 2022 | Sustainable Development Goals – Collaborative problem solving while working to solve a global issue | sharing cultural perspectives on the issue | multi-cultural collaboration
- Inclusion of current Global Leadership Practice course in the leadership development program at Tokyo Tech

It is important to note that over the course of the FY 2022 we will be conducting our analysis of the Multicultural Leadership Assessment and the Leadership Capacity Survey over the past four years to gain more insight into learnings – specifically around exploring the degree to which participants in The Global Leadership Practice course report changes in leadership self-efficacy, motivation to lead and leadership skills, as well as multicultural effectiveness – including Cultural Empathy, Open-mindedness, Emotional Stability, Orientation to Action, Adventurousness/Curiosity, Flexibility, and Extraversion.

Progress:
Completed

Marketing and Communications
I. Mission/Introduction

Essential Function(s) of Department:

The mission of the communications and marketing Department is to advertise, market and promote the programs, services and accomplishments of the Division of Student Life and its departments.

Progress:
Completed

II. Staffing

Current Staff:

Sara Warner is the director of this Department (Director of Communications for Student Life). Warner has been with the Institute for 15 years serving the Division in multiple capacities and departments.

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

Job responsibilities are as follows:

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

<u>Michaela Carter</u> is the Communications Officer I for the Division of Student Life reporting to the Director of Communications. Carter is completing her second year of service to the Institute.

The main purpose of this position is to support the development and implementation of the Division of Student Life's comprehensive integrated marketing and communications strategy. This position interacts on a regular basis with Division staff and unit and Institute management. This position counsels with the Director of Communications for Student Life and Division staff on their communications plans and marketing strategies for their programs and services.

Job responsibilities are as follows:

- Conduct and utilize market research as necessary to recommend appropriate marketing communications strategies
- Develop content and oversee the design and production process for print collateral
- Consult with academic and/or administrative personnel to acquire the necessary information about the subject
- Confer with Institute Communications to ensure that Institute graphic and style standards are followed in all material
- Obtain cost estimates, collaborate in the selection of illustrators and printers, and approve their work as required

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

No Policy/Procedure changes.

Justification:

N/A

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The mission of the communications and marketing Department is to advertise, market and promote the programs, services and accomplishments of the Division of Student Life and its departments.

Significant Accomplishments:

Significant accomplishments for this Department include:

Graphic design support – the Marketing and Communications Office for the Division of Student Life assisted in the creation of brochures, social media graphics and promotional materials all 20 Student Life departments. This also included additional print materials (postcards, digital/web collateral) .

Media relations & article placement - the Division of Student Life was featured in the Daily Digest (the campus e-newsletter) 3-4 times a month throughout the school year.

Social Media growth - Using better strategic management and focus on specific audience engagement outcomes, the Division better used it social media account to engage our student audience and promote our programs and services. Audience growth increased by over 200 followers and engagement doubled, meaning that our audience interacted more with our content and better received the information.

Communications & Program Development Support - The communications team supported pivoted to support our Division units in moving programs and services online to a virtual format. We used the Student Life Facebook page to host programs live for multiple units and focused on digital communications to better promote our programs and services to a virtual audience. We focused on having engaging and up-to-date websites and ensured that links to programs and services were available on all campus channels to ensure wide audience attendance and engagement.

Progress:
Completed

V. Statistics

Unit Statistics:

108 Division News blasts have been sent during the FY 2021.

These stats have been gathered from the backend of the Student Life Staff website.

Progress:
Completed

VI. Service to the Institute

Staff Service:

Sara Warner, Director of Communications for Student Life

- Institute Communications Communicators Council member
- Georgia Tech Event Coordinators Network
- Division of Student Life Assessment Team/Committee
- Georgia Tech AOD Coalition Member
- Georgia Tech Health and Wellbeing Leadership Team/Workgroup
- ISP Health & Wellbeing Leadership Team Member
- Covid-19 Communications Chair (August - December 2020)
- Division Multicultural Competence Committee Co-Chair
- Institute Visual Identity Rebrand Committee Member and Advisory Group Subcommittee member
- JED Foundation Communications Lead and Campus Committee member
- Culture of Respect Team member

Michaela Carter, Communications Officer I for Student Life

- Division Multicultural Competence Committee Co-Chair
- JED Foundation Campus Committee member
- Culture of Respect Team member
- Georgia Tech AOD Coalition Member
- Institute Communications Council plus member

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Sara Warner, Director of Communications for Student Life

- Co-Chaired the Multicultural Competence Committee for the Division of Student Life
- Attended the Scheller College of Business Marketing Innovation Conference
- Attended the Scheller College of Business Women in Leadership Webinar Series
- Attended the HR Topics for Managers webinar series

- Attended a Gallup webinar on Higher Education in the Virtual World

Michaela Carter, Communications Officer I

- Attended the Scheller College of Business Marketing Innovation Conference

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

Progress:
Completed

Office of the Arts

I. Mission/Introduction

Essential Function(s) of Department:

Georgia Tech Arts weaves art into the learning and research of students and faculty across the Institute and invites the entire community to join in these encounters. Through a blend of professional performances, exhibitions, installations, residencies, and support for student and faculty ideas, Georgia Tech Arts places art at the epicenter of supporting the Strategic Objectives of the entire Institute.

We *Champion Innovation* by commissioning and bringing professional artists to campus to inspire and collaborate with students and faculty and find ways to support ideas that emerge from our campus community. We *Cultivate Well-Being* by providing access to the visual and performing arts and facilitating student artistic projects and ideas.

Georgia Tech Arts also manages the Ferst Center for the Arts and adjoining Arts Plaza. We strive to provide mentorship and expertise for the campus and greater Atlanta community by hosting events that align with the Values of the Institute. Concomitant to this work, fees associated with events in the Ferst Center compromise the majority of our operating budget and are critical to our mission.

Progress:
Completed

II. Staffing

Current Staff:

GT Arts Staff:

- Aaron Shackelford, Director
- Paul Cottongim, Theater Production Manager
- Joseph Davis, Stage Audio Technician
- Justin Camp, Theater Production Assistant
- Benjermin Dostal, General Operations Manager
- Thomas Torrent, Patron & Event Services Coordinator
- Elizabeth Geiger, Marketing Specialist (acting Marketing Manager)
- Rachel Haage, Event Coordinator II
- Dorcas Ford Jones, Admin Professional Senior
- Holley Mitchell, Box Office Coordinator
- Twanesia Rucker, Box Office Assistant

Current Vacancies and Hiring Status:

- Assistant Director – Producing & Residency
    - Search ongoing, anticipated start date in September/October 2021
- Student & Artist Engagement Coordinator
    - Critical Hire Justification documents submitted
- Stage Manager
    - Submitted to HR for posting (salary below CHJ threshold)
- Marketing Manager
    - Unknown, due to pending Division-level reorg
- Development Associate
    - Currently not being funded by Development

Student Staffing:

- Front of House Ushers
    - 5 students currently hired, typically 12-15 during fall/spring semesters
- Box Office Assistants
    - 0 students currently hired, typically 4-7 during fall/spring semesters

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Streaming

Division Support

What type of policy?:
Departmental Policy/Procedure

Justification:

Streaming: In response to the need for events to include a virtual/streaming function, we have begun offering this as an option to all groups using the Ferst Center. There are additional fees associated with this service, in part because of the need to continue to rent cameras and hire operators for events. However, we anticipate that even with increased in-person capacity, there will be a continued demand for this service.

Division Support: As a result of the increased support received from the Division of Student Life to offset costs of the Skyline Series, we have modified our procedure for

supporting events held by units within the Division. To the best of our ability, we will only charge for direct costs incurred by these events (hiring additional staff, renting equipment, etc.) and provide our space and expertise as a service to the Division.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

This was a remarkable year for GT Arts in the face of the COVID-19 pandemic. Our Department responded to the needs of the Institute in many ways. We provided space for hybrid academic courses to continue and created opportunities for the return of in-person interactions and experiences for our students and campus.

Significant Accomplishments:

- Hosted 9 academic courses in Fall 2020
- Hosted 1 academic course in Spring 2021
- Created and presented the Skyline Series, transforming the W21 parking lot into a performance space
- Featured 34 performances from March 26 – May 17
- Included performances by 14 student ensembles (175 total student performers)
- National artists included Michael Mwenso & The Shakes, Kaki King, and Bill T. Jones/Arnie Zane Dance Company
- Collaborations with Atlanta area cultural groups including Atlanta Ballet, WABE (WABE 90.1 Radio), ATL Collective, Dance Canvas, Immerse ATL, Terminus Modern Ballet Theater, and the Atlanta Symphony Orchestra
- All Georgia Tech student tickets free or $10
- Presented *Amygdala*, a multi-media installation by Italian design studio *fuse in the Arts Plaza and Ferst Center gallery, in April 2021 (see Appendix A)
- Commissioned and installed *Chip Off the Ole Block*, a large-scale sculpture by Patrick Dougherty in the Eco-Commons (see Appendix B)
- Commissioned and installed *OHSA/ANSI no. 15: Safety Tape on Panel*, a lobby installation by Christopher Paul Dean in the Georgia Tech Police Headquarters
- Commissioned and installed the first outdoor mural on campus by Atlanta-based artist Fabian Williams
- Coordinated commissioning and produced unveiling for paintings by Tracy Murrell honoring Black Women in STEM
- Hosted 2021 Ivan Allen Jr. Prize for Social Change ceremony featuring Dr. Anthony Fauci

- Hosted a virtual master class with musician Kaki King, featuring two Georgia Tech students
- Hosted 9 TECHnically Creative virtual conversations, featuring Georgia Tech alumni working in the creative fields
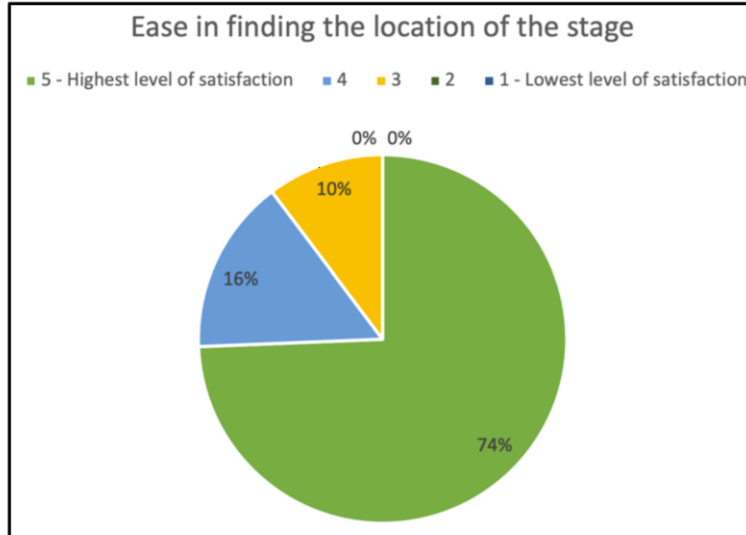
Progress:
Completed
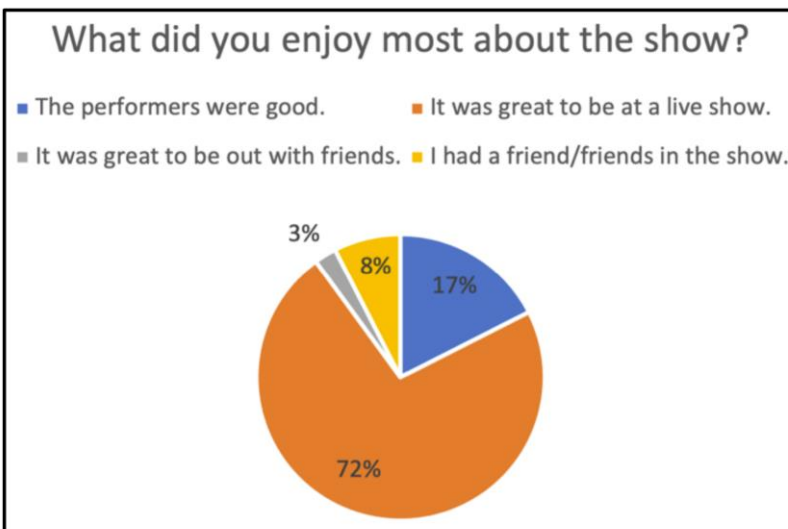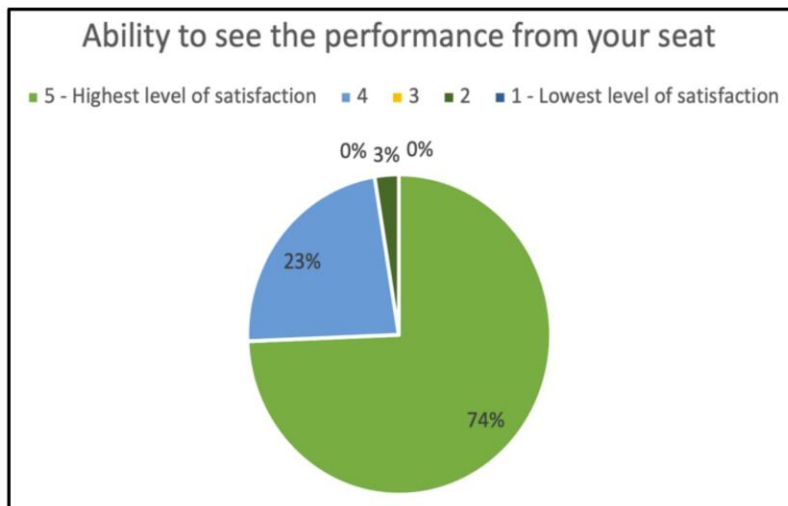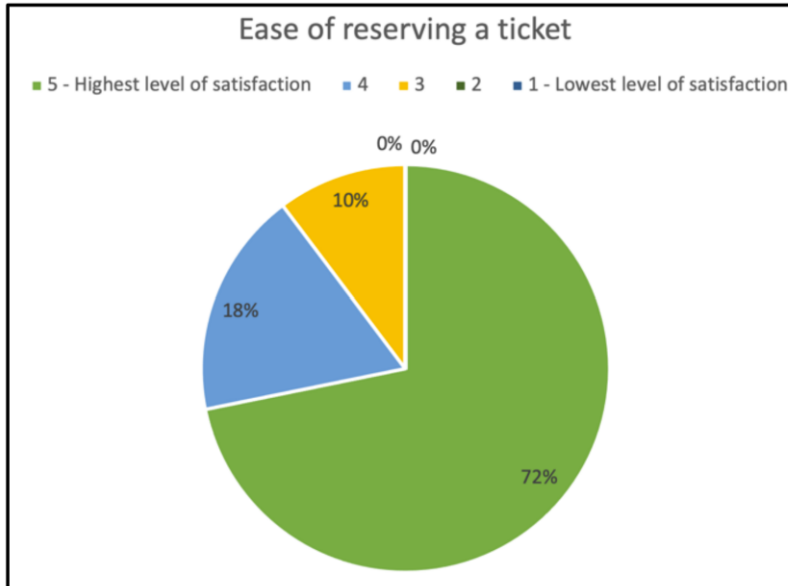
V. Statistics

Unit Statistics:

Skyline Series Statistics
• 175 total student performers
• 1896 total tickets reserved/sold to students for the whole Skyline Series
• 6073 total tickets reserved/sold to all, including students, for the whole Skyline Series
• $85,138.50 in ticket sales for the whole Skyline Series
• 545 hours of student employment

Skyline Series Post-Performance Surveys
Total Respondents: 51

Ease in finding the location of the stage

5 - Highest level of satisfaction 4 3 2 1 - Lowest level of satisfaction

0% 0%
10%
16%
74%

Ease of reserving a ticket

■ 5 - Highest level of satisfaction ■ 4 ■ 3 ■ 2 ■ 1 - Lowest level of satisfaction

0% 0%
10%
18%
72%

Ability to see the performance from your seat

■ 5 - Highest level of satisfaction ■ 4 ■ 3 ■ 2 ■ 1 - Lowest level of satisfaction

0% 3% 0%
23%
74%

What did you enjoy most about the show?

■ The performers were good. ■ It was great to be at a live show.
■ It was great to be out with friends. ■ I had a friend/friends in the show.

3%
8%
17%
72%

Ferst Center Events

- 16 total events
    - Institute Departments: 6
    - Student Organizations: 5
    - External Clients: 1
    - GT Arts: 4
- 1685 anticipated participants
- 994 actual participants
- 5 included live streaming
- Total Revenue: $34,085

Streaming Events Viewership

Event	Impressions	People Reached	Peak Live Viewers
TECHnically Creative: Megan Fechter	621	539	n/a
TECHnically Creative: Archel Bernard	577	521	n/a
TECHnically Creative: Michael Boatright	653	585	n/a
TECHnically Creative: Annie Eaton	295	276	n/a
Kaki King master class	1149	1058	n/a
TECHnically Creative: Matt Moulthrop	352	301	24
TECHnically Creative: George Levert	547	513	25
AKA Nu Beta art unveiling	1740	1543	143
TECHnically Creative: Mehwish Wasi	997	907	21
TECHnically Creative: Maria Santos	613	572	43
Patrick Dougherty conversation	1658	1547	55
TECHnically Creative: Veronica Klucik	200	191	18
	9402	8553	

**Note: Facebook data for "peak live viewers" not available prior to 8/24/20

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

Benjermin Dostal, General Operations Manager

- Produced streaming events:

- Dean's Celebration for Student Life
- Nu Beta art unveiling for Library
- Served on Dean on Call Team

Elizabeth Geiger, Marketing Specialist

- Volunteer, Move-in

Rachel Haage, Event Coordinator II

- Event Coordinator's Network Advisory Board Member

Dorcas Ford Jones, Admin Professional Senior

- Event Coordinator's Network Advisory Board Member
- ERG GRIOT – African Heritage Employee Resource Group Member GT
- Family Weekend Committee Member, Parents Program, Division of Student Life

Holley Mitchell, Box Office Coordinator

- Member, University System of Georgia (USG) Performing Arts Center COVID Coalition (Box Office representatives)

Twanesia Rucker, Box Office Assistant

- Member, Division of Student Life Black Leadership Advisory Council
- Member, USG Performing Arts Center COVID Coalition (Box Office representatives)

Aaron Shackelford, Director

- Member, Champion Innovation Strategic Plan Sub-Group
- Co-Chair, External & Public Service Recovery Task Force
- Member, COVID-19 Institute Recovery Task Force
- Co-Chair, Arts@Tech Strategic Plan Implementation
- Volunteer, Sting Break
- Member, GoSTEAM Advisory Board
- Member, Crosland Tower Safety Review Team
- Co-Chair, Ad-Hoc Campus Culture Task Force
- Member, USG Performing Arts Centers CEO Roundtable

Thomas Torrent, Patron & Event Services Coordinator

- Member, Multicultural Competence Committee

- Founding Member, USG DOERS (Covid Resource Group for the Front of House/Back of House of the Performing Arts Centers of USG)

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Justin Camp, Theater Production Assistant

- VectorWorks2021 Workshops (Virtual)
- Vectorworks Getting Started Seminar
- Architect Essentials Seminar
- Spotlight Essentials Seminar
- Braceworks Essentials Seminar

Paul Cottongim, Theater Production Manager

Joseph Davis, Stage Audio Technician

- Audio-over-IP review and refresh
  - Audinate Dante
  - Audio/Video Bridging (AVNU AVB)
- Gained proficiency with streaming workflows.
  - Open Broadcaster Software (OBS)
  - Network Device Interface (NDI)
- Basic video concepts
  - Serial Digital Interface (SDI) video transport and conversion
  - Blackmagic Designs switching devices
  - Format compatibility and conversion
  - Adobe Premiere Pro basic editing and exporting
- Worked with IT Services to elevate network privileges.
  - Domain Name System (DNS)
  - Dynamic Virtual Local Area Network (DVLAN)
  - Dynamic Host Configuration Protocol (DHCP)
  - Subnetting/Classless Inter-Domain Routing (CIDR) notation

Benjermin Dostal, General Operations Manager

- Learned how to produce streaming events
- Participate in Building Managers Group
- Participated in USG Theater Group

Elizabeth Geiger, Marketing Specialist

- Happy Hour/Positive Psychology cohort
- "Programming as Power" session of the Arts Administrators in Higher Education (AAHE) conference
- "When a Spoonful of Sugar Isn't Enough", GT community conversation.
- Office of Human Resources (OHR) workshop, "Giving and Receiving Feedback."
- OHR workshop, "Conflict Management."
- GT Diversity, Equity, and Inclusion (DEI) symposium
- OHR workshop, "Accountability"
- GT strategic plan town hall
- Association of Performing Arts Professionals (APAP) session, "Outdoor Programming"
- Question Persuade Refer training
- The Results Group for the Arts (TRG) session, "Looking Ahead: Covid-10 Sector Benchmark"

Rachel Haage, Event Coordinator II

- Moderator: GT Arts Covid Recovery
- MPI Webinar
  - Event Risk Management in a Post Pandemic World
- APAC Webinar
  - Reopening the Performing Arts
- Accruent Webinars
  - Practical Tips for Using EMS [Space Management & Room Scheduling Software] to Adapt to the New Normal
  - Best Practices for Implementing Social Distancing on Campus
  - Data-Driven Campus Spaces for a Safe Sustainable Learning Environment

Dorcas Ford Jones, Admin Professional Senior

- Human Resources (HR) Topics for Practitioners
- Georgia Tech's 10th Annual Martin Luther King Jr. Lecture featuring Nikole Hannah-Jones
- Race at Georgia Tech: A Call to Action
- Introduction to Summer Pay Transaction training.
- Institute Diversity, Equity, and Inclusion, Black History Month Lecture
- Vectorworks Getting Started Online Seminar
- Vectorworks Hidden Treasures Essential Seminar
- Vectorworks Workflow Seminar: Project Sharing
- Center for Teaching and Learning, Georgia Institute of Technology Dr. Sonny Kelly & "The Talk"
- GT Property Coordinator's training
- Manager Self-Service (MSS) Recruiting and Hiring for Staff

- Student Hiring Improvement Project | Fall Hiring Resources
- HR Topics for Student Employment

Holley Mitchell, Box Office Coordinator

- TRG 30, biweekly series from TRG Arts (virtual)
- LinkedIn Learning: Becoming a Manager Your Team Loves (virtual)
- Worked with IT services to migrate and implement new GT Arts ticketing database (virtual)

Twanesia Rucker, Box Office Assistant

- TRG 30, biweekly series from TRG Arts
- United Way 21 Day Racial Equity Challenge
- Intro to Personal Branding Course (Benefits of branding your product) – University of Virginia
- Psychological First Aid (Recognizing when to administer mental health support during traumatic events) - Johns Hopkins University
- Outstanding Customer Service – Alison Course
- What Is Social (Marketing social strategy growing) - Northwestern University
- The Social Context of Mental Health and Illness - University of Toronto

Aaron Shackelford, Director

- Member, Equitable Contracting in the Arts Working Group
- Moderator, University Presenters Working Towards Equity (virtual workshop)
- Moderator, Association of Performing Arts Professionals Pitch Sessions (virtual)
- Board Member, WABE/PBA (90.1FM/Public Broadcasting Atlanta) Community Advisory Board
- Reviewer, Chamber Music of America Virtual Residency Fellowship

Thomas Torrent, Patron & Event Services Coordinator

- Level Up Completion (LGBTQIA Resource Center)

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Building on the lessons learned from the logistics and planning of Skyline Series, we have begun a process to re-examine how we interface with clients renting the Ferst Center. In assessing our work, we recognized that many of the Values of Georgia Tech

apply to the process of producing and hosting events but have not been explicitly guiding our decisions and services. While this change is still underway, we are assessing our procedures for working with students and Institute units in a more mentor/collaboration mindset. This will also entail a more intentional survey of events throughout the year to ensure that the programming that takes place in the Ferst fulfills all of Georgia Tech's Values, including making students our top priority, striving for excellence, thriving on diversity, and being responsible stewards.

Progress:
Completed

Orientation and Transition
Disability Services
I. Mission/Introduction

Essential Function(s) of Department:

The purpose of the Office of Disability Services (ODS) is to ensure the full educational experience of students with disabilities, and to enhance the understanding and support within the Institute through equitable access, accommodation facilitation, and the provision of programs and services.

The Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community. ODS views disability as an aspect of diversity that is integral to society and Georgia Tech. If students encounter academic, physical, technological, or other barriers on campus, the ODS team works collaboratively to find creative solutions and implement reasonable accommodations.

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

Progress:
Completed

II. Staffing

Current Staff:

Anne Jannarone - Annie is the Assistant Dean of Students/Director of Disability Services and started in this role in May 2019. She oversees all departmental operations and staff supervision, in additional to student meetings through the Dean of Students Office.

Sarah O'Shea - Sarah is a Disability Services Coordinator and started in this role in April 2019. Sarah meets with students to determine and facilitate accommodations. She also oversees all student employees, manages Assistive Technology for note-taking accommodations, and maintains the departmental information system.

Tina Allen - Tina is an Administrative Professional Sr, responsible for all administrative duties of the overall department. She has been in this role for 15 years.

Sarah Endicott - Sarah is a part-time Disability Services Coordinator (20 hours per week) and has been with ODS for 12 years in this role. Sarah meets with students to determine accommodations, and also converts documents to accessible formats for students with visual impairments.

Thao Duong - Thao was the Coordinator of the ODS Testing Center and started in this role in August 2019 coming from Clayton State University where she served in a similar role. She resigned from her position in April 2021.

Salima Clark - Salima is the Administrative Assistant for the ODS Testing Center and started in this role in February 2020. Immediately prior to her appointment, Salima was a fulltime Master's Degree student in Educational Studies at the University of Michigan.

Jessica Smith - Jessica is a temporary Disability Services Coordinator who works approximately 20 hours per week meeting with students and determining accommodations. She began in July 2019.

Mackenzie DeForest - Mackenzie began as a Graduate Intern with ODS in October 2019, completing her Master's Degree in Rehabilitation Counseling from Georgia State University. In Spring, 2020, she began doing student appointments and determining accommodations. She completed her temporary coordinator role with us in Dec. 2020.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

The shift to online learning brought about by the pandemic posed several challenges to the traditional ODS Test Center operations. Requests for proctoring in an online format (versus in-person) required creative thought to support students and faculty. Procedure change included setting up either Bluejeans or Teams meetings to be able to view students while they were taking an exam on their home computer via Canvas. Students would keep the Bluejeans or Teams meeting window open but minimized so we could see them, but they were not distracted by us watching. Additionally, care was taken to keep students' identity from each other on screen, in order to protect confidentiality of their disability status.

What type of policy?:
Departmental Policy/Procedure

Justification:

Necessary due to hybrid/remote instruction. ODS will likely continue to offer this mode of proctoring in the event that faculty choose to remain with a form of online testing into 2021-22.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community. Disability is 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 is available to collaboratively find creative solutions and implement reasonable accommodations as needed.

Significant Accomplishments:

As a result of the pandemic, Disability Services was called upon to provide resources and guidance to the Institute in such areas as accessible online teaching and learning, virtual exam proctoring, and support for students with a CDC-defined risk factor for Covid-19. Specifically, the following was accomplished:

- Disability Services staff had the opportunity to be involved on multiple task forces and committees aimed at supporting faculty in online instruction as well as troubleshooting and developing strategies for Covid-related accommodation needs in the virtual environment. Content was created for the Tech Moving Forward website, Center for Teaching and Learning online resources, and the Disability Services faculty website page on teaching and learning effectively via the various platforms utilized by the Institute this past year. Interactions on these committees have proven valuable to strengthening the presence and perception of Disability Services at the Institute, as well as elevating the office's position with faculty and Institute leadership.
- Disability Services staff was asked on behalf of the Institute to assess the needs of students with risk factors for contracting Covid and communicate any necessary academic adjustments to faculty (notably, the need for students to be taught entirely remotely versus in a hybrid format). This task fell largely on the Disability Services Coordinators, whose caseloads significantly increased this year. It is anticipated that some of these students will not require additional

services moving forward due to the Institute shifting back to in-person learning, they have all been offered the opportunity to meet with a coordinator to discuss potential accommodation needs into the future.

Progress:
Completed

V. Statistics

Unit Statistics:

Significant statistics for the Office of Disability Services includes disability-related student information and exam accommodation volume. Fall statistics include prior summer as well, unless otherwise noted.

Baseline Data Sources:

Total Students Registered (Active and Provisional Status)		
Academic Year	Total Students Registered	Total Increase/Decrease
2014 – 2015	581	-3%
2015 - 2016	685	+18%
2016 - 2017	795	+16%
2017 - 2018	743**	-6.5%**
2018 - 2019	945 (95 temporary)	+19% (from 2016-17)
2019 - 2020	856 (52 temporary)	N/A ***
2020 - 2021	1,422 (79 temporary)	+50% (from 2018-19)

**Not including Summer, 2017; data N/A

***Not available - Due to the database transition from Accommodate to AIM, the increase/decrease from prior year cannot be calculated. Numbers reported for Spring, 2020 may not be inclusive of all Fall, 2019 registered student accommodation requests (i.e., prior to the information system shift)

Disability Type (primary disability reported by student)	2015-2016	2016-2017	Fall 2017	Spring 2018	2018-2019	2019-2020***	2020-2021
Acquired Brain Injury	3	5	8	5	6	14	23
Attention-Deficit Hyperactivity Disorder	262	282	206	190	322	290	416
Autism Spectrum Disorder	35	37	25	18	30	29	48
Communication Disorder	3	4	4	1	10	3	3
Deaf & Hard of Hearing	25	21	11	9	20	13	17
Learning Disability	159	146	110	106	159	23	115
Mobility Impairment	25	33	17	15	36	17	19
Psychological Disorder	168	271	153	144	245	184	327
Systemic/Chronic Health Disorder	136	177	71	75	138	131	292#
Visual Impairment	13	17	10	8	18	16	19
Other	5	6	34	28	70	21	57

***Not available - Due to the database transition from Accommodate to AIM, the increase/decrease cannot be calculated. Numbers reported are largely for Spring, 2020 and may not be inclusive of all Fall, 2019 registered student accommodation requests (i.e., prior to the information system shift)

Inclusive of individuals with a CDC-recognized COVID-19 risk factor needing "remote learning" as an academic adjustment in 2020-21.

Note: 41% of registered students reported more than one disability registered with the Office of Disability Services (2020-21)

Testing Center	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020*	2020-2021*
Number of students utilizing the Testing Center	282	365	282	365	409	394	480	416	105
Tests administered (non-final exams)	1,843	1,678	1,441	1,469	2,004	1,887	2,638	1,842	185
Final exams administered	573	641	537	659	804	672	1,034	0*	43
Total Exams Proctored in the Testing Center	2,416	2,319	1,978	2,128	2,808	2,559	3,672	1,842	228

*Data reflects impact of the COVID-19 virus and the switch to remote learning mid-semester (Spring, 2020) and full academic year (2020-21)

Testing Space Constraints (new reporting criteria as of Fall, 2019)			
	Fall 2019	Spring 2020*	2020-2021*
Total number of times the Testing Center had to use space outside the Testing Center (all exams)	2,104	1,517	0*
Final exams -needing an alternative location	951	0*	0*
Final exams - proctored outside of Smithgall Student Services Building	430	0*	0*
Final Exams - students needing private rooms	131	0*	7*
Final Exams – students needing private rooms, unable to accommodate due to space limitations	70	0*	0*

*Data reflects impact of the COVID-19 virus and the switch to remote learning mid-semester

Temporary Accommodations								
	2016-2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020*	2020-2021*
Stingerette Services	42	7	22	25	15	5	0*	0*
Testing Services	35	19	14	17	23	11	6	0*
Note Taker Services	14	8	7	8	9	3	0*	0*

*Data reflects impact of the COVID-19 virus and the switch to remote learning mid-semester

Progress:
Completed

VI. Service to the Institute

Staff Service:

Annie Jannarone - Assistant Dean/Director

- Presenter, Advising and Student Services Town Hall, GA Tech, July 29, 2020
- Member, Culture of Respect Campus Leadership Team (NASPA [Student Affairs Administrators in Higher Education] grant, reducing sexual violence on campus), 2020-21
- Member, JED Leadership team, 2020-21
- Presenter, Institute Diversity Symposium, Sept 9, 2020
- Presenter/Member - Academic Instruction Team, 2020-21
- Member, Academic Continuity Workgroup, 2020-21
- Member, Instructional Workspace Task Force, Spring 2020
- Member, Video Collaboration Tools Task Force, 2020-21
- Co-presenter (with Sarah O'Shea) - Parent and Family Programs: What's Buzzin' at GA Tech - Disability Services, Sept 16, 2020
- Member, Parking and Transit Advisory Committee, 2020-21
- Member, Student Life Multicultural Competence Committee, 2020-21
- Member, Institute Strategic Plan Well-Being Plan Workgroup 2020-21
- Member, Americans with Disabilities Act (ADA) Transition Plan Implementation Team 2020-21

Sarah O'Shea - Disability Services Coordinator

- Co-presenter (with Annie Jannarone) - Parent and Family Programs: What's Buzzin' at GA Tech - Disability Services, Sept 16, 2020
- Presenter, GT1000 Resource Cafe, Oct 29, 2000
- Interviewer - Resident Assistant Selection, Residence Life and Housing, Jan 22, 2021
- ODS Liaison to Athletics
- ODS Liaison to Sonocent/Glean assistive technology

Sarah Endicott - Disability Services Coordinator (part-time)

- Member, ADA Transition Plan Implementation Team 2020-21

Thao Duong - Testing Center Coordinator

- Volunteer, Covid Contact Tracer, GA Tech 2020-21

Salima Clark - Administrative Professional

- Volunteer, Covid Contact Tracer, GA Tech 2020-21

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Annie Jannarone - Assistant Dean/Director

- Moderator/Presenter, Association on Higher Education and Disability annual conference; featured presentation: Identifying and Removing Barriers to Access: Using a Framework to Guide Considerations of Complex Requests, July 16, 2020.
- Member, Deaf and Hard of Hearing accommodation task force, USG Disability Services Personnel Consortium (Regents' Advisory Committees-Disability Service Provider [RAC-DSP]), 2020
- Institutional Voting Representative, USG Disability Services Personnel Consortium, (RAC-DSP), 2020-21
- Member, Association on Higher Education and Disability, 2020-21
- Member, GA Association on Higher Education and Disability, 2020-21
- Member, ACC Accessibility Services Consortium, 2020-21
- Invited Presenter, American Council on Academic Physical Therapy (ACAPT) webinar: Contemporary Legal Issues in Physical Therapy Clinical Education, May 2021
- Editorial Board, Journal of Postsecondary Education and Disability, 2020-21
- Member, ADA Transition Plan Implementation Team 2020-21

Sarah O'Shea - Disability Services Coordinator

- Presenter, Glean Webinar: How Has the Pandemic Affected the Future of Notetaker Accommodations? The Results Are In, May 18, 2021.
- Member, Association on Higher Education and Disability, 2020-21
- Member, USG Disability Services Personnel Consortium, (RAC-DSP), 2020-21
- Member, GA Association on Higher Education and Disability, 2020-21

Sarah Endicott - Disability Services Coordinator (part-time)

- Member, Association on Higher Education and Disability, 2020-21
- Member, USG Disability Services Personnel Consortium, (RAC-DSP), 2020-21
- Member, GA Association on Higher Education and Disability, 2020-21

Thao Duong - Testing Center Coordinator

- Member, Association on Higher Education and Disability, 2020-21
- Member, USG Disability Services Personnel Consortium, (RAC-DSP), 2020-21

- Member, GA Association on Higher Education and Disability, 2020-21

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Disability Services operations were profoundly changed in FY21 as a result of the pandemic. We were able to effectively change our direction from an in-person to an on-line model and provide guidance for faculty in teaching and assessing student knowledge and progress virtually. We will continue to offer virtual meeting opportunities, and content created regarding accessible online teaching and learning will be provided into the future.

Progress:
Completed

New Student and Transition Programs

I. Mission/Introduction

Essential Function(s) of Department:
The Office of New Student and Transition Programs fosters the successful transition and engagement of new and continuing students into the Georgia Tech community.

Progress:
Completed

II. Staffing

Current Staff:
Cynthia Jennings – Assistant Dean and Director of New Student & Transition Programs-Cynthia is responsible for guiding the mission of the Office in the areas of orientation and transition programs. Cynthia has completed all coursework for her doctorate and is completing her dissertation for her doctorate at the University of Georgia in the Student Affairs Leadership Program. Cynthia started at Tech in September 2013.

Tim Edmonds-King-Assistant Director of New Student & Transition Programs– Tim's responsibilities include training FASET Cabinet Members and Leaders and managing the logistics of FASET (Familiarization and Adaptation to the Surroundings and Environments of Tech). Tim started at Tech in June 2015.

Jasmine Lee-Budgeting Administrative Professional-Jasmine left Georgia Tech in March 2021.

Megan Faulkner-Coordinator-Megan joined the team in June 2019. She works with FASET, advises the First-Year Leadership Organization, Connect, and represents NSTP on the committee for Week of Welcome.

James Allen Jr.-Coordinator-James joined the team in February 2020 as a coordinator. He formerly worked in GT Housing. His primary responsibility is training Wreck Camp Directors and Counselors and managing the logistics of all Wreck Camp extended orientations. James also works as a volunteer with Week of Welcome workshops and advises the Transfer Student Association.

New Staff:
NODA-Association for Orientation, Transition, and Retention in Higher Education (NODA) *Interns*

- Chris Fernandez-Chris is a graduate student at the University of Georgia and is working closely with FASET.

- Kayley Safley-Kayley is a graduate student at Texas A&M University and is working closely with Wreck Camp.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Due to how COVID-19 impacted planning, FASET summer orientation offered a mixture of virtual and in-person FASET sessions. The virtual sessions focused on a welcome, meeting with their FASET leader, and class registration. The in-person FASET sessions offered these opportunities plus offered breakout sessions and a time to meet with academic advisors in person.

Additionally, NSTP offered the Whistle Webinar Series throughout the summer that covered a variety of topics to assist new students and their families in getting to know about Tech and how to navigate the resources.

Due to COVID-19 and the Student Center renovation, parent and family orientation did not happen at the in-person FASET sessions. Instead, families were offered in-person opportunities during Fall Move-In weekend. The programming consisted of a session featuring Dean Stein, Parent and Family Program, and the Parents Fund. Resource Fairs were offered on both days of the move-in weekend.

Wreck Camp offered three engagement opportunities. Wreck Camp ATL was offered in June on campus, so that students could experience the same camp-like atmosphere while getting to know the campus. Wreck Camp HIVE was the virtual opportunity offered to students in July who may not be able to join us in person. Finally, Wreck Camp Odyssey was offered in August off-site to provide a camp like atmosphere for students right before classes started.

What type of policy?:
Departmental Policy/Procedure

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

Significant Accomplishments:

FASET Orientation
- Welcomed 3,450 new first-year students, 710 new transfer students, and 33 new exchange students through our in-person and virtual orientation sessions.
- Coordinated and promoted >Whistle Webinar sessions to new students and their families.
- Collaborated with Admissions to send over 700 First-Generation and Rural Georgia students personalized postcards to support a higher yield of underrepresented students at Georgia Tech.
- Organized Spring Welcome for incoming spring first-year and transfer students to welcome them to the Institute.

Wreck Camp
- Completed the first ever extended orientation program on Georgia Tech's campus titled (Wreck Camp: ATL). This camp welcomed in (98) new students to the Georgia Tech family.
- HIVE (Holistic-Interactive-Virtual-Engagement)
- Wreck Camp: Odyssey

Transition Programs
Connect (A First-Year Leadership Organization [FLO])
- Successfully completed the first year of programming as an organization with 6 advisors and 22 first-year students.
- Received official approval from the FLO Advisory Board to become a permanent FLO on-campus starting in 2021.
- Had approximately half of the first-year participants apply for leadership positions as advisors for the new academic year.
Transfer Student Association (TSA)
- *Gained over 30+ students to be a part of the organization this year.*
- *TSA has also successfully transitioned to new leadership roles on the exec board.*
Fall Transition Events and Programs
- Facilitated a Co-Op and Internship Student Panel in collaboration with the Career Center
- Facilitated two financial wellness programs in collaboration with Wells Fargo and Bank of America

Progress:
Completed

V. Statistics

Unit Statistics:

FASET Participation	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021*
Students Registered	3922	3515	3682	3807	3840	3843	3783	3854	4,329	4447
Parents/Guests Registered	3474	2993	3231	3523	3305	3061	3398	3412	107**	1230***
FASET Leaders	90	90	75	90	90	84	87	96	60	50
FASET Cabinet	10	10	10	10	10	12	10	12	10	10
Professional Staff	7	7	7	7	7	8	8	7	5	6
Total Participation	7503	6615	7005	7437	7252	7008	7191	7381	4511	5743

*As of June 30, 2021 **Parents only registered for the Spring FASET sessions,
***Families registered for the Move-in Weekend programs

Wreck Camp Participation	2012	2013	2014	2015	2016	2017	2018	2019*	2020	2021
Student Participants Registered	83	134	127	85	140	127	145	125	150	192*
Student Leaders	30	36	36	38	38	38	38	44	36	24
Directors	3	4	5	4	4	4	4	5	6	6
Professional Staff Attending Camp	3	2	5	3	3	3	3	3	1	4
Total Participation	119	176	173	130	140	172	190	172	193	216

*As of July1, 2019

WC Staff Applicants	2013	2014	2015	2016	2017	2018	2019*
Total Applicants	81	94	133	93	169	135	

*Selection was completed in Fall 2018

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

<u>Cynthia Jennings, Assistant Dean/Director, New Student & Transition Programs</u>
- Member, Registration Task Force
- Member, Sophomore Speaker Selection Committee
- Member, Georgia Tech Academic Advisors Network (GTAAN)
- Member, Vice Provost for Undergraduate Education (VPUE) 5-year review planning committee
- Participant, USG Orientation Network
- Participant, Rules and Regulations Committee
- Volunteer, Student Center Programs Council (SCPC) Spring Fling
- Observer, Institute Undergraduate Curriculum Committee
- Observer, Institute Graduate Curriculum Committee

<u>Tim Edmonds-King, Assistant Director-New Student & Transition Programs</u>
- Member, College of Engineering Advisory Committee
- Volunteer, Test Proctor for Disability Services
- Member, Student Life on-call team
- Volunteer, Family Weekend
- Volunteer, Midnight Breakfast
- Participant, USG Orientation Network

<u>Megan Faulkner, Coordinator, New Student & Transition Programs</u>
- Volunteer, Week of Welcome
- Member, Week of Welcome Committee
- Member, First-Year Leadership Organization Advisory Board
- Volunteer, Sting Break
- Volunteer, Resident Assistant Interviews

<u>James AllenJr., Coordinator, New Student & Transition Programs</u>
- Advisor, Phi Beta Sigma Fraternity Inc.
- Advisor, Transfer Student Association
- Member, Division of Student Life Multicultural Competence Committee
- Member, GT Police Department Community Council
- Volunteer, Week of Welcome Workshops
- Volunteer, Family Weekend Coordinator

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Cynthia Jennings, Assistant Dean/Director
Attendee, Race at Georgia Tech workshop
Attendee-Implicit Bias Workshop
Attendee, Universities Studying Slavery Conference
Tim Edmonds-King, Assistant Director-
Attendee/Volunteer, NODA Annual Conference
Co-Chair, NODA GLBTA Network
Attendee, Implicit Bias Workshop
Megan Faulkner, Coordinator-
Attendee, NODA Annual Conference
Attendee, Southern Regional Orientation Workshop (SROW)
Mock-Interviewer, New Professionals in Training Conference (NPIT), BGSU
Attendee, Implicit Bias Workshop
James Allen Jr. Coordinator-
Attendee, NODA Annual Conference
Attendee, Southern Regional Orientation Workshop (SROW)

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
Due to COVID-19, the planning of FASET was vetted through several committees to ensure that the program was not only meeting the learning goals of FASET and Georgia Tech but also providing as safe as possible options for in-person engagement.

Progress:
Completed

Parent and Family Programs
I. Mission/Introduction

Essential Function(s) of Department:

Our mission is to equip parents and families with the information and resources they need to support their students as well as to provide opportunities for parents and families to stay connected and involved in their student's educational experience.

As an integral part of the Division of Student Life at Georgia Tech, Parent & Family Programs is committed to helping our parents and families stay connected to their students and support their educational and co-curricular experience. Parent & Family Programs supports all parents, family members, and friends of Georgia Tech students to ensure that students are supported both in and out of the classroom. We view the relationship we have with our students' parents and families as a partnership – a partnership created to help students be successful. Our motto is "when parents and families are informed, students benefit." Parent & Family Programs wants families to engage in the Georgia Tech community and for families to feel connected to the Yellow Jacket Family.

Progress:
Completed

II. Staffing

Current Staff:

<u>Laci Weeden</u> – Laci has served as the Director of Parent & Family Programs (PFP) for seven years. Laci is responsible for:

- Establishing and managing successful relationships with parents and families that result in increased student success and family affinity.
- Using her extensive knowledge in student development and creativity to create on-going communications and programming for Georgia Tech students and families, from the recruiting/yield phase of the admissions process to commencement.
- Managing all of the large-scale events, such as Family Weekend, Sibs Day, and Grandparents & Friends Day.
- Managing the overall PFP budget and is responsible for the purchasing card for the unit.
- Managing the Parent & Family Ambassadors and working closely with Parent Development to assist with the Parents Board and donations to the Parents Fund.

<u>Tyler Barker</u> – Tyler has served as the Coordinator for Parent & Family Programs for three years. Tyler is responsible for:

- Establishing and managing successful relationships with parents and families that result in increased student success and family affinity.
- Supervising the 13 Parent Assistant Leaders (PALs) and student assistants.
- Assisting Laci with the planning and facilitation of special events for families.
- Serving as the financial liaison for PFP and manages all financial transactions.
- Managing the monthly ParentNews e-newsletter and social media content.
- Managing GT H.U.B. which supports students that are in foster care, homeless/at-risk homeless, or without family support.
- Developing initiatives supporting first-generation families.
- Working closely with Parent Development to assist with the Parents Board and support to the Parents Fund.

<u>Student Staff</u> – There are currently 10 PALs and 3 student assistants that work in the office. Several of the student leaders will be returning for their second and third year with Parent & Family Programs. Two Parent Assistant Leaders graduated this year (Spring-Summer 2021) after working in the Office for several years. All students shared that their student leadership position within our Office made a big impact on them developmentally, professionally, and personally. One new staff member was offered a position for the upcoming school year and 12 staff are returning.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

Significant Accomplishments:

- FASET Parent Orientation continues to be a good opportunity to meet and connect with families, share resources, and talk about special events such as Family Weekend, Sibs Day, and Grandparents & Friends Day.
- Created new webinar series for GT parents and families, called "What's Buzzin' at GT?" The programming series served as supplemental learning to FASET Parents Orientation for new GT families and provided valuable resources to returning GT families. Our goal is to continue to provide relevant and helpful information to support student success at Georgia Tech. Georgia Tech Parent & Family Programs continued to be committed to engaging, supporting, and connecting our Georgia Tech families to information and resources they need to support their student's higher education journey during COVID-19. We hosted 31 sessions in Fall 2020 and 9 sessions in the Spring 2021 with an average attendance of 40-50 people, however there were some popular sessions that would have over 100 people in attendance. These sessions were so popular, we will continue to host them in 2021-2022, but with less frequency.
- Because our in-person "First Day of Class Pictures" could not occur in person for a fifth year, we created social media frames and encouraged students to take their own picture on the first day of class and share them on their own social media accounts. We marketed these frames through our PFP Facebook and Instagram accounts.
- The Georgia Tech Parent & Family Ambassador program is a parent volunteer program serving current and prospective Georgia Tech families. There are currently over 100 Parent & Family Ambassadors from 23 states and 12 countries. While this group was not tasked to make phone calls and emails this year to new families due to the ambiguity of the year, families still remained on our PFP website for local families in their area to reach out to with questions. The Parents Board did still work with Admissions to make calls to newly admitted families and answer questions about Georgia Tech.
- Staff both worked with Admissions to host several parent webinars specifically for newly admitted families to share information about Georgia Tech and Parent & Family Programs. Staff also support Stamps President's Scholars and hosted a webinar for the families of students' interviewing in the spring.
- Commencement for May 2021 was moved from McCamish to Bobby Dodd due to COVID-19. Staff worked both the morning and afternoon ceremonies and had a PAL volunteer to help as well. They passed out "Proud of our Grad" buttons and stickers to help families feel special and celebrate their GT student. The buttons cost an estimated $8,000 each year to meet the demand for these special buttons and we had some left over from 2020, so we only ordered $4,000 worth of buttons for May 2021.

Progress:
Completed

V. Statistics

Unit Statistics:
Burdell's Brunch:
Our last Burdell's Brunch was held in the Fall of 2019. With a new President, COVID, and attendance drops, it was time to sunset the event. Once we have funding return, post COVID-19, and a better direction, we will create new opportunities for families to connect with one another and senior administration, faculty, and staff. In the meantime, Parent & Family Programs will try to host a Parents' Lounge or parent programming for Move-In weekend.

Family Weekend:
Due to COVID-19, there was a not a Fall Family Weekend 2020, but a hybrid Spring Family Weekend 2021 was celebrated with 440 family members and students. Families who attended were from 23 states. Held over two days, from March 13 – 14, 2021, 139 students and families attended a Zoo Atlanta event while others took the time to come to campus and explore and learn more about the GT community. Families could also participate virtually through webinars, a virtual Pi Day 5K, and a virtual talk with President Cabrera. A few Colleges and School also hosted virtual sessions.

Sibs Day
The 7th Annual Sibs Day was postponed in Spring 2021 until Spring 2022 due to COVID-19.

Grandparents & Friends Day
The 2nd Annual Grandparents & Friends Day was postponed from spring 2021 until spring 2022 due to COVID-19.

GT H.U.B. (Home. Unity. Belonging.)
The GT H.U.B. program was established in 2019 is funded for five years by two members of our Parent Board at $200,000. The program is established to provide support to students who have experienced foster care, are homeless or at-risk of becoming homeless. The program will assist students who do not have a "family" support system at Georgia Tech. Financial support, programs, and resources are intended to provide an inclusive and communal environment leading to increased retention and student success. This past year we have assisted 4 students with move-in essentials, tuition and fees assistance and mentoring. The awareness of GT HUB has continued to spread through networking and cross-campus collaborations on behalf of the Parent and Family Programs office. During the FY21 academic school year we have managed to make a meaningful impact within the lives of four students.

First-Generation Student/Parent Outreach
First-Generation outreach is a priority for Parent & Family Programs. The Coordinator for Parent & Family Programs served on a search committee responsible for hiring the First-Generation Programs and Operations Manager who will be focusing on supporting the academic success/well-being of first-generation and low-income undergraduate students. Also, in collaboration with the Office of Retention and Graduation Initiatives, and Undergraduate Admissions, this summer we were able to host a virtual webinar titled "Navigating Georgia Tech as First-Generation Student," focusing on the programs, staff, and resources that are in place to help you succeed throughout your transition to college. The event featured 85 attendees via BlueJeans Events. Our goal is to continue first-generation student/parent outreach in FY22 as the First-Gen Programs and Operations Manager is in place and eager to collaborate to support parents.

Volunteers
We did not have any families volunteer in person this year, due to COVID-19, but we had had numerous families volunteer to help with parent panels and information sessions. Parent & Family Programs had 12 Georgia Tech parents volunteer throughout the year with various virtual sessions. We hope to resume normal business operations fully next spring, which resume our volunteer total exceeding 200 parents annually.

Communications:

ParentNews (Mailchimp):
Mailchimp served as an effective source of communication throughout the pandemic for parents and families which assisted in calming the nerves of parents and provided a sense of inclusion. The current email database of parents and family members stands at 38,985 subscribed members. The open rate, on average, is 28.9%. The click rate varies, but it averages 2.71%. 92.2% are from the U.S. and 7.8% are outside of the United States.

Facebook:
There are currently 6,729 Facebook followers, which is up from 6,034 Facebook followers in 2020. Over 5,820 are families from the United States and families from 44 other countries follow us as well. More than 41% of our followers are between the ages of 45-54 and 27% are between the ages of 55-64. Of the fans/followers on the page, 79% of them identify as women.

Instagram:
We are in our third year of our Parent & Family Programs Instagram account. We are currently at 1328 followers. This is up from 544 Instagram followers in 2020. We achieved our goal of nearly doubling our number of followers and reaching over 1300 parents and families via Instagram. The majority of our followers are between the ages of 45-54, with 80% of them being women.

Parent Calls:

On average, Staff received 10-25 calls per week on average depending on the time of year (parent concerns: i.e., depression, academics, roommate issues, birthday suggestions, and general advice). The months of July, August, and September are an exception as we received 30-40 calls weekly due to parent concerns about move-in, and COVID-19 protocols and concerns. This year, staff and the student staff received an estimated 1300 calls in total. With the help of The Coordinator for Parent & Family Programs and student staff we now have consistent Office coverage which allows us to assist more families with questions and concerns.

Parent Emails:

Parent & Family Programs received over 737 emails (August - December), up from 298 emails in the Fall of 2019 and 546 emails in the Spring semester (January - June), just slightly less than the 597 emails in Spring 2020 to the parents@gatech.edu inbox. Emails ranged from topics of COVID-19, health and wellness, mental health, move-in questions, dining questions, Spring Family Weekend, Spring Break boxes, Commencement, transition issues, and student concerns. Our annual email numbers increased by 50% from last year due to COVID-19 related questions. These email totals do not include emails sent directly to staff from families throughout the year.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:
Laci Weeden -

- Co-Presented a Parents Giving, with Emily Takieddine, a session for the virtual AHEPPP: Family Engagement in Higher Education National Conference in November 2020.
- Co-Presented, with Will McKenna and two staff from Ohio State, a webinar on Parent Giving for AHEPPP members in the spring.
- Joined JED Campus Team
- Joined Well-Being Campus Stakeholders Team

Tyler Barker -

- Committee Member- Student Life Award Selection Committee
- Committee Member- Director of Student Integrity Search
- Committee Member- First-Gen Programs and Operations Manager Search
- Committee Member- GTPD Community Council
- Graduate Leadership Coach- Leadership, Education, and Development

Progress:
Completed

VII. Professional Development

Staff Professional Development:
Laci Weeden -

- Laci finished her second year in the Student Affairs Leadership Ed.D. Program at University of Georgia and started her third year in June 2021. Laci passed both written and oral comprehensive exams in Spring 2021.
- Virtual AHEPPP: Family Engagement in Higher Education Conference, November 2020

Tyler Barker –

- Tyler finished this year as the winner of the Institute's Georgia Tech Rising Wreck Award!

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:
Parent & Family Programs continues to improve its services to parents and families each year. With the addition of a new staff member last year and adding more student staff in the Office this year, families are now receiving more timely communications, more services, and more consistent programming.

Progress:
Completed

Student Integrity
I. Mission/Introduction

Essential Function(s) of Department:

The Office of Student Integrity (OSI) inspires students to strengthen their personal character by promoting and upholding Georgia Tech's core value of integrity in a community of trust where every decision is made with integrity. The goals of the Office are as follows:

To enhance and facilitate awareness, understanding, and compliance with community standards

To maintain a fair and clear conduct process

To promote awareness and understanding of the conduct process

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

Progress:
Completed

II. Staffing

Current Staff:

Ronald Mazique - Associate Dean, Director

Andrew Lawrence - Assistant Director

Ericka McGarity - Coordinator

Alexander Beattie - Coordinator

WyShawn Terrell - Administrative Assistant

Gwendolyn Henderson - Tech Temp

Marlon Gibson - Tech Temp

New Staff:

Ronald Mazique - Associate Dean/Director. Comes to Georgia Tech from Georgia State University where he served as Assistant Dean of Students.

- Supervising OSI Staff
- Creating overall strategy for OSI
- Represent OSI in senior level meetings
- Create/Facilitate education and training regarding Code of Conduct
- Investigate some high-level conduct matters
- Adjudicate both academic and non-academic conduct matters
- Serve as OSI liaison to the Board of Regents
- Serve as initial point of contact for various campus partners
- Serve on institutional committees
- Coordinate hiring of new OSI staff
- Assist in coordination of Title IX (and other high level) hearings

Alexander Beattie - Coordinator. Comes to Georgia Tech from Penn State where he served as a Residence Life Coordinator.

- Adjudicate and investigate Code of Conduct matters (at times with specific emphasis on Fraternity and Sorority matters, as well as Online Masters of Science in Computer Science [OMSCS] matters)
- Co-advise the Honor Advisory Council
- Facilitate education and training regarding the Code of Conduct
- Serve on relevant institutional committees

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Institutional policy was updated to reflect the Board of Regents changes to the Sexual Misconduct Policy, which became effective in August 2020.

The Code of Conduct was utilized to enforce violations of institutional Covid protocols, particularly including the failure to wear a mask in required areas. This requirement has expired as of June 2021.

Legal Affairs engaged in an overall formatting update of the Student Code of Conduct. In addition, an updated definition of the hazing definition was added, which expanded the definition to:

Hazing is conduct, whether on or off Institute Premises, which exceeds the normal expectations of the organizational purpose or mission and which:

   a. Endangers the mental or physical health or safety of a student as a condition of affiliation with a Group or Registered Student Organization (RSO);
   b. Is sufficiently severe or pervasive enough to interfere with academic responsibilities; or
   c. Is any intentional, negligent, or reckless action, or situation-causing another pain, embarrassment, ridicule, or harassment, regardless of the willingness of the participant.

In addition, the OSI website was updated to include Hazing Conduct Data in compliance with the Max Gruver Act, which outlined specific reporting requirements for incidents of hazing.

What type of policy?:
Institute Policy/Procedure

Justification:

Sexual Misconduct - These changes were made in compliance with federal requirements related to Title IX.

Enforcement of Covid protocols - These changes were made in compliance with institutional policies implemented in response to the Covid-19 pandemic.

Hazing - These changes were made by legal affairs in order to establish a more clearly defined hazing definition. Changes to the website were made in compliance with state law.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

The Office of Student Integrity inspires students to strengthen their personal character by promoting and upholding Georgia Tech's core value of integrity in a community of trust where every decision is made with integrity. The goals of the Office are as follows:

- To enhance and facilitate awareness, understanding, and compliance with community standards

- To maintain a fair and clear conduct process
- To promote awareness and understanding of the conduct process

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

Significant Accomplishments:

- Processed over 1,600 academic and non-academic Code of Conduct referrals
- Successfully adjudicated/resolved approximately 80% of all received cases, including the facilitation of Title IX/Sexual Misconduct hearings
- Hired new Associate Dean/Director, as well as a new Coordinator
- Currently hiring an additional Coordinator (to fill a vacant position)
- Hired two Tech Temps to assist with case resolution
- Partnered with Residence Life volunteers to assist with case resolution
- Successfully enforced Code of Conduct regarding Covid-19 protocols
- Managed transition to increased use of virtual meetings and remote work requirements
- Appointed new OSI advisors for Honor Advisory Council (HAC), Undergraduate Judicial Branch (UJC) and Graduate Judicial Branch (GJC)
- Hosted OSI staff retreat

Progress:
Completed

V. Statistics

Unit Statistics:

The Office of Student Integrity received 1,698 incident referrals during the 2020-2021 academic year. 1,530 referrals were for academic misconduct, and 168 referrals were for non-academic misconduct.

Academic Referral Outcomes

- Responsible: 1,296 (85%)
- Not Responsible: 135 (9%)
- Pending: 99

Non-Academic Referral Outcomes

- Responsible: 127 (76%)

- Not Responsible: 23 (14%)
- Pending: 18

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Note that Covid-19 significantly impacted staffing levels as well as case management, which impacted service opportunities and availability of OSI staff to participate in broader institutional opportunities.

Staff Service:

Ronald Mazique - Associate Dean/Director

- Sexual Violence Prevention Alliance (SVPA)
- Culture of Respect Campus Leadership Team
- Jumpstart Jackets Athletics Presentation
- Residence Life ProStaff Training
- Honor Code Presentation(s)

Andrew Lawrence - Assistant Director

- Culture of Respect Leadership Team
- Honor Code Presentation(s)

Ericka McGarity

- Honor Code Presentation(s)

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Ronald Mazique

- USG Sexual Misconduct Training
- Restorative Practices Training

- Advocate Training

Andrew Lawrence

- Advocate Training
- National Hazing Investigator Training (CampusSpeaks)
- University System of Georgia (USG) Sexual Misconduct Training

Ericka McGarity

- Advocate Training
- National Hazing Investigator Training (CampusSpeaks)
- USG Sexual Misconduct Training

Alexander Beattie

- Advocate Training

WyShawn Terrell

- Advocate Training

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

Communications and emails with faculty have been updated to advise staff to transition from use of the "I" designation to the use of the "IJ", which signals to the registrar that a student is engaged in a student conduct process and grades should not be updated until that matter has been resolved.

Conduct officers have begun exploring an increased use of informal resolution options (and other alternative resolution options) in pursuit of enhanced developmental opportunities for students going through the student conduct process.

Also, the hazing definition was updated to describe prohibited behavior more thoroughly for students and campus partners. Additional changes were made to institutional policy, particularly related to sexual misconduct and hazing, in compliance with federal and state law.

Additionally, new staff were hired to address the increased need for referral management, specifically within the area of fraternity and sorority life and the OMSCS

program. In partnership with F&S and the OMSCS program, the Office has hired a new Coordinator. Two Tech Temps have also been hired to address these needs.

Also, there has been an increased use of virtual meetings with students (and staff), as well as remote work opportunities, in response to the needs created due to the Covid-19 pandemic.

Progress:
Completed

Student Temporary Assistance Program (STAR)

I. Mission/Introduction

Essential Function(s) of Department:

STAR (Students' Temporary Assistance and Resources) is a network of programs dedicated to connecting students with everything they need to thrive and flourish during their time at Georgia Tech.

To fulfill our mission, STAR performs four essential functions:

1. Raise awareness of STAR and the programs that comprise the STAR Network
2. Support existing programs through volunteering and student leadership opportunities
3. Create new programs in response to the identification of unmet needs
4. Assist students in identifying and locating the resources they need

Progress:
Completed

II. Staffing

Current Staff:

Steve Fazenbaker, Director

(vacant), Student Assistant

(vacant), Student Assistant

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

STAR (Students' Temporary Assistance and Resources) is a network of programs dedicated to connecting students with everything they need to thrive and flourish during their time at Georgia Tech.

Significant Accomplishments:

During the past academic year, we developed our Servant Leadership Team; each member chooses a "role"

- Volunteer: you will be notified whenever a volunteer opportunity is offered by STAR or a partner program. There is no minimum requirement to be a STAR Volunteer; participate as much or as little as your interest and availability allow.
- Active Member: in addition to receiving notifications of volunteer opportunities, you will be notified of learning opportunities, general meetings, and social events.
- Servant Leader: you will be invited to help plan and facilitate volunteer opportunities, learning opportunities, general meetings, and social events.
- Project Lead: select this if you are interested in initiating a new program in response to identifying an unmet need on campus.
- Liaison: select this if you represent one of the partner programs on the Servant Leadership Team.
- Faculty / Staff / Affiliate Partner: select this is you are not a GT student, but would like to participate in the work of this team

We look forward to implementing this Team when classes resume this fall.

Progress:
Completed

V. Statistics

Unit Statistics:

Crisis Housing

- 19 students contacted STAR for help with a housing crisis
- 7 students awarded Homeless Initiative Scholarships (remaining students were sheltered off-campus)
- Value of scholarships granted: $22,713

Klemis Kitchen

- 38 new students enrolled for Klemis Kitchen access 7/1/20 - 6/30/21
- 75 students accessed Klemis Kitchen 7/1/20 - 6/30/21

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

STAR is in a unique position to serve the entire Institute community. For members of the community that are materially under-resourced, STAR strives to make available the resources needed. Other members of the community have a need to volunteer, to serve their community; STAR provides volunteer opportunities in which all members of the community may participate. Finally, by creating opportunities for all members of the diverse Institute community to interact with one another, barriers are broken down and the community grows stronger.

Staff Service:

Steve Fazenbaker - Director, STAR

- served on Community Market Steering Committee
- served on Klemis Kitchen Committee
- resource for GT HUB (Home. Unity. Belonging.)
- participated in onboarding of Counseling Center pre-doctoral interns
- resource for GT 2803 Global Leadership Living Learning Community
- served on the 17 Zooms event committee
- interviewed for MOVEments Podcast
- participated in Omicron Delta Kappa (ODK) National Leadership Honor Society
- staffed COVID Testing gift table
- served on Earth Day planning committee
- facilitated "His Truth is Marching On" book study
- faculty advisor, Campus Kitchen Project at GT
- interviewed Stamps President Scholar finalists
- served on Green Goodbyes planning committee
- volunteered at Spring 2021 Graduation Ceremony

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Steve Fazenbaker - Director, STAR

- Microsoft Access online training course
- "Rising Strong" book study
- "The Servant" book study
- "His Truth is Marching On" book study

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

STAR began as a service primarily for students who are under-resourced. As we began receiving requests to volunteer with STAR, we realized that we could also serve students looking for servant leadership opportunities. The real breakthrough came when we witnessed the blending of our two target audiences, so we became one community - a community made up of students whose natural tendency is to serve, and who occasionally need to be served.

Progress:
Completed

Appendix A

AMYGDALA

AMYGDALA is an audiovisual installation that uses sentiment analysis algorithms to examine the collective emotional state of the Internet. This data then translates into a light and sound display. As the Italian studio and production company *fuse puts it, "the aim is to make visible the flow of data and information that are constantly being created by users, allowing participants to reflect on the opportunities and dangers of the digital revolution that we are currently going through."

AMYGDALA was installed on the newly renovated Arts Plaza from April 5-29. The installation ran 24 hours a day, continually updating its data and processing the emotional tone of the Internet the entire time. Global events, from the death of Prince Charles to new episodes of "The Falcon and the Winter Soldier," impacted both the colors and sounds created by the installation.

Students could be found exploring the site at all hours. One of the most popular times was immediately after a Skyline Series performance, when audience members discovered the site on the way back to their cars.

Inside the Ferst Center, monitors provided an opportunity to see the data being processed to create AMYGDALA. Along with a soundscape generated by the algorithms, the installation transformed the normally quiet galleries of the Ferst Center into part of this unique multimedia experience.

The installation intrigued many Georgia Tech students. Multiple Reddit threads appeared throughout April with students speculating as to how the piece worked, and a few Tech graduates sharing their knowledge of the events industry when they recognized the PixelFlex screens used in the installation.

At a final cost of $120,000, AMYGDALA is not a project that could be presented every semester. However, it drew the attention of the campus to what the intersection of art & technology can look like. AMYGDALA is proof of concept that there is deep interest on campus for this work, and that one of the most effective ways to engage the audience is to step out of the Ferst Center and provide ways for students to encounter artwork as they walk across campus.
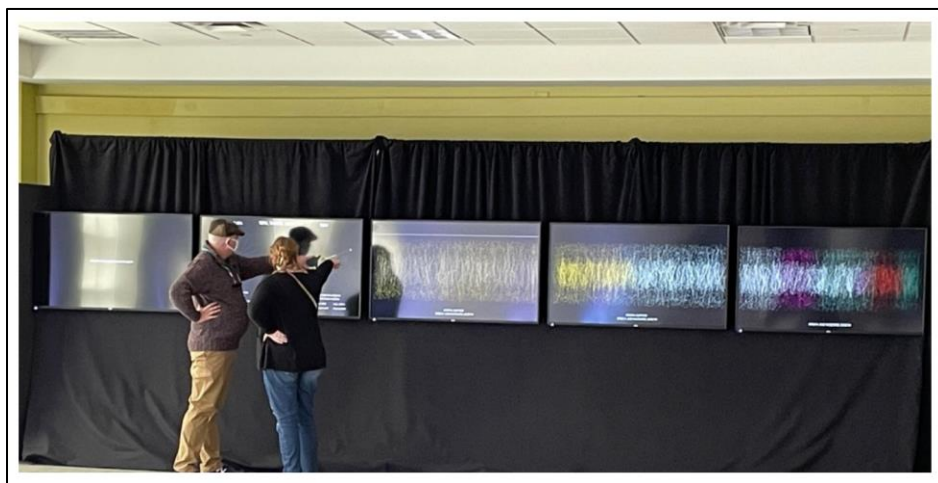
Appendix B

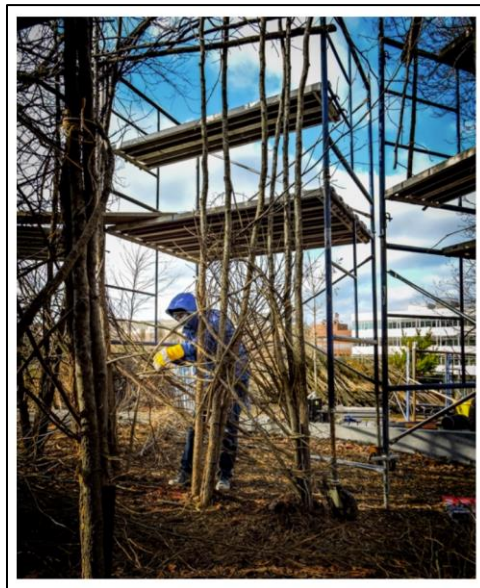## Eco-Commons: Chip off the Ole Block

Patrick Dougherty is a North Carolina artist whose "stickworks" weave saplings and branches to create unique structures. His chosen medium made Dougherty a natural fit for a public art project associated with the opening of the Kendeda Building and the Eco-Commons. Funding of the project came from the interest accrued from the Kendeda Foundation gift and earmarked specifically for public art.

Doughterty's practice calls for volunteers to assist in the creation of the sculptures over the course of three weeks. With COVID-19 related restrictions still in place, the project offered an excellent opportunity for students, staff, and the community to participate in art creation in a safe outdoor setting.
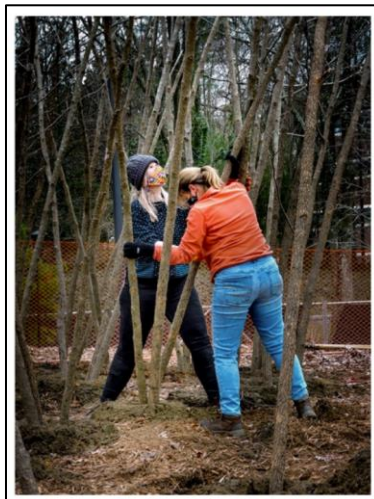
For three weeks in January, over 125 volunteers joined Patrick and his son Sam as they worked in sun, rain, and wind to construct Chip Off the Ole Block on a hill overlooking Ferst Drive. (The title comes from the blocky architecture of the Midtown skyline that overlooks Georgia Tech's campus.) Volunteers included Georgia Tech students, faculty and staff, members of the community in Serenbe where much of the material was harvested, and Atlanta neighbors who heard about the project. We also had landscape architect students and other fans of Dougherty's work from multiple states drive to campus for an opportunity to work alongside one of their idols.

Chip Off the Ole Block will last for approximately three years, depending on maintenance and weather conditions. It has quickly become one of the landmarks of the Eco-Commons and campus, and visible symbol of the intersections of art, design, and engineering.

- End of Report -