



End-of-Year Report

2020

Compiled by the Office of Research and Assessment

November 2020

Table of Contents

Business Operations	5
Assistant Vice President for Business Operations.....	5
Administration	14
Information Technology.....	20
Research and Assessment for Student Life.....	25
Student Organization Finance Office	41
Center for Student Engagement	49
Fraternity and Sorority Life	62
Student Media.....	81
Counseling Center	86
Dean of Students Main Office/Vice President for Student Life	143
Development, Parent Giving and Student Life	164
GT C.A.R.E.	164
Health Initiatives	183
Human Resources Business Partner	194
Inclusion, Support, and Advocacy	198
Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center.....	198
Student Diversity Programs	206
Veterans Resource Center	214
Women’s Resource Center	218
Leadership, Education and Development	226
Marketing and Communications	241
New Student and Transfer Programs	246
Disability Services.....	246
New Student and Transition Programs.....	258
Parents and Family Programs	264
Office of the Arts	272
Student Integrity	282
Student Temporary Assistance Program (STAR)	287

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 C.A.R.E.**; 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) Parents 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 2019 Include:

- **Business Operations** developed partnerships with leadership to advise and counsel on alignment of strategic financial development of the Division and routine business practices of the Institute.
- **Administration** assisted the IT Manager with scheduling and deployment of over 55 technology devices to accommodate the entire division to work remotely.
- **Information Technology** added additional security policies to Georgia Tech Counseling Center (GTCC) and Center for Assessment, Referral and Education (CARE) to prevent users that are not part of GTCC or CARE from logging onto desktops or laptops within that environment. This was a policy recommended by Stamps Health Services for Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) compliance.
- **Research and Assessment for Student Life** conducted 71 Assessment Projects for the Departments in the Division of Student Life, with a total number of 6,533 respondents.
- **Student Organization Finance Office** increased the number of transactions with no complaints about any lost documents.

- In **Center for Student Engagement**, The Alternative Service Breaks student organization planned 11 Alternative Break trip experiences for the 2019-20 year and completed 4 trips – three Fall break trips and one Winter break trip.
- **Civic Engagement** hosted the 10th Annual Martin Luther King (MLK) Day of Service in January 2020
- Within **Fraternity and Sorority Life**, the 5th annual Greek Hall of Fame event was held on campus on Sunday, November 3, 2019 to honor the outstanding achievements of Georgia Tech Greek Alumni.
- **Student Media**, with the *Technique* student newspaper, won 13 awards from the Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in in February 2020 in Athens, Georgia including several first and second place awards.
- **Counseling Center's** 2019-20 academic year began in August with a positive focus on the successful launch of GT CARE, the Center for Assessment, Referral and Education (CARE).
- **Dean of Students Main Office/Vice President for Student Life** reported the Division of Student Life and the Alumni Association partnered to collect and distribute over 1700 students 1.7 million dollars in emergency funding through the Georgia Tech Parents Fund and Roll Call to support students in need.
- **Development, Parent Giving and Student Life** partnered with the Office of Student Engagement, and the Parents Fund has increased its presence on campus and issued 61 Parent Fund Grants totaling \$149,893.57 and 47 Student Leadership Grants totaling \$13,870.00.
- **GT C.A.R.E** opened in August 2020
- **Health Initiatives** and the Counseling Center co-sponsored Georgia Tech's annual Fresh Check Day, an uplifting mental health promotion and suicide prevention event from the Jordan Porco Foundation that includes interactive expo booths, peer-to-peer messaging and the support of multiple campus departments and student groups.
- **Human Resources Business Partner** lead the hiring and onboarding for 39 new staff members, 324 student employees, 42 FWS Students, 9 Tech Temps and 87 Affiliates in Student Life.
- **Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center** hired a new Director in the Spring of 2020.
- **Student Diversity Programs** launched 15 workshops and training opportunities for faculty, staff and student.
- **Veterans Resource Center** hosted opportunities for Student Veteran employment and networking with visits from Southern Company and Google employment recruiters.
- **Women's Resource Center** partnered with Graduate Student Government Association (SGA) to create Grad Women's Chats, a monthly facilitated dialogue

for graduate women to explore the issues that impact their experiences at the Institute.

- **Leadership, Education and Development** in the 2019 Fall Semester, led a collaborative effort with The Career Center (formerly C2D2) and Undergraduate Advisors from all the colleges to bring Georgia Tech students the 1st Annual Campus-Wide Minor Fair and Showcase.
- **Marketing and Communications** assisted in the creation of brochures for 6 departments, tabletop and floor banners for 4 departments, promotional materials for 13 departments, and additional print materials (postcards, digital/web collateral) for 6 departments.
- **Disability Services**, with the adept efforts of the new Test Center Coordinator, proctored over 1,400 final exams with accommodations across 8 different sites on campus.
- **New Student and Transition Programs** welcomed 3,315 new first-year students through virtual orientation sessions.
- **Parents and Family Programs** inaugural Grandparents & Friends Day was a success on March 7, 2020. Parents and Family Programs hosted 55 students and their families for the day.
- **Office of the Arts** held multiple sold-out performances, the first set of sold-out performances presented by the Office of the Arts in several years.
- **Student Integrity** received and processed 1,797 incident referrals during the 2019-2020 academic year.
- **Student Temporary Assistance Program (STAR)**, over the course of the academic year, increased the number of persons with Klemis Kitchen access from 102 to 167 (an increase of 64%).

Business Operations

I. Mission/Introduction

Essential Function(s) of department:

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

Progress:

Completed

II. Staffing

Current Staff:

Through June 2020, the Business Operations Team was comprised of the following units and respective managers;

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

New Staff:

N/A

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

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

What type of policy?:

Institute Policy/Procedure

Justification:

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

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

Organizational Transformation:

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

Team Building and Earning Trust within a new Organization Structure:

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

External Analysis to Create Operational Effectiveness:

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

Develop Partnerships:

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

Progress:

Completed

V. Statistics

Unit Statistics:

Number of Financial Transactions Tracked FY20

Student Assistants	46
Deposits	2,612
Payroll	239
Reimbursement Nontravel	2,703
Carry Forward	330
Fringe Benefits	221
P-card Purchase	1,633
Purchase/Payment	3,524
Travel	933

Budget Amendment	520
Journal Entry	1,086
Cost Transfer	309
Grand Total	14,156

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

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

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

Staff Service:

Debra Dorsey

- Project Management Training – Completed fifth (and final) class titled Case Study in Project Management (required for completing the Project Management training program offered through GT Distance Learning Professional Education (DLPE))
- Attended the Georgia Tech Diversity Symposium

- Served on Staff Council committees
- Completed new Workday Training – Web-based and In-person training sessions
- Participate as a Change Agent for the new OneUSG Human Capital Management (HCM) system

Scott Riggle

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

Dale Myers

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

Brenda "B" Woods

- Chair, Biennial Review Committee
- Chair, Division of Student Life Assessment Working Group
- Chair, Georgia Tech Faculty Women's Scholarship Committee, Board Member
- Member, Complete College Georgia Tech (CCGT)
- Member/Co-Chair Subcommittee, Georgia Tech Faculty Women's Club
- Member, Zero Suicide/Suicide Prevention Initiative
- Member, Alvin Ferst Leadership Selection Committee
- Member, Alcohol and Other Drug Coalition
- Member, Institute Survey Coordination Committee
- Trainer, Baseline and Compliance Assist Planning Workshops

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:

Various programs of interest offer professional development opportunities;

- Multi-Cultural Competency and Diversity

Question Persuade Refer (QPR) suicide prevention training

- Institute Financial Fundamentals Certificate
- Campus Emergency Response Team (CERT) Training
- CPR / AED Training
- Business Partner Networking Forums
- Procurement / P-card Compliance
- Georgia Tech Professional Education (GTPE)/Alumni - Executive Leadership Program
- GTPE Certification in Project Management

- Workday, Financial Data Management
- One USG, Human Capital Management

Debra Dorsey

- Project Management Training – Completed fifth (and final) class titled Case Study in Project Management (required for completing the Project Management training program offered through GT Distance Learning Professional Education (DLPE))
- Attended the Georgia Tech Diversity Symposium
- Served on Staff Council committees
- Completed new Workday Training – Web-based and In-person training sessions
- Participate as a Change Agent for the new OneUSG Human Capital Management (HCM) system

Scott Riggle

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

Dale Myers

- Our IT Support Professional Supervisor attended the virtual OneIT Symposium hosted by Georgia Tech.

Brenda "B" Woods

- The 4th Annual VIRTUAL Higher Education Assessment Conference sponsored by New England College.
 - Assessment and Equity: Methods Matter.
 - Tuesday, May 12th, 2020
- 2020 National Association of Student Personnel Administrators (NASPA) Conference, Presenter/Attendee.
- 2020 Indianapolis Assessment Conference, Co-Presenter, Attendee.
- Excel Statistics Essential Training: 2Using Excel Statistical Functions
 - Statistics Foundations: 2
 - Statistics Foundations: 3
 - Learning Relational Databases
- SQL: Data Reporting and Analysis

Shakier Jenkins

- 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

Angelica Anderson

- 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
- PCard Training and Certification 2019
- Returning Safely to Campus
- Entering Time in Employee Self-Service
- Business Assets for Property Coordinators

Latonya Culberson

- SACUBO-11/3-11/5/20
- Flexing Your Style to Achieve Results 2/6/20
- One Leadership Seminar for Women 2/24/20
- Managing Multiple Projects 4/20/20 Webinar
- Defeating Negativity in the Workplace 4/23/20 Webinar
- Conflict Management: An Exercise in Enriching Relationships 6/18/20

Almeisha Dallas

- Mastering Excel Functions & Formulas
- Mastering Excel Pivot Tables in Hour
- Organizing and Managing Data In Microsoft Excel
- Handling Personality Clashes in the Workplace
- Service Excellence
- Flexing Your Style to Achieve Results :Disc
- Leadership Management Skills For Women
- How To Communicate with Tact, Professionalism & Diplomacy
- Managing Multiple Projects, Objectives & Deadlines

Edo Diabaka

- NACUBO Conference
- Flexing Your Style to Achieve Results :Disc

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

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

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

Progress:

Completed

Administration

I. Mission/Introduction

Essential Function(s) of department:

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

Though Business Operations does not have a specific stated mission, Administration's 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's), building signage, and equipment
- Develop and administer technology deployment in coordination with Student Life IT Manager
- Student Commencement Speaker Selection process
- Division Awards for Staff and Friends of the Division
- GT (Campus-wide) staff awards
- Student Awards – Ferst award, TECHcellence award
- Staff On-Boarding – Staff shirts, On-Boarding program, Lunch with the VP/Dean of Students for Student Life
- Assist Division staff to strategize cost-effective solutions 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

New Staff:

N/A

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

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

No changed policy or procedure.

Justification:

N/A

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

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, '20 by preparing the buildings/offices staff are housed in and responsible for, with all necessary Personal Protective Equipment (PPE), signage, and disinfecting supplies to reopen. This included ordering and purchasing all supplies, prepping "PPE goodie bags" for every staff member, develop 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 via a mailed "care package" since staff were working remotely during this event.
- Assisted the IT Manager with scheduling and deployment of over 55 technology devices to accommodate the entire division to work remotely.
- Continued regular office functions during the modified closure to include mail pick up, package delivery/pickup, and facility upkeep/maintenance.

Additional Accomplishments:

- Successfully completed the final (fifth) required course in the Professional Education Project Management Program, as well as the completion of the Project Management Prep course.
- Conducted highly successful annual Winter Celebration Division event (with Bake-off contest) with the volunteer committee. The End-of-the-Year Celebration was canceled this year due to the school schedule modification brought on by the Coronavirus
- Updated the Financial and Human Resources Training On-Boarding Checklist to incorporate the new Workday training program, the new One USG training as well as adding the IT on-boarding information and Research and Assessment training
- Coordinated the successful office set-up/and assisted the IT Manager with the IT deployment for the three newly embedded counselors in the Manufacturing Related Disciplines Complex (MRDC), College of Computing (CoC) and Biomedical Engineering (BME) buildings.
- Supported and coordinated Student Government Association (SGA) in their office move from the Student Center (while under construction) to their new "temporary" office in Smithgall
- Successfully conducted the 10th annual Campus Recreation Center (CRC) International Spring Break SCUBA trip to Bon Aire, Netherlands Antilles
 - Aligns with the Institute's Strategic Plan – Goal #4:
 - Expand our global footprint and influence to ensure that we are graduating good global citizens.
 - In partnership with Georgia Tech Professional Education and Campus Recreation the trip's mission is to educate and inspire

environmental and multicultural awareness through the training and certification activities taking place while on the trip.

- All students seeking their beginner (8) and advanced (8) certifications successfully completed their checkout dives on the trip.
- This was the largest number of participants to date – 42.

Coordinated and organized the submissions of the Division nominees for the GT campus awards totaling 10 consecutive years the division has been recognized. Division staff were awarded in two different categories:

- Excellence Award – Director of Development Parent Giving and Student Life
- Creating the Next – those involved in the creation of CARE – JulieAnne Williamson, John Stein, Carla Bradley, Shannon Croft, Tiffiny Hughes-Troutman, Ben Holton, Michael Edwards and Sara Warner

Effectively lead the Student Commencement Speaker Selection process for Fall, 2019 with the spring program canceled due to the virus.

Conducted two on-boarding sessions for new Division staff.

Served as the primary P-card purchaser for the Division of Student Life main office.

Progress:

Completed

V. Statistics

Unit Statistics:

For the 10th Annual Campus Recreation Center International Spring Break SCUBA trip to Bon Aire, Netherlands Antilles:

- All students seeking their beginner (8) and advanced (8) certifications successfully completed their checkout dives on the trip.
- This was the largest number of participants to date – 42.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

Debra Dorsey

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)
- Health & Well-Being (Staff Council)
- Campus Physical Environment (Staff Council)

Volunteer throughout the year as the Dean on Call after normal business hours and on weekends for student emergencies.

Volunteer in the Disability Services office to proctor final exams.

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Debra Dorsey

- Project Management Training – Completed fifth (and final) class titled Case Study in Project Management (required for completing the Project Management training program offered through GT Distance Learning Professional Education (DLPE))
- Attended the Georgia Tech Diversity Symposium
- Served on Staff Council committees
- Completed new Workday Training – Web-based and In-person training sessions
- Participate as a Change Agent for the new OneUSG Human Capital Management (HCM) system

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Participate in the Quarterly Business Partner meetings

Serve as Health and Well-Being Activators

Participate as a Change Agent for the new OneUSG Human Capital Management (HCM) system

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 initiative

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.

By October 31, 2020, all GT owned iPhones will now be required to be a part of the endpoint security systems.

Information Risk Assessments

In partnership with Cyber Security, Student Life IT has met with individual departments to assess data security risks and provide guidance on how to mitigate or eliminate risk if appropriate. Once the partnership with Cyber Security ends, Student Life IT will continue to update the risk assessment as needed.

Drupal Data Form management

To mitigate risk with web site data form security, the Sr. Application Developer for Student Life now builds 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:

All policy/procedure changes were made to increase the safety and security of campus digital services.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

- Added additional security policies to Georgia Tech Counseling Center (GTCC) and Center for Assessment, Referral and Education (CARE) to prevent users that are not part of GTCC or CARE from logging onto desktops or laptops within that environment. This was a policy recommended by Stamps Health Services for Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) compliance.
- Started a project in November 2019 to ensure that all Division employees have a mobility device in the event they are required to work from home.
- Setup the vendor Software House International (SHI) as a supplier of unlocked iPhone for campus that are also enrolled in Apple School Manager. This will allow GT to purchase unlocked iPhone and enable the proper endpoint security

without having to go through complicated steps to get compliance from each wireless provider.

- Deployed Work From Home (WFH) devices to entire division to maintain critical business functionality during COVID pandemic.

Drupal 8

- Installed plain Drupal 8 to see it for the first time. Became familiar with this over several weeks.
- Installed the plain GT beta release, tested this for several weeks and reported issues to [github.gatech.edu](https://github.com/gatech.edu) so they can be fixed
- Learned Composer, composer is a package manager used for Drupal 8 to update modules and core. GT Hosting did not provide such technology so I had to use my personal web site to learn this. This took many weeks.
- Used the new GT installed from Institute Comm to automatically install Drupal with just a composer file. Over several months I tested this on at least 6 test sites, breaking them and reinstalling. Reported issues to the GT repo (where it's installed from).
- Tested the new composer plug-in for GT hosting, this allows a site hosted on a GT website to make use of installing Drupal with the composer file. This was tested over several months and issues reported to GT Hosting.
- Used Drupalize.me to gain the knowledge to right custom modules that will be available for all of campus to use. These are not available anywhere else and include Round badges with Font Awesome icons, an animated number counter for visual stats, a days-hours-min-sec count down block, a department .css module so all Student Life sites can pull the same styles from 1 place, a file block -GT didn't include a way to post a .pdf to a site, a GT search button fix – the new theme is pulling in too many Font Awesome style sheets, Staff view module – makes new fields on a users account for collection info like name and bio to show on a custom staff page.
- Collaborated with Industrial Systems and Engineering (ISYE) and the College of Engineering (COE) on Drupal 8 and GT Standards. Almost daily meetings.
- Learned the new webforms module.
- Created new styling for webforms.

Git Hub

- Learned about Git Hub version control, The modules above will be hosting here, as I refine old modules and make new ones, each site in the Division will get updates from here instead of me uploading to each site one at a time. Several months of research to accomplish this.

Twig

- The new template system for Drupal 8, this is all different syntax and I spent several weeks learning and testing it. This will be used to alter how content is shown on the sites when making custom content.

Current websites

- Patched core and module and security releases came out.
- Altered existing systems to make better use of them.
- Placed Covid-19 notices on many websites.

Progress:

Completed

V. Statistics

Unit Statistics:

Total for FY20: 1220 incidents

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)

Staff Service:

See Service to the Institute

Progress:

Completed

VII. Professional Development

Staff Professional Development:

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

Our IT Support Professional Supervisor attended the virtual OneIT Symposium hosted by Georgia Tech.

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

In November of 2019, 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. Little did we know at that time that the campus would close down in March 2020 due to a worldwide pandemic and all employees would be required to stay at home but maintain operations. Fortunately, Student Life IT was already planning the rollout prior to the pandemic and had much of the technology in place already to make the transition fairly efficient.

During the summer of 2020, Student Life IT continues to grow the remote work capabilities since the pandemic is ongoing and at the time of this writing does not have a predicted end.

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 and Leadership

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:

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

New Staff:

N/A

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

A procedural change in that the deadline for the Division of Student Life FY '20 End-of-Year Report and the 2019-2020 Final Assessment Report was changed to August 3, 2020.

Justification:

In alignment with the FY '19 Final Assessment and End-of-Year Report Deadline.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

Our goals are to: 1) Provide evidence of the Division's impact on the effectiveness of our programs and services for students and our efforts to enhance student learning; 2) Document our progress in meeting the 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 '20 (7.1.19 - 6.30.20).

Departments in the Division of Student Life conducted 71 Assessment Projects, with a total number of 6,533 respondents.

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

- 1) The Healthy Minds Study (HMS)
- 2) The Center for Collegiate Mental Health (CCMH) Study
- 3) The Leadership and Teamwork Skills Study
- 4) National College Health Assessment (NCHA-ACHA).

Number	Title	Date Range	Date	Research Team
<u>Study Closure #1 for H19408</u>	American College Health Association, National College Health Assessment (ACHA-NCHA)		08/25/2020	PI: Brenda A Woods Co-Investigators: <ul style="list-style-type: none"> • Carla J Bradley • Michael W Edwards • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman
<u>Protocol H18283</u>	INTERFAITH DIVERSITY EXPERIENCES & ATTITUDES LONGITUDINAL SURVEY	01/11/2019 - 01/10/2020	03/04/2020	PI: Brenda A Woods CO-Principal Investigator: E. Gerome Stephens
<u>Study Closure #1 for H18283</u>	INTERFAITH DIVERSITY EXPERIENCES & ATTITUDES LONGITUDINAL SURVEY		03/04/2020	PI: Brenda A Woods CO-Principal Investigator: E. Gerome Stephens

<p><u>Continuing Review #2 for H17260</u></p>	<p>Center for Collegiate Mental Health (CCMH) National Database</p>		<p>01/22/2020</p>	<p>PI: Brenda A Woods</p> <p>Co-Investigators:</p> <ul style="list-style-type: none"> • Carla J Bradley • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman <p>Support Staff: Mack Bowers</p>
<p><u>Amendment #1 for H17260</u></p>	<p>Center for Collegiate Mental Health (CCMH) National Database</p>		<p>01/17/2020</p>	<p>PI: Brenda A Woods</p> <p>Co-Investigators:</p> <ul style="list-style-type: none"> • Carla J Bradley • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman <p>Support Staff: Mack Bowers</p>
<p><u>Protocol H19456</u></p>	<p>The Healthy Minds Study (HMS)/Center for Collegiate Mental Health (CCMH)</p>	<p>12/18/2019 - 12/17/2020</p>	<p>12/20/2019</p>	<p>PI: Brenda A Woods</p> <p>Co-Investigators:</p> <ul style="list-style-type: none"> • Mack Bowers • Carla J Bradley • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman • Joseph W Ludlum

<u>Protocol H19408</u>	American College Health Association, National College Health Assessment (ACHA-NCHA)	11/20/2019 - 10/17/2020	12/06/2019	PI: Brenda A Woods Co-Investigators: <ul style="list-style-type: none"> • Carla J Bradley • Michael W Edwards • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman
<u>Protocol H17300</u>	Leadership and Teamwork Skills	09/24/2018 - 09/23/2019	09/23/2019	
<u>Protocol H17140</u>	The Healthy Minds Study (HMS)/Center for Collegiate Mental Health (CCMH)	03/22/2018 - 03/15/2019	03/21/2019	PI: Brenda A Woods Co-Investigators: <ul style="list-style-type: none"> • Mack Bowers • Carla J Bradley • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman • Joseph W Ludlum
<u>Study Closure #1 for H17140</u>	The Healthy Minds Study (HMS)/Center for Collegiate Mental Health (CCMH)		03/21/2019	PI: Brenda A Woods Co-Investigators: <ul style="list-style-type: none"> • Mack Bowers • Carla J Bradley • Benjamin Royce Holton • Tiffany Monique Hughes-Troutman

				<ul style="list-style-type: none"> Joseph W Ludlum
<u>Continuing Review #1 for H17260</u>	Center for Collegiate Mental Health (CCMH) National Database			PI: Brenda A Woods Co-Investigators: <ul style="list-style-type: none"> Carla J Bradley Benjamin Royce Holton Tiffany Monique Hughes-Troutman Support Staff: Mack Bowers

Progress:
Completed

V. Statistics

Unit Statistics:

109 Assessment Projects

9,758 total number of respondents.

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

- 1) The Healthy Minds Study (HMS)
- 2) The Center for Collegiate Mental Health (CCMH) Study
- 3) The Leadership and Teamwork Skills Study
- 4) National College Health Assessment (NCHA - ACHA)

Anthology (Formerly known as Campus Labs)

Planning Software

266* Student Life-Related Users

*This represents the shared license of Anthology Planning Software Platform

Baseline Software

215* Student Life-Related Users

*This represents the shared license of Anthology Baseline Software Platform

Assessment Training

July 1, 2019 - June 30, 2020

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

To further our commitment to Assessment, the Division of Student Life partners with 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 2019, in an effort to further build Assessment capacity in our Division, training was conducted on:

Research and Assessment
On-Boarding
Sessions:

Monday, July 1, 2019, from 9-9:45 AM in Room 203

Tuesday, August 24, 2019, 9-9:45, Room 203

Tuesday, September 17, 2019, 9-9:45, Room 203

Tuesday, October 22, 2019, 9-9:45, Room 203

Tuesday, November 12, 2019, 9-9:45, Room 203

Tuesday, December 3, 2019, 9-9:45, Room 203

Tuesday, January 14, 2020, 9-9:45, Room 203

Tuesday, February 11, 2020, 9-9:45, Room 203

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

Tuesday, March 10, 2020, 9 - 9:45

Tuesday, April 14, 2020, 9 - 9:45

May, 11, 2020, 2:30 - 3:15

June, 29, 2020, 11-11:45

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'20 End-of-Year Report;

'19-'20 Final Assessment Report; and

FY '20 Assessment Plan

All were due on or before Close of Business August 3, 2020.

Title	Open Date	Close Date	Days of Duration	Total Respondents	Status
Registered Student Organization (RSO) Training	4/3/2020	11/30/2020	241	486	Active
GT Counseling Center Outreach Program Survey	8/3/2018	5/1/2020	638	638	Completed
GTCC Life Skills Workshop - Managing Stress	9/20/2019	6/30/2021	650	8	Active
GTCC Life Skills Workshop - Introduction to Mindfulness	9/26/2019	6/30/2021	644	6	Active
GTCC Life Skills Workshop - Mind Over Mood	9/26/2019	6/30/2021	644	24	Active
GT 1000 and 2000	12/13/2019	9/18/2020	280	46	Active
Counseling Center Intern Evaluation	1/30/2020	8/30/2020	214	0	Active
Dr. Harewood - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	0	Active
Dr. Adelman - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1	Active
Dr. Finklea - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1	Active
Dr. Rizzo - Counseling Center Intern Evaluation	2/10/2020	8/10/2020	183	1	Active
Parent Advisory Board Meeting Fall 2019	10/10/2019	10/31/2019	22	16	Completed
Student Hazing Perceptions and Experiences	9/4/2019	10/25/2019	52	246	Completed
Parents' Hazing Perceptions and Experiences	9/4/2019	10/25/2019	52	9	Completed
Center for Assessment, Referral and Education (CARE) Client Survey	11/8/2019	12/13/2019	35	123	Completed
Adulting Presentation Evaluation	11/1/2019	11/1/2022	1097	0	Active

Surviving to Thriving Presentation Evaluation	11/1/2019	11/1/2022	1097	0	Active
Sleep Presentation Evaluation	11/1/2019	11/1/2022	1097	0	Active
Mindfulness Presentation Evaluation	11/1/2019	11/1/2022	1097	0	Active
Alcohol Presentation Evaluation	11/1/2019	11/1/2022	1097	25	Active
Stress Management Presentation Evaluation	11/1/2019	11/1/2022	1097	0	Active
Body Image and Disordered Eating	12/10/2019	12/30/2020	387	98	Active
Eating on a Budget	12/10/2019	12/30/2020	387	46	Active
Food Swap Your Way to Better Health	12/10/2019	12/30/2020	387	0	Active
Intuitive Eating	12/10/2019	12/30/2020	387	0	Active
Nutrition 101	12/10/2019	12/30/2020	387	3	Active
Health Myths and Realities	5/18/2020	12/30/2020	227	20	Active
2019 Summer iGniTe GT1000 Post-Leadership Capacity Survey	6/26/2019	8/28/2019	64	0	Completed
2020 Summer Global Leadership Practice Pre-Leadership Capacity Survey	5/19/2020	6/12/2020	25	20	Completed
2020 Summer Global Leadership Practice Post-Leadership Capacity Survey	5/21/2020	6/30/2020	41	14	Completed
Rising Up Pre-Test 2018-2019	12/6/2018	7/31/2019	238	13	Completed
Rising Up Post-Test 2018-2019	12/6/2018	7/31/2019	238	10	Completed
Trans Student Health Symposium Evaluation Fall 2018	12/20/2018	7/31/2019	224	62	Completed
Greek Allies Pre-Test 2018-2019	11/15/2018	8/16/2019	274	17	Completed
Greek Allies Post-Test 2018-2019	11/15/2018	8/16/2019	274	17	Completed
Safe Space Pre-Test 2018-2019	10/9/2018	8/30/2019	326	151	Completed
Safe Space Post-Test 2018-19	10/9/2018	8/30/2019	326	151	Completed

Safe Space: Peer Education Pre-Test 2018-2019	10/9/2018	8/30/2019	326	135	Completed
Safe Space: Peer Education Post-Test 2018-2019	10/9/2018	8/30/2019	326	136	Completed
Trans 101 Pre-Test 2018-2019	10/9/2018	8/31/2019	327	168	Completed
Trans 101 Post-Test 2018-2019	10/9/2018	8/31/2019	327	166	Completed
Level Up 1 Evaluation - Fall 2019	12/12/2019	2/2/2020	52	13	Completed
Safe Space Pre-Test 2019-2020	9/26/2019	8/25/2020	335	126	Active
Safe Space Post-Test 2019-2020	9/26/2019	8/25/2020	335	119	Active
Trans 101 Pre-Test 2019-2020	9/26/2019	8/25/2020	335	74	Active
Trans 101 Post-Test 2019-2020	9/26/2019	8/25/2020	335	73	Active
Safe Space Peer Education Pre-Test 2019-2020	9/26/2019	8/25/2020	335	18	Active
Safe Space Peer Education Post-Test 2019-2020	9/26/2019	8/25/2020	335	26	Active
Greek Allies Pre-Test 2019-2020	9/26/2019	8/25/2020	335	15	Active
Greek Allies Post-Test 2019-2020	9/26/2019	8/25/2020	335	16	Active
Level Up 2 Evaluation -- Spring 2020	4/8/2020	8/31/2020	146	8	Active
Communications Audit, Division of Student Life, Fall 2019	10/30/2019	12/13/2019	44	27	Completed
CRC Secret Shopper Evaluations	3/14/2016	3/28/2020	1475	0	Completed
Member Services - Exit Survey	2/22/2016	1/1/2021	1776	31	Active
Summer First-Year Guest Assessment	6/12/2019	7/10/2019	28	134	Completed
Summer First-Year Student Assessment	6/12/2019	7/13/2019	31	86	Completed
FASET Leader 2019 Post Assessment	8/15/2019	8/30/2019	16	86	Completed
Wreck Camp International 2019	8/12/2019	9/3/2019	22	3	Completed

Fall Transfer/Exchange Student Survey 2019	8/12/2019	9/6/2019	26	96	Completed
Wreck Camp Committee Director Assessment 2019	8/8/2019	9/6/2019	30	7	Completed
Wreck Camp Staff Assessment 2019	8/12/2019	9/9/2019	29	35	Completed
FASET Cabinet Post Assessment	8/21/2019	9/9/2019	20	12	Completed
Transfer Two-Day FASET - Student Assessment	7/30/2019	9/13/2019	46	113	Completed
Transfer Two-Day FASET - Guest Assessment	7/30/2019	9/14/2019	47	47	Completed
2019 Wreck Camp Director Peer Feedback	8/8/2019	9/16/2019	40	5	Completed
Fall First-Year FASET - Student Assessment	6/26/2019	9/17/2019	84	1197	Completed
Fall First-Year FASET - Guest Assessment	6/22/2019	9/17/2019	88	988	Completed
Wreck Camp Assessment 2019	8/10/2019	9/18/2019	39	81	Completed
2020 FASET Cabinet Pre-Assessment	10/7/2019	11/5/2019	29	11	Completed
2020 Wreck Camp Director Pre-Assessment	10/7/2019	11/5/2019	30	7	Completed
Spring Transfer/Exchange Student Survey 2020	1/3/2020	3/9/2020	67	91	Completed
FASET Leader 2020 Pre-Assessment	3/23/2020	4/7/2020	16	63	Completed
2020 Cabinet Leader Evaluation	5/20/2020	6/14/2020	26	51	Completed
2020 Virtual FASET Guest Assessment	5/14/2020	9/4/2020	114	128	Active
2020 Virtual FASET Student Assessment	5/14/2020	9/4/2020	113	1311	Active
FASET Leader 2020 Post Assessment	6/1/2020	7/10/2020	40	56	Active
VIVA MOMIX	2/28/2020	3/15/2020	16	121	Completed

enra:Dreams	3/9/2020	4/5/2020	28	1	Completed
Expedition Debrief -- 2019	8/14/2019	8/31/2019	17	55	Completed
test of sensitive info to be shared with stakeholders in an emergency	3/23/2016	5/2/2020	1501	1	Completed
DRAWING for Parent & Family Program Bi-Annual Survey	5/29/2019	7/10/2019	43	898	Completed
Family Weekend 2019	10/9/2019	10/24/2019	15	223	Completed
Family Weekend 2019 Drawing	10/9/2019	10/24/2019	15	156	Completed
Parent & Family Programs Student Leadership Survey	11/13/2019	11/17/2019	4	15	Completed
Sibs Day 2020 " Parent Survey	3/4/2020	3/14/2020	10	28	Completed
Sibs Day 2020 " Sibling/Guest Survey	3/4/2020	3/14/2020	10	9	Completed
Sibs Day 2020 " Student Survey	3/4/2020	3/14/2020	10	10	Completed
Sibs Day 2020 - Drawing	3/4/2020	3/14/2020	10	34	Completed
SL Professional Development Survey, Spring 2020	3/16/2020	4/15/2020	31	20	Completed
Student Satisfaction	6/19/2019	7/5/2019	17	1	Completed
Student Assistant Pre-Questionnaire Fall 2018	8/23/2018	10/1/2019	405	18	Completed
Student Assistant Post-Questionnaire Spring 2019	8/23/2018	12/31/2019	496	3	Completed
Healthy Minds Study (HMS) Drawing	1/22/2020	2/14/2020	23	0	Completed
Georgia Tech Faculty Women's Club '19-'20 Scholarship App	8/22/2019	3/31/2020	223	30	Completed
GTFWC Scholarship Applicants' Evaluation	3/18/2020	4/17/2020	31	46	Completed
Graduation	3/31/2020	4/24/2020	24	0	Completed
Klemis Kitchen Survey Fall 2019	10/3/2019	11/29/2019	58	35	Completed

GT 1000 Student Experience	11/7/2019	11/15/2019	9	7	Completed
VOCA OPM Sexual Assault Survey	4/30/2020	12/31/2025	2072	9	Active
General VOICE Prevention: Staff-led	5/23/2020	12/31/2025	2049	0	Active
VOCA OPM Crime Victim Survey	5/25/2020	12/31/2025	2047	3	Active
OPM Crime Victim Survey - Secondary	5/25/2020	12/31/2025	2047	0	Active
VOCA OPM Domestic/Dating Violence Survey	5/25/2020	12/31/2025	2047	1	Active
VOCA OPM Domestic/Dating Violence Survey - Secondary	5/25/2020	12/31/2025	2047	0	Active
VOCA OPM Sexual Assault Survey-Secondary	5/25/2020	12/31/2025	2047	3	Active
VOCA OPM Stalking Survey	5/25/2020	12/31/2025	2047	7	Active
VOCA OPM Stalking/Harassment Survey - Secondary	5/25/2020	12/31/2025	2047	0	Active
Graduate Women Sense of Belonging	5/1/2020	5/29/2020	29	13	Completed

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Brenda "B" Woods-

- Member, GT Accreditation/Reaffirmation Team
- Request for Purchase (RFP) Assessment Team, Subject Matter Expert
- Chair, Georgia Tech Faculty Women's Scholarship Committee, Board Member
- Member, Campus Team, JED Foundation
- Member, Complete College Georgia Tech (CCGT)
- Member, Zero Suicide/Suicide Prevention Initiative
- Member, Alcohol and Other Drug Coalition
- Member, Institute Survey Coordination Committee
- Trainer, Software Platforms: Baseline and Planning
- Key Stakeholder to BDO Consulting and the Georgia Tech Data Governance Team

- Chair, Biennial Review Committee

Staff Service:

See Section VII. above, "Service to the Institute"

Progress:

Completed

VII. Professional Development

Staff Professional Development:

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

- The 4th Annual VIRTUAL Higher Education Assessment Conference sponsored by New England College.
 - Assessment and Equity: Methods Matter.
 - Tuesday, May 12th, 2020
- 2020 National Association of Student Personnel Administrators (NASPA) Conference, Presenter/Attendee.
- 2020 Indianapolis Assessment Conference, Co-Presenter, Attendee.
- Excel Statistics Essential Training: 2Using Excel Statistical Functions
 - Statistics Foundations: 2
 - Statistics Foundations: 3
 - Learning Relational Databases
- SQL: Data Reporting and Analysis

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

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

Progress:

Completed

Student Organization Finance Office (SOFO)

I. Mission/Introduction

Essential Function(s) of department:

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

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

Progress:

Completed

II. Staffing

Current Staff:

Latonya Culberson – Accountant III

- Process all purchasing transactions for student organizations.
- Process deposits.
- 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.

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.

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
- 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 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.

New Staff:

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
- 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 SGA budget & budget amendments for Dept. 551
- Process Journal Entries for student organizations.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

All processes moved online:

1. All Trainings will be Online at sofo.gatech.edu/training
2. All Paper Submissions will be online at sofo.gatech.edu/form
3. Most Meetings are with students will be conducted online

What type of policy?:

Departmental Policy/Procedure

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 book keeper by effectively managing collected dues, fundraising, and expenditures as well as travel planning, expenses and reimbursements.

Significant Accomplishments:

The number of transactions has increased and there were no complaints about any lost documents. Student have learned quickly about the SOFO process. 100% of documents were submitted online.

Progress:

Completed

V. Statistics

Unit Statistics:

Transaction Type	Number
Accounting Adjustment	11
Ad Hoc Bank Transaction	15
APJ - Accounts Payable Journal	864
ART - Ferst Center for the Arts	5
BAN - Banner	1,076
BTS - Office of Bursar and Treasury Services	5
BUZ - BuzzCard Center	8
COC - College of Computing	1
COM - Telecommunications	1
CON - Controller's Office	1,047
DLP - Distance Learning and Professional Education	2
EDR - Express Direct Retro	3
ENC - Encumbrances - Personal Services	213
Expense Report	2,585
FAC - Facilities/AEC	95
FRF - Flat Rate Fringe	85
GTP - Police Department	10
OHR - Office of Human Resources	47
OIT - Office of Information Technology	47
Online Journal	182
PAY - Payroll Actuals	179

PCS - OIT – Printing & Copy Center	6
PKG - Parking	14
Procurement Card Transaction Verification	2,183
PST - Postage	23
Purchase Order	937
Requisition	888
SPD - SPD Redistributions	98
Spend Authorization	126
Spend Authorization Commitment Liquidation	93
Spend Commitment Liquidation	942
Spend Obligation Liquidation	894
SSC - Student Success Center	4
STU - Student Center	41
Supplier Invoice	1,697
Total	14,427

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

SOFO staff was in attendance at 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:

Shakier Jenkins

- 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

Angelica Anderson

- 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
- PCard Training and Certification 2019
- Returning Safely to Campus
- Entering Time in Employee Self-Service
- Business Assets for Property Coordinators

Latonya Culberson

- SACUBO-11/3-11/5/20
- Flexing Your Style to Achieve Results 2/6/20
- One Leadership Seminar for Women 2/24/20
- Managing Multiple Projects 4/20/20 Webinar
- Defeating Negativity in the Workplace 4/23/20 Webinar
- Conflict Management: An Exercise in Enriching Relationships 6/18/20

Almeisha Dallas

- Mastering Excel Functions & Formulas
- Mastering Excel Pivot Tables in Hour
- Organizing and Managing Data In Microsoft Excel
- Handling Personality Clashes in the Workplace

- Service Excellence
- Flexing Your Style to Achieve Results :Disc
- Leadership Management Skills For Women
- How To Communicate with Tact, Professionalism & Diplomacy
- Managing Multiple Projects, Objectives & Deadlines

Edo Diabaka

- NACUBO Conference
- Flexing Your Style to Achieve Results :Disc

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

SOFO staff learned that the process to transitioning all processes online was necessary, especially during COVID-19. SOFO staff will continue our processes online as well as transition all the meetings online.

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.

Previous Mission & Vision Statement:

The Center for Student Engagement exists to support opportunities that create a vibrant, safe, and engaged student experience that complements the academic mission of Georgia Tech. Applying a student-centered approach for students to develop and clarify identity, to work collaboratively with their peers, and to promote the development of a positive campus community, Student Engagement staff are educators committed to holistic, co-curricular learning and building supportive advising relationships with student leaders and student organizations. Guided by the values of collaboration and inclusivity, Student Engagement strives to contribute to the development of globally minded leaders prepared to engage and make change in their communities.

Updated Mission & Values Statements:

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. He has been in this role since January 1, 2016. Previously he was the Director of Leadership and Civic Engagement from July 1, 2013 through December 31, 2015.
- **Terry Bunch** serves as the Administrative Professional to Student Engagement. She has been in her role since January 16, 2018.

Civic Engagement Staff

- **Sarah Strohmenger** serves as the Director of Civic Engagement and has been in this role since August 2019.
- **Joi Alexander** serves as a Quality Coach for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since Fall 2018.
- **Lakesha Cortes** serves as a Volunteer Manager for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since May 2019.
- **Victoria Raby** serves as a Program Coordinator for the Jumpstart program in Atlanta and has supported the program at Georgia Tech since Fall 2018.

Fraternity & Sorority Life (FSL) Staff

- **Jamison Keller, Ed.D** serves as an Assistant Dean of Students and Director of Fraternity & Sorority Life. Jamison has been in this role since June 8, 2016.
- **Janise McKenzie** serves as a Coordinator for FSL and has been in this role since September 11, 2018. She works primarily with Multicultural Greek Council, National PanHellenic Council, and key area programs including Greek Week and Homecoming. This position is new to the Division.
- **Mattie Smyth** serves as a Coordinator for FSL and has been in this role since June 2019. She works primarily with Collegiate Panhellenic Council and oversees the Greek Neighborhood Association.

Student Media Staff

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

Student Organizations Staff

- **Quinn Foster** serves as the 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. 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. She began this role on March 2, 2020.

New 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. 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. She began this role on March 2, 2020.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

OrgSync & Engage --updates in Engage, CORQ App, new tools, buy-in, etc.

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 and active archiving of key student organization data; this includes the Annual Registration process (wherein organizations update and renew their status for the academic year to include officer and advisor details), the Charter Process (wherein student leaders complete the process to become recognized as a Registered Student Organization), and Event Management (to include risk management processes such as digital waiver collection and attendance tracking).

In academic year 2019-20 (the 4th academic year since launch), we worked to both ameliorate and augment components of these key processes. This included:

- Migrating the suspended platform, OrgSync, to Engage (the Campus Labs software solution)
- Overhauling the Annual Registration process to align with new or differently structured technology in the Engage platform
- Facilitating trainings for student leaders on how to effectively manage and utilize their Engage portals
- Facilitating trainings for campus departments and other partners on how to effectively manage and utilize their Engage portals
- Advising Student Government Association's (SGA's) Joint Campus Organizations Committee (JCOC) on potential policy updates to better reflect both current Institutional practices related to chartering, registration, and org maintenance and to reflect best practices in the field.

In addition, in 2019-20 we purchased additional tools to broaden and deepen the impact and reach of Engage. These included: the CORQ App, the Event Check In App, User QR Codes, Budgeting Tool, System-Wide Elections. As a result, we will be working in AY 2020-2021 to migrate disparate finance processes (Parents Fund Allocations, Joint Finance Committee (JFC) Allocations, BuzzFund Allocations, and Class of 1981 Fund allocations).

Institute-Wide Student Organizations Policy

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

In June 2019, the policy draft was reviewed and approved by the Policy Steering Committee. As of July 2020, the policy remains under review and is currently under the advisement of Legal Affairs.

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

What type of policy?:
Institute Policy/Procedure

Justification:

All policy/procedure changes were made to better support the registered student organizations.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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.

Significant Accomplishments:

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

Over the course of 2019-20, the SGA JVP of Campus Organizations and Executive Chair of President’s Council Governing Board undertook the goal of merging the PCGB structure with SGA’s JVP Campus Organizations structure. As these groups independently held similar roles and responsibilities, and as the energy and influence of these groups independently had grown increasingly stagnant over the past few years, these leaders made a strategic decision to merge the two groups. The new JVP Campus Organizations structure is outlined in the table below. PCGB has been dissolved, and their two primary committees designated under the JVP Campus Orgs.

New JVP Campus Organizations Structure

In 2019-20, we implemented the proposed merge of JVP Campus Orgs and President’s Council Governing Board. The new leadership is set up as follows:

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

Civic Engagement

The 10th Annual Martin Luther King (MLK) Day of Service was hosted in January 2020, largely planned and implemented by Director of Civic Engagement, with support from Sirocus Barnes from the Center for Educating Integrating Science, Mathematics, and Computing (CEISMC). Four community partners provided service projects for the Day of Service event: Oakland Cemetery, GT's Students' Assistance and Resources Department (STAR), Trees Atlanta, and West Atlanta Watershed Alliance (WAWA). 226 people registered to participate, and a confirmed 180 participants attended the Day of Service event. New elements to the Day of Service event for 2020 were the development of a non-campus project (STAR) and the introduction of a group registration process for on-campus departments, organizations, and programs. 11 unique campus groups or organizations signed-up using this new process. Recruitment and transportation of 9 participants attending the Commemorative Church Service at Ebenezer Baptist Church was also coordinated with this event.

The annual MLK Sunday Supper event once again included facilitated small group conversations over dinner and dessert. Guest facilitators moderated small group discussions among the over 20 attendees, which included students, staff, and faculty.

Over \$3700 was allocated to six community service projects from the Class of 1981 Public Service Endowment Fund. These projects represented four campus or student organizations:

- Alternative Service Breaks (ASB) – ASB Fall Break, ASB Winter Break, ASB Spring Break
- Junior STEM – Step Into STEM
- Physician Assistant Club (PAC) – Volunteer Service Trip
- GT Office of Solid Waste Management & Recycling – Game Day Recycling Initiative

Alternative Service Breaks

The Alternative Service Breaks (ASB) student organization planned 11 Alternative Break trip experiences for the 2019-20 year and completed 4 trips – three Fall break trips and one Winter break trip. All trips planned for the Spring and Summer 2020 semesters were cancelled due to the COVID-19 pandemic. Of the total trips planned, two trips were international trips and nine were domestic trips including two flight-based and seven driving-based trips.

A total of 37 student participants, 8 student leaders, and 5 staff advisors served across four completed service trips in the Fall 2020 semester. An additional 60 student participants, 11 student leaders, and 8 staff advisors were recruited and prepared for trips in the Spring 2020 semester before travel was cancelled in March 2020. ASB continued to benefit from the Strategic Advisory Planning Group (SPAG) funding for the fourth year (of a five year allocation process), receiving \$7500 to support international ASB trips. Though trips were cancelled, this money was applied to costs for international service trips in Spring 2020 that have been credited for future use.

Completed Trips:

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
- Selma, AL – 7 Elements (Fall Break)*
- Cherokee, NC – National Parks Service (Fall Break)
- San Antonio, TX – Community Collaborations (Winter Break)*

Planned, but Incomplete Trips:

- Charleston, SC – Medical University of South Carolina, Service Exchange (Spring Break)*
- Inland Empire, Riverside, CA – GRID Alternatives (Spring Break)*
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
- Carters Lake, GA – U.S. Army Corps of Engineers (Spring Break)*
- Medina Bank, Belize - 7 Elements (Spring Break)
- Monte Cristi, Dominican Republic - Outreach360 (Spring Break)
- Memphis, TN – Serve901 (Summer Break)*

* New service partner or site

Mobilizing Opportunities for Volunteer Experience (MOVE)

MOVE's 9th annual Into the Streets day of service in the Fall 2019 semester engaged 38 students across two projects with two community partners: The Gateway Center and Trees Atlanta. The projects occurred between 9am and 12pm on the first Saturday of the Fall 2019 semester. While historically an event for first-year students, over half of the participants were upperclassman, allowing for expanded goals for future iterations of this event.

MOVE's Board of Directors partnered with Will McKenna, Student Life Development, to implement the MOVE Service Grant for the first full academic year following a trial in Spring 2019. In its first full year (2nd and 3rd semesters of implementation), the MOVE Service Grant committee was provided \$5000 and allocated \$4,999.16 of it, supporting 8 service initiatives developed by seven unique student organizations:

- Student Government Association
 - Cards for Hospitalized Kids
- Emerging Leaders
 - Frozen Fest
- Society of Hispanic Engineers (SHPE)
 - Kit Operation
- GT Physicians Assistant Club
 - Remote Area Medical Volunteering
- MOVE Committees (2)
 - Hunger and Homelessness Volunteer Weekend
 - Special Projects Volunteer Showcase
- Alternative Service Breaks (ASB)
 - Spring Break Trips
- Tech Beautification Day (TBD)
 - Spring Service Day

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.

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, Science, Technology, Engineering, and Math (STEM) and Education, Sustainability, and Special Projects. At least 16 committee-organized events occurred during the 2019-20 academic year, prior to cancellation of campus programming in Spring 2020.

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

In the 2019-2020 academic year, Jumpstart recruited 24 members exceeding the set goal of 20. Over the course of the year, 95% of members were retained and served within the Atlanta community. Jumpstart members serve during the week, visiting assigned classrooms in two-hour blocks twice a week with their service team. Members serve within the same school and classroom setting over the course of the year, to allow for deeper experience and relationship building to occur. This year, 90 children were served through Georgia Tech Jumpstart members.

Nineteen of the Jumpstart members were Federal Work Study (FWS) students, which aided the Institute in meeting its FWS service goals. Additionally, of the Jumpstart members who indicated interest in completing the required number of hours to earn the Segal AmeriCorps Education Award, all were able to achieve this by the end of the Spring 2020 semester.

Student Organizations

Presidents' Summit new model

Presidents' Summit (or P-Summit) is a leadership development and training conference that brings together the top leaders of student organizations at Georgia Tech. The day is filled with collaboration, training, information, and preparation for the upcoming school year. Modules cover topics that will be beneficial to all organizations such as navigating member recruitment and retention as well as the SGA budget process. For the past few years, Presidents' Summit has been largely student organized. In 2019, participants number around 75 students and the sessions were organized in a loose conference-style, with participants choosing which presentations would be most successful for their personal leadership journey. Modules included presentations such as: How to plan a

successful event, OrgSync 101, Building an Organization from the Ground Up, How to Run Meetings, and Student Organization Finances.

Student Leader Retreat facilitation from Sonya's team

Taking place at the beginning of each Spring semester for the last 15 years, the Student Leader Retreat (SLR) is a 2 day program that strives to create a space where Georgia Tech students can practice their leadership skills by collaborating with other organizations and administrators in order to develop relationships to better serve their constituents. Student Leader Retreat provides a forum for student leaders, staff, and faculty to engage in meaningful dialogue around campus issues and initiatives. In 2020, the Center for Student Engagement collaborated with Georgia Tech Strategic Consulting to explore the basic concepts of organizational strategic planning with student leaders and engage them in providing input to Georgia Tech's new strategic plan, which is currently under development. Students' learning outcomes were to gain a basic understanding of organizational visioning and goal setting while contributing ideas through facilitated activities. The retreat provided a space for student organization leaders to work together to develop goals, objectives, and measures for two to three strategic themes from the new plan. The outputs from this session were provided to the strategic plan working groups who were assigned to the relevant theme areas, for them to consider as they completed the goal-setting phase in the spring. A summary of the students' work was also shared with President Cabrera by Strategic Consulting.

Progress:

Completed

V. Statistics

Unit Statistics:

Civic Engagement

Alternative Service Breaks (ASB) expanded its trip offerings by planning five new trip locations and three new community partners. Due to COVID-19, only 4 of 11 planned trips were able to be travelled.

A total of 37 student participants, 8 student leaders, and 5 staff advisors served across four completed service trips in the Fall 2020 semester.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
 - 2 student leaders, 1 staff advisor, 9 student participants
- Selma, AL – 7 Elements (Fall Break)
 - 2 student leaders, 1 staff advisors, 10 student participants
 - New trip location
- Cherokee, NC – National Parks Service (Fall Break)
 - 2 student leaders, 1 staff advisor, 10 student participants

- San Antonio, TX – Community Collaborations (Winter Break)
 - 2 student leaders, 2 staff advisors, 8 student participants
 - New trip location

An additional 60 student participants, 11 student leaders, and 8 staff advisors were recruited and prepared for trips in the Spring 2020 semester before travel was cancelled in March 2020.

- Charleston, SC – Medical University of South Carolina, Service Exchange (Spring Break)
 - New trip location
 - New community partner – Service Trip Exchange
- Inland Empire, Riverside, CA – GRID Alternatives (Spring Break)
 - New trip location
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
- Carters Lake, GA – U.S. Army Corps of Engineers (Spring Break)
 - New trip location
 - New community partner
- Medina Bank, Belize - 7 Elements (Spring Break)
- Monte Cristi, Dominican Republic - Outreach360 (Spring Break)
- Memphis, TN – Serve901 (Summer Break)
 - New community partner

ASB also received \$7,500 in SPAG funding this academic year, which helped ASB reduce the cost of its international spring break trips. Though not travelled, costs were still accrued due to the proactive nature of ticket purchasing. The 2019-2020 academic year marks the end of year four of a five-year funding cycle from the SPAG allocation.

Student Organizations-Organization Data

As of July 2020, Georgia Tech has 585 Active Registered Student Organizations (and a total of 716 total organizations). Their categorization is as follows:

Managed by	Category	Raw Number	Active	Inactive
CSE	Academic/Professional	142	141	1
CSE	Chartering Organization	52	44	8
CSE	Civic Engagement	78	77	1
CSE	Competitive	13	13	0
CSE	Competitive Sports Clubs	44	44	0
FSL	CPC Chapters	10	10	0
CSE	Cultural	49	49	0
CSE	First-Year Leadership Organizations	9	8	1
FSL	Fraternity/Sorority Governing Councils	4	4	0

CSE	Governing Board	3	3	0
FSL	Greek Honorary	1	1	0
CSE	Hidden	116	0	116
CSE	Honor Society	18	18	0
FSL	IFC Chapters	31	30	1
FSL	MGC Chapters	4	4	0
FSL	NPHC Chapters	7	6	1
CSE	Political	9	9	0
CSE	Production/Performance/Publication	30	29	1
CSE	Recreation/Leisure	56	55	1
CSE	Religious/Spiritual	40	40	0
		716	585	131

The management of Engage portals is broken into Student Organizations and FSL:

	RSOs	Departments	Total
Managed by SO	659	28	687
Managed by FSL	57	1	58

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Gerome Stephens, Associate Dean & Director, Student Engagement

- Chair, Search Committee – Director Health Initiatives
- Advisor, Ramblin Reck Club
- Curriculum Advisor, FreShGA
- Certified Facilitator, CliftonStrengths
- Chair, Division of Life Professional Development Working Group
- Facilitator, Safe Space
- Co-Principal Investigator, IDEALS Survey
- Advisor, Atlantic Coast Conference (ACC) Advocacy Day, Washington DC
- Principal Investigator, JumpStart Grant

Sarah Strohmenger, Director, Civic Engagement

- Advisor, ASB

- Advisor, MOVE
- Volunteer, Family Weekend
- Panelist, SAA “Get Ready for the Real World” Philanthropy Week Panel
- Panelist, GT ADVANCE “Demystifying Tech: Navigating Community Engagement, Sustainability, and Service Learning Opportunities at Georgia Tech
- 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

Quinn Foster, Director of Student Organizations

- Advisor, SGA Vice President of Campus Organizations and sub-committees
- Member, Institute Strategic Planning Working Sub-Group
- Member, Student Activities Committee
- Member, Freshman Leadership Organization Advisory Board
- Lead Staff Member/Organizer, Up With the White and Gold Awards Ceremony
- Lead Staff Member/Organizer, Engagement Week & Student Organization Fair
- Facilitator, Safe Space
- Facilitator, Trans 101
- Presenter, “What Makes You Proud,” GT Employee Learning Week hosted by Human Resources

Staff Service:

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Gerome Stephens, Associate Dean & Director, Student Engagement

- Advisor, ACC Leadership Symposium(February 2020)
- Certification, Clifton Strengths Accelerated Course(July 2019)
- Certification coaching completed sessions (September 2019)
 - Certification test passed (September 2020)
 - Gallup Certification #15048_19

Sarah Strohmenger, Director, Civic Engagement

- Presenter, “Navigating Group Dynamics”, for Georgia Tech Emerging Leaders, First-Year Leadership Organization (November 2019)

- Presenter, “Diversity 101”, for Housing Student Staff (January 2020)
- Presenter, “Risk Management and Liability”, for Housing Professional Staff Advisors (August 2019, July 2020)
- Attendee, Break Away Staff Development Summit (November 2019)

Quinn Foster – Director of Student Organizations

Role	Organization	Event	Title/Topic of Talk/Presentation
Presenter (co-presented with Quinn Foster)	NASPA (Student Affairs Administrators in Higher Education)	NASPA Multicultural Institute 2019	“Rising Up from Surviving to Thriving: A Resilience Skills-Building Program for LGBTQIA Students”
Faces of Inclusive Excellence	Georgia Tech Staff Diversity, Inclusion, and Engagement	Diversity Symposium	
Accepted Presenter (would have co-presented with Quinn Foster and Dr. Kijua Saunders-McMurty)	NASPA	NASPA Annual Conference 2020 (cancelled)	“Deep Fried Liberation: Strategies for LGBTQIA Justice in Colleges and Universities in the U.S. South”
Accepted Presenter (would have co-presented with Quinn Foster)	NASPA	NASPA Annual Conference 2020 (cancelled)	“Rising Up from Surviving to Thriving: A Resilience Skills-Building Program for LGBTQIA Students”

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

The Center for Student Engagement had continued to mold programs that students respond to and cite learning from. In 2019 the GOLD Route was launched. This program streamlines access to leadership development opportunities for student leaders. Leaders had described not being able to find and track their learning. Using 'paths' and collaborating with campus partners student are now able to see their marked progress. The Center has seen a significant increase in graduate student engagement in leadership development programs

Progress:
Completed

Fraternity and Sorority Life

I. Mission/Introduction

Essential Function(s) of department:

Mission:

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

Vision:

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

Values:

- *Holistic Development:* Our advising focuses on a holistic perspective which is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials.
- *Tradition:* We believe in the values each organization's founders determined were the basis for their brotherhood and sisterhood. We challenge each member to hold themselves and their brothers and sisters to these values each day.
- *Collaboration:* We believe in the importance of campus and community collaboration and work at establishing strong partnerships with all that have a stake in the success of fraternity and sorority life at Tech.
- *Equity:* We approach our work from a fair and impartial standpoint and advocate for the same for every member of our community.
- *Empowerment:* We believe the fraternity and sorority experience creates the opportunity for each member to become stronger and more confident in their dealings with everyday life.

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

- Guide and facilitate the work of chapter officers, their alumni advisors and governing councils, as well as their respective national organization leadership in striving for student and chapter excellence. The professional staff maintain accurate and comprehensive records on membership statistics, scholarship achievement and matters of conduct. This information is utilized to encourage

and influence positive change and promote recognition of accomplishments by fraternity and sorority members.

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

Progress:

Completed

II. Staffing

Current Staff:

For the first time since 2014, the Office of Fraternity and Sorority Life was fully staffed. 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 fourth 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 third year as the Coordinator for Fraternity and Sorority Life. She was also promoted to the Assistant Director for Fraternity and Sorority Life effective February 1, 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 Greeks United for Inclusivity, Diversity, and Equity (G.U.I.D.E.), will work more directly with hazing prevention efforts, and created the Fraternal Excellence Awards.
- Mattie Smyth completed her first year as the Coordinator for 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 with the Office Fraternity and Sorority Life, Terry Bunch, the Administrative Support Specialist for the Center for Student Engagement, has provided budgetary and clerical support such as membership roster management.

New Staff:

Mattie Smyth-Coordinator for Fraternity and Sorority Life

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not applicable.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of Fraternity and Sorority Life is part of the larger Center for Student Engagement. We directly work with and advise approximately 26% of the undergraduate student population who are members within a larger community of 53 chapters.

Significant 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 women's organizations and the associate member chapters; the Interfraternity Council (IFC) to manage the men's fraternal organizations, the Multicultural Greek Council (MGC) to manage the culturally-based fraternities and sororities; and the National Pan-Hellenic Council (NPHC) to lead the historically African American Greek organizations. Each council demonstrated extraordinary leadership to address the issues facing Greek Life on campus.

Collegiate Panhellenic Council

- Recruitment:

- There were 435 women that registered for Fall formal recruitment. Of the total women attending the last round of recruitment, 88% received their first preference.
- All of our eight NPC chapters that participate in the formal recruitment process achieved quota, set at 44 women.
- Chapter total for the NPC groups was set at 184 in the Fall, and 180 in the Spring.
- 34 women joined the CPC community through Continuous Open Bidding in the Spring semester.
- Leadership:
 - CPC sent eight executive board members to the first annual Southeastern Greek Leadership Association (SGLA) Conference, held in Atlanta, GA in February.
 - 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.
 - CPC signed their Letter of Intent with the Circle of Sisterhood Foundation to inform them of their decision to fund a school build in March of 2022 in the amount of \$40,000 including trek costs.
 - A new partnership with the Atlanta Alumnae Panhellenic Association (AAPA) was formed this year when AAPA announced their philanthropic support of Circle of Sisterhood as well. Leaders from the AAPA and CPC met and began brainstorming future ways to collaborate in support of Circle of Sisterhood.
- With the turnover of leadership at the beginning of Spring 2020, the new executive officers worked tirelessly to better align their policy and procedural documents with National Panhellenic Conference (NPC) best practices. They significantly strengthened their relationship with the NPC Area Advisor volunteer which proved valuable when operational changes were necessary with the onset of COVID-19.
- CPC completed their first awards cycle that was assessment based using five different functional categories to assess overall chapter excellence. Participation was required for the assessment based portion of the awards packet, and voluntary for other essay based awards.

Interfraternity Council

- The Interfraternity Council passed new legislation that bans hard alcohol (15% or higher) at any IFC member chapter house or event which began in May. As a result, the community experienced a significant decline in incidents needed medical transport or other risk management follow up. Almost all chapters complied with the ban, although some challenges arose involving guests consuming hard alcohol before arriving at their properties and events already intoxicated and needing assistance or transport. The community leadership is now looking at additional initiatives to avoid this in the future.
- Five council leaders attended the Southeastern Interfraternity Conference, held annually in Atlanta, GA in February.
- IFC hired PhiredUp Inc. to develop a marketing plan matching the narrative the company wrote from data collected at numerous focus groups from various constituents throughout campus.
- IFC has completed its plan to move to an assessment based awards program that consists of five functional categories. It was implemented on a voluntary basis with the plan of next year making it mandatory to submit a “year-end report.” The goal is to offer coaching to chapters that score low in any individual category or overall. Twelve chapters submitted this year which is more than within at least the last 5 years. Of those 12 chapters, 5 received awards. These are listed below in the award section.
- IFC was awarded the Victor Felts Most Outstanding Interfraternity Council of the Year which recognizes outstanding achievement in numerous categories including: operations, events, education, marketing, accountability, and service.
- Triangle Fraternity decided to close their chapter at Georgia Tech for lack of recruitment and committed leadership.

Multicultural Greek 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. This is a first for the council.
- MGC created and published their first Guide to MGC Recruitment highlighting their chapters and recruitment procedures.
- MGC earned their highest collective GPA with a 3.42.

- The council has opened up for expansion to grow their community from 5 chapters to a potential 7 over the next academic year.
- MGC awarded 4 awards at the Fraternal Excellence Awards. The awards were given to Delta Phi Lambda Sorority, Inc. who won the MGC Dedication and External Relations Awards, Sigma Sigma Rho Sorority, Inc. who won the Community Impact Award, and Sigma Beta Rho Fraternity, Inc. who won the Academic Achievement Award.
- The council was able to expand their involvement in Fraternity and Sorority Life by participating in Greek Week and Homecoming

National Pan-Hellenic Council

- PHC achieved above a 3.0 GPA 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 Alpha Phi Alpha Fraternity, Inc. with the Pinnacle Award as well as our Alpha Kappa Alpha Sorority, Inc., Zeta Phi Beta Sorority, Inc., and the Delta Sigma Theta Sorority, Inc. chapters with various awards.
- NPHC welcomed new members to six of the member organizations during the Fall and Spring semesters with a total of 25 new members.
- NPHC hosted its 12th Annual Homecoming Step Show with over 700 attendees. Kappa Alpha Psi Fraternity, Inc. and Delta Sigma Theta Sorority, Inc. won first place.
- NPHC hosted Meet the Greeks and Convocation. This event brought out students ranging from first year students to 5th year students to learn more about the member organizations of the council.
- NPHC collaborated with the Counseling Center, VOICE, the Women's Resource Center and the LGBTQIA Resource Center to host a panel discussion about healthy relationships titled Pillow Talk.

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 two recruitment and six risk management education workshops for both IFC and CPC chapters. Sessions focused on values congruence and establishing relationships through social excellence as modern methods of recruiting and alcohol related event management or anti-hazing. A risk management training for all chapter risk managers took place on January 26, 2020. Dr. Lori Hart presented a 3.5 hour training for IFC and CPC chapters while Dr. Suzette Cole conducted training for MGC and NPHC chapters.

- *Greek Advance* is the program that serves as the launching point for engaging newly elected student leaders; this year we separated emerging leaders from newly chapter presidents and council officers. A total of 111 students participated. We worked with CAMPUSPEAK to bring in 2 professional facilitators (Sara Lowry and Jon Bell) and develop curriculum specific to Georgia Tech. The overall program was one and a half days that took place on January 24th and 25th. Additional sessions included Organizational Student Conduct, Health and Wellness, and the Student Center. The program took place at GT's The Academy of Medicine.
- *Greek House Managers Training* was a new program in January designed to train newly elected house managers on the policies and procedures related to their position. Campus stakeholders from the Fire Safety Office, Parking and Transportation, GTPD, OIT, 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 a CAMPUSPEAK speaker- Loren Phillips. 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 700 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 had engagement from all councils within Fraternity and Sorority Life. Chapters were able to ask questions to our deans about hazing, FSL hosted a webinar with Parent and Family Programs, as well as a “Sign the Pledge” campaign to encourage chapters to help spread awareness about hazing prevention.

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 GNA 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 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 had plans to build stronger relationships with the religious organizations that also occupy space in the Sector. GRNA leaders started the RSO registration process, but had to put that on pause when COVID-19 hit. The organization will attempt to seek RSO status again in the new academic year.
- 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.

Greek Sector

- Kappa Alpha Theta Sorority opened a new chapter facility in August of 2019 next to the 5th Street Bridge. It added 43 new bed spaces to the Greek Sector.
- Greek and Religious Neighborhood Association (GRNA) guideline violations (i.e. maintenance and upkeep of trash removal, dumpsters, and lawn care):
 - Approximately \$370 was collected in fines, primarily trash violations
- In order to support the facilities in the Greek Sector, partnerships with Solid Waste Management and Recycling, Parking, Facilities, Real Estate, OIT, GTPD/GT Fire Marshal, Student Center Post Office and Environmental Health and Safety were sustained.
- Bed Count: To date, there are 1,500 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

- When students were asked to leave campus mid-Spring semester due to the COVID-19 pandemic, the OFSL staff worked quickly to provide recommendations for Greek house operations that were in alignment with GT Housing and other Institute procedures. Occupancy was reduced by 80.8% with an average of 6 students remaining per house.
- It became clear that strong partnerships were necessary between the alumni housing corporations who own and operate the chapter facilities and the OFSL staff. Bi-weekly meetings were scheduled with the house corporation contacts. These meetings served as a great way 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.
- After extensive research and collaboration with industry experts and colleagues around the country, OFSL provided each Greek house with recommendations for cleaning, occupancy, move-in, shared spaces, meal service, and quarantine/isolation. Each house was asked to provide their operational plan addressing each category to OFSL if they were to remain in the Summer of 2020. The same will be true for house operations in the Fall 2020 semester.

Greek Sector Waste Management Memorandum of Understanding

- We completed our first 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 issues 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.

- This group initiated 33 new members during this academic year, a significant increase from last year.
- They strengthened their partnerships with campus partners to host workshops and speakers for their members.
- Order of Omega member and former Kappa Alpha Theta chapter president, Maggie May, received the Patrick W. Halloran Scholarship from Order of Omega's national Headquarters in the amount of \$500.

Gamma Sigma Alpha Greek Academic Honor Society

In its fourth year, 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. The induction ceremony took place during the Greek Hall of Fame event so as to showcase the academic achievements of its members and 18 new members were inducted throughout the year. Due to COVID-19, a spring induction did not take place.

Alumni Advisor Connections

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

- The CPC chapter advisors met in person 3 times in Fall 2019 and twice in person in Spring 2020 before the shift to virtual meetings occurred due to COVID-19. CPC chapter advisors met 3 times via BlueJeans throughout the rest of the Spring and Summer 2020 terms.
- 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 2019-2020 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 2019-2020 academic year. Regular updates were sent out through the advisor lists as well as a variety of resources.

Greek Hall of Fame

The 5th annual Greek Hall of Fame event was held on campus on Sunday, November 3, 2019 to honor the outstanding achievements of Georgia Tech Greek Alumni. There were five inductees selected by the committee of campus partners and students. Three inductees represented IFC chapters and two inductees represented CPC chapters. One inductee was posthumously honored.

Homecoming

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

Committee and continued to plan the house decoration, banner competitions and Mock Rock

competition. Chapters competed throughout the week in various events to earn points.

The fraternity and sorority with the highest scores were named Homecoming Champions for their campus division. Theta Xi and Phi Mu received the 2019 titles. NPHC hosted their annual Homecoming Stepshow at the Ferst Theater of the Arts where each NPHC chapter had a chance to perform through traditional stepping and dancing to alumni, GT community, and friends. Delta Sigma Theta Sorority, Inc. and Kappa Alpha Psi Fraternity, Inc. received the 2019 titles.

Greek Week

Unfortunately, since Greek Week was scheduled for the first week in April, Greek Week was canceled due to the GT campus being physically closed.

G.U.I.D.E.

This year, Fraternity and Sorority Life was successfully able to relaunch G.U.I.D.E. Greeks United for Inclusivity, Diversity, and Equity was created in 2016 by Greek students. 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 will lead conversations around inclusion and equity as well as host events for members within the Greek community. The group had an initial interest of 50 Greek students. From there, an Executive Relaunch Team was created to help create the foundational documents needed to help lay the foundation of the organization.

Fraternal Excellence Awards

On April 24, 2020, Fraternity and Sorority Life hosted the inaugural Fraternal Excellence Awards. Originally, the awards were slated to happen in person, but had to be converted to a virtual experience. During the awards, each council and Order of Omega recognized members and chapters for their outstanding work over the past year. We presented over 30 awards and recognized over half of our chapters. Fraternity and Sorority Life also introduced the Outstanding House Corporation Award as well as the Outstanding Alumni Advisor Award. We were able to broadcast the ceremony through the Division of Student Life's official Facebook page.

The Winners of the 2020 Fraternal Excellence Awards are:

Multicultural Greek Council

Academic Achievement Award -Sigma Beta Rho Fraternity, Inc.

MGC Dedication Award- Delta Phi Lambda Sorority, Inc.

Community Impact Award - Sigma Sigma Rho Sorority, Inc.

External Relations Award- Delta Phi Lambda Sorority, Inc.

National Pan-Hellenic Council

Diversity of Programming Award- Alpha Kappa Alpha Sorority, Inc.

Campus Events Award- Zeta Phi Beta Sorority, Inc.

Community Service Award - Delta Sigma Theta Sorority, Inc.
Collaborative Programs Award - Alpha Phi Alpha Fraternity, Inc.
Leadership Development Award- Alpha Kappa Alpha Sorority, Inc.
Pinnacle Award - Alpha Phi Alpha Fraternity, Inc.

Collegiate Panhellenic Council

Chapter of Excellence Award - Alpha Delta Pi
Academic Achievement Award - Alpha Gamma Delta
Leadership and Membership Development Award - Alpha Xi Delta
Community Impact Award - Zeta Tau Alpha
External Relations Award - Zeta Tau Alpha
Judith Prity Award - Laura Zhang of Alpha Gamma Delta
Outstanding New Member Award - Grace Swift of Alpha Chi Omega
Outstanding Executive Member Award- Tal Nechmad of Kappa Alpha Theta
Outstanding Executive Member Award - Sara Nee of Alpha Gamma Delta
Alpha Impact Award - Pooja Juvekar of Alpha Delta Pi
Outstanding Community Service Involvement Award - Lilly Glass of Alpha Delta Pi

Interfraternity Council

Academic Achievement- Delta Chi
Community Impact and Inclusion - Phi Gamma Delta
Recruitment and Retention - Sigma Alpha Epsilon
Leadership and External Relations - Theta Xi
Wellness and Safety - Theta Chi

Order of Omega

Greek Man of the Year - John Butler III of Alpha Phi Alpha Fraternity, Inc.
Greek Woman of the Year - Maggie May of Kappa Alpha Theta

Fraternity and Sorority Life

Outstanding Alumni Advisor of the Year - Dr. Lynda Waller of Alpha Delta Pi
Outstanding House Corporation of the Year (Fraternity) - Matthew Cannon of Pi Kappa Phi
Outstanding House Corporation of the Year (Sorority)- Chris Usry- Arnold of Alpha Gamma Delta

Progress:

Completed

V. Statistics

Unit Statistics:

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

Chapter Operations

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

- Approximately 89% of Greek members are involved in another campus organization outside their fraternity/sorority.
- 43% of Greek members hold a leadership position in a student organization outside of their fraternity/sorority.
- The following campus departments/organizations were identified as having been utilized with chapter programs: Counseling Center (Question, Persuade, Refer, coping mechanisms, group counseling), Career Center, Health Initiatives, For the Kids/Dance Marathon, Hillel, Chabbad, Asian American Student Union, Society of Black Engineers, Cru, Stamps Health Services, various college based honor fraternities and sororities, Student Center, Fire Marshal, GT Police Department, 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. Of particular note is the NPHC achieving the highest combined GPA on record this Spring 2020!

CPC Sorority Academic Report

	Fall 2019	Spring 2020
All-Undergraduate Average	3.40	3.61
All-Undergraduate Women's Average	3.43	3.65
All-CPC Chapter Average	3.48	3.75
All-CPC New Members	3.53	3.77

For Fall 2019:

5 out of 10 Panhellenic Sororities were above the All-Women's Average

For Spring 2020:

9 out of 10 Panhellenic Sororities were above the All-Women's Average

IFC Fraternity Academic Report

	Fall 2019	Spring 2020
All-Undergraduate Average	3.40	3.61
All-Undergraduate Women's Average	3.42	3.59
All-IFC Chapter Average	3.43	3.68
All-IFC New Members	3.46	3.66

For Fall 2019:

18 out of 31 IFC fraternities were above the All-Men's Average

For Spring 2020:

24 out of 30 IFC fraternities were above the All-Men's Average

MGC Chapter Academic Report

	Fall 2019	Spring 2020
All-Undergraduate Average	3.40	3.61
All-MGC Chapter Average	3.18	3.42
All-MGC New Members	3.29	N/A

For Fall 2019:

0 out of 3 MGC fraternities were above the All-Men's Average

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

For Spring 2020:

0 out of 3 MGC fraternities were above the All-Men's Average

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

NPHC Chapter Academic Report Fall 2019 Spring 2020

	Fall 2019	Spring 2020
All-Undergraduate Average	3.40	3.61
All-Undergraduate African American Average Chapter Average	2.97	3.31
All-NPHC Chapter Average	3.00	3.39
All-NPHC New Members	2.90	2.87

For Fall 2019:

1 out of 4 NPHC fraternities were above the All-AA Undergraduate Average

4 out of 4 NPHC sororities were about the All-AA Undergraduate Average

For Spring 2020:

1 of 4 NPHC fraternities were about the All-AA Undergraduate Average

2 of 4 NPHC sororities were about the All-AA Undergraduate Average

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

Membership

The Interfraternity Council fraternities range in size from 21 to 103 men, with an average chapter size of 68 (+6 over last year) in fall and 69 (+7 over last year) in spring. The Collegiate Panhellenic Council sororities range in size from 23 to 201 women, with the CPC Chapter Total set at 184 in fall and 180 in spring (decline of 20 from last fall). National Pan-Hellenic Council groups range in size from 3 to 25 members, with an average chapter size of 13 in fall and 13 in spring. The Multicultural Greek Council chapters range in size from 2 to 34 members, with an average chapter size of 12 in fall and 14 in spring.

Fall 2019

Membership in fraternities and sororities comprised 24% of the undergraduate population for a total of 3,717 undergraduate students (a decline of 160 students from previous fall). 22% of male undergraduate students are members of fraternities and 26% of female undergraduate students are members of sororities.

Spring 2020

Membership in fraternities and sororities comprised 26% of the undergraduate population for a total of 3,700 undergraduate students (a gain of 46 students from previous spring). 26% of male undergraduate students are members of fraternities and 28% of female undergraduate students are members of sororities.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

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

Janise McKenzie, Assistant Director

- Sub-Committee Chair, Hazing Prevention Coalition- Prevention and Programming Sub-Committee
- Committee, Multicultural Competencies Review Group
- Committee, Racial Injustice and Sexual Violence Collective
- Participant, ASPIRE, Cultivating a Leadership Mindset
- Licensed Facilitator, The Body Positive
- Licensed Facilitator, Men Stopping Violence/Men (re)Constructing Masculinities

Mattie Smyth, Coordinator

- Member, Sexual Assault Prevention Alliance
- Member, Institute Landscape Workgroup
- Member, Campus Alcohol and other Drug Advisory Committee
- Campus Leadership Team, Culture of Respect
- Licensed Facilitator, The Body Positive Program

Dr. Jamison Keller, Assistant Dean & Director

- Co-Chair, Hazing Prevention Coalition and main assessment contact
- Coach, Leadership Fellows Program
- Co-Chair, Alcohol and Other Drug Advisory Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

The following is a list of professional development experiences of each staff member:
Dr. Jamison Keller

- Member, Association of Fraternity/Sorority Advisors
 - Judge - Order of Omega Case Study Competition
 - Perspectives Magazine Editorial Board

- Board Member, Gamma Sigma Alpha Greek Academic Honor Society
- Participant, Hazing Prevention Institute
- Participant, Student Affairs Administrators in Higher Education (NASPA) National Hazing Summit
- Sigma Nu Fraternity
 - College of Chapters, Grand Chapter and LEAD (Leadership, Ethics, Achievement, and Development) Institute Facilitator
 - Emory University Chapter Advisor
- Professional Consultant and Facilitator
 - Webinar Presenter, Paperclip Communications, “Student Organization Misconduct: Ensure Accountability, Due Process, and Effective and Appropriate Sanctions” (Sept. 2019) & “Policies to Address Risky Behavior & Protect you Institution” (Dec. 2019)
 - Facilitator, Delta Upsilon Fraternity Leadership Academy
 - Presenter, Hazing Prevention, Radford University
 - CAMPUSPEAK, Inc. Lead Facilitator
- Southeastern Interfraternity Conference (SEIFC)
 - Presenter - Academic Score Card
 - Chair, Order of Omega Case Study Competition

Janise McKenzie

- Member, Association of Fraternity and Sorority Advisors (AFA)
 - Participant, Hazing Prevention Institute
 - Participant, Hazing Investigator Certification
 - Participant, Mid-Professionals Institute
 - Participant, African-American Professionals Pre-Conference
- Facilitator, Kappa Kappa Gamma Fraternity
 - LEADToday Curriculum
 - Diversity, Equity, and Inclusion Curriculum
 - Bystander Intervention Curriculum
- Facilitator, Men Stopping Violence Men at Work Curriculum
- Southeastern Greek Leadership Association (SGLA)
 - Judge, Order of Omega Case Study Competition
 - Presenter, Building a Chapter of Academic Excellence

Mattie Smyth

- Member, Association of Fraternity and Sorority Advisors (AFA)
 - Participant, AFA First 90 Days Program
 - Participant, Release Figure Methodology (RFM) Pre-Conference

- Kappa Kappa Gamma Fraternity
 - Facilities Content Specialist, Beta District (PA, NJ, DE, MD chapters)
 - Facilitator, LEADToday Curriculum
- Southeastern Greek Leadership Association (SGLA)
 - Judge, Order of Omega Case Study Competition
- Facilitator, IMPACT Program at University of North Georgia
- National Panhellenic Conference (NPC)
 - Appointed Committee Member, NPC Recruitment Committee

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

COVID-19 Response

On March 13, Georgia Tech received word from the USG to move to an all virtual class format. This mandated the staff switch gears to guide our chapters to respond in the following ways: transition facilities to closing and/or complying with CDC guidelines for safety of residents; switch all events to virtual format or cancel; move all meetings to a virtual format; assist in responding to positive cases within the Greek community; and begin planning for recruitment plans dependent upon how the campus would be operating in the fall 2020. Thus, some events were canceled or changed significantly from March through June 2020.

Greek Fee

As reported last year, assessment results from the Greek Life Task Force indicated numerous programs, educational initiatives and staffing were needed. A Greek Fee proposal was developed and approved by the USG Board of Regents. The first Greek Fee of \$20 per active member was collected in Fall 2019. No newly recruited members were charged. The general Greek Fee budget funded the following programs for this academic year:

- Geek Hall of Fame Brunch
- New Member Education Anti-Hazing Speaker- Lorin Phillips
- Greek Advance (logistics, Curriculum and Facilitators- Sara Lowry and Jon Bell)
- Risk Management Trainings (2 sessions; 1 for IFC and CPC- Dr. Lori Hart, 1 for MGC and NPHC- Dr. Suzette Cole)
- Emerging Leaders Institute (logistics and speaker- Kevin Snyder)
- Fraternity and Sorority Recruitment Guide (printing and mailing)
- Marketing materials (padfolios, notepads, flashlights)
- Professional development Association of Fraternity and Sorority Advisors Conference (Dec. 2019)
- NPHC Stepshow

Progress: Completed

Student Media

I. Mission/Introduction

Essential Function(s) of department:

The Office of Student Publications and Media manages the Institute's eight student-managed publications and media organizations. These include WREK Atlanta, 91.1 FM or (wrek.org); Technique, the award-winning weekly student newspaper (nique.net); Blueprint, the nationally recognized yearbook (blueprint.gtorg.gatech.edu); T-Book, the student traditions handbook and survival guide (reckclub.org/t-book); North Avenue Review, the open-forum, free speech magazine (northavenuereview.com); 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 Life, Student Publications and Media's mission is to develop and support student leaders in the areas of communication and the dissemination of information. This is readily achieved through the provision of quality facilities, equipment and administrative and financial support which allows those students engaging in student media, the opportunity to express themselves and grow as communicators in a variety of mediums.

Progress:

Completed

II. Staffing

Current Staff:

D. McCall Pitts, 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 advise 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

Justification:

N/A

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

Some of the most notable accomplishments for the Office of Student Media in 2019-2020 include:

- The *Technique* student newspaper won (13) Georgia Collegiate Press Association's (GCPA) in their annual awards ceremony in in February 2020 in Athens, Georgia including several first and second place awards;

- *The North Avenue Review*, the Institute's free speech publication successfully printed its *30th Anniversary* issue and celebrated a ninety-five percent distribution/pick up rate;
- *WREK Atlanta 91.1 FM* celebrated its 51st anniversary in March of 2020. The station also organized a difficult move from the Student Center Commons to a temporary facility for the next two years. 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 views in 2019-2020;
- Student publications and *WREK Atlanta 91.1 FM* worked with FASET to coordinate incoming student information sessions through Opportunities at Tech;
- Successfully submitted annual FCC Ownership Report for *WREK Atlanta* (February 2020);
- The new student news magazine "3484" was created and successfully built a staff of over twenty students and printed their inaugural issue in January of 2020;
- 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 Blueprint year book for 2016-2018 was completed and printed in September of 2019;
- The Blueprint built a new staff and began meeting in October of 2019;
- The Tower undergraduate research journal built an all new staff in Fall of 2019 and nearly published a journal just before classes were dismissed early in March of 2020;
- Updated Media Kit to reflect current pricing, schedules, coupon codes, and uploading new forms;
- The Director continued his weekly radio specialty show with student staff on *WREK Atlanta 91.1 FM*;
- Organized two *Constitution Day/Student Media* events for campus in September 2019 in alignment with all of the student publications.

Progress:
Completed

V. Statistics

Unit Statistics:

Annual Technique Revenue

In FY20 the Technique saw an approximate 40 percent decrease in advertising revenue from FY19. This reduction in income can be attributed to a continued drop in National advertising, a trend seen among a large percentage of college newspapers nationwide and most significantly, the Reduction In Workforce (RIF) of the full-time Advertising and Marketing Coordinator in February of 2019. Continued efforts and revenue strategies will be enacted for the 2020-2021 academic year including: possibly outsourcing advertising sales to a third party vendor, reduced pricing for bundle packages for multiple ads, increased communication with ad agencies and a larger canvassing of local businesses and industries. In addition, the Technique student newspaper will be reducing it's number of printed issues weekly (5,000 to 4,500) in order to conserve revenue.

Student Activity Fee Money for Printing and Operations

During the Fall of 2019 Spring of 2020 the student publications and WREK Atlanta 91.1 FM radio submitted and defended their FY21 student activity fee request before the Institute's student government association.

In FY20, the student organizations received a significant decrease in funding to operate (\$20,000.00 reduction in Technique OS&E/printing funding). A bill was submitted by the Technique in October 2019 for an additional \$30,000.00 which was approved by Student Government Association (SGA) increasing that year's budget for their OS&E. The major change in funding for the coming FY21 fiscal year was a \$20,000.00 reduction in The Technique student newspaper's printing (OS&E). The Erato literary journal, the North Avenue Review, The Tower and the T-Book all received the same funding as they had in FY18. WREK Atlanta 91.1 FM's budget was also kept at the FY20 allocation rate

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

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

- Volunteer, Dean of Student's on-call duty rotation (since August 2009);
- Chair of the Radio Communications Board;
- Treasurer of the Board of Student Publications;
- Attendee, FASET sessions
- Volunteer, Family Weekend 2019 events
- Student Life Event Planning Committee
- Chair of Division of Student Life "FUN" committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

D. McCall Pitts, Director of Student Media

- Attended Student Affairs professional development meetings
- Attended and participated in the 2019-2020 annual Georgia Collegiate Press Association's conference;

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

Progress:

Completed

Counseling Center

I. Mission/Introduction

Essential Function(s) of department:

The Georgia Tech Counseling Center is a 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 Continuing Education (CE) Sponsor Approval to offer programming to psychologists and other mental health professionals for which continuing education credit can be earned.

Overview of Counseling Services

Individual and Couples Counseling. The Center offers individual counseling for enrolled, degree-seeking students who present with a wide variety of psychological,

vocational, and academic concerns. The most frequently assessed concerns are anxiety, depression and relationship issues. In addition, the Center provides couples counseling to students and their partners/spouses. To be eligible for couples counseling, one member of the couple must be a currently enrolled, degree-seeking student. The Counseling Center uses a short-term model of counseling to assist clients in addressing their concerns.

Group Counseling. The Center typically offers about a dozen counseling groups each semester, including more general groups which support students in making positive changes in their lives, as well as groups based on specific issues or student identities. Our groups program is rich and diverse, and encompasses support groups, therapy groups, and psychoeducational life skills workshops.

Satellite Services: The Center offers three (3) satellite counseling locations in order to improve accessibility for students by providing counseling in places where students spend most of their time. Placing a counselor in an academic department helps to destigmatize mental health and may serve those who might hesitate to go to our central location for counseling. In our satellite offices we hope to reach students who might not have otherwise sought out services. Additionally, faculty and staff will have convenient access to counselors for consultation about a student of concern. The Counseling Center is responsible for funding these positions and providing administrative supervision. The Assistant Director for Satellite Clinical Services leads this program.

Case Management. The Center's Clinical Case Management Team coordinates community-based services and referrals in order to address longer-term care needs and persistent challenges that may be interfering with a student's ability for optimal functioning. A comprehensive listing of referral resources is maintained by the Counseling Center for students who are in need of extended services or whose presenting concerns are beyond the scope of service at the Center. The Case Managers coordinate referrals as well as coordinate students' transition back to campus.

Outreach. The Counseling Center offers a number of educational programs and workshops. These workshops are open to all Georgia Tech students, faculty, and staff. They cover topics such as stress management, anxiety management, relationships, and diversity and inclusion. The Center also provides consultation to a number of campus groups and coordinates services for a variety of campus constituencies.

Emergency and Crisis Services. The counseling staff provides crisis and emergency services to established clients during regular office hours as well as after-hours and during the weekend. The Center continues to contract with ProtoCall, a national, higher-education-focused call center. ProtoCall is used by more than 400 organizations nationally, and helps set the standard of practice for the management of after-hours emergent concerns. After-hours consultation and crisis service is available through the ProtoCall system which is backed-up by the Georgia Tech Counseling Center counselor-on-duty. Emergency walk-in times are available during the week for established clients experiencing a personal crisis. Non-client students are referred to GT CARE. The

counseling staff is also available to provide emergency response to campus incidents and events.

Referral Services. Psychiatric referrals for medication evaluation and treatment are available through the Psychiatry Department at the Student Health Center. The Counseling Center works closely with Psychiatrists and Care Coordinators to facilitate referrals for psychiatric evaluations and follow-up as needed.

Testing and Assessment. A variety of psychological, cognitive, and personality tests are available. These include screenings for ADHD, personality assessment, and interest inventories. Mandatory screening for drug and alcohol concerns are also provided via referrals from the Office of Student Integrity, Housing and Residence Life, and occasionally from other campus partners.

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

Key Responsibilities:

- 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: Assistant Director for Satellite Clinical Services, Licensed Psychologist

Key Responsibilities:

- Responsible for coordination and administration of the Center's satellite clinical services
- Responsible for direct supervision of senior staff
- Provide direct service and supervision

Position Vacancy.

Position: Assistant Director for Outreach (last held by Janice Harewood)

Key Responsibilities:

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

Senior Staff

Fran Exley, LPC

Position: Clinical Case Manager, Licensed Professional Counselor

Key Responsibilities:

- Responsible for coordinating client referrals to community providers and student transition to campus
- Responsible for establishing and maintaining relationships with new and existing community providers

- Provide direct service and supervision

Tyler Finklea, Ph.D.

Position: Coordinator of Biofeedback Services, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's biofeedback program
- Responsible for management of the Center's Life-skills Workshops
- Provide direct service and supervision

Generalist Psychologist Position Vacancy

Position: Licensed Psychologist (last held by Irene Daboin)

Key Responsibilities:

- Provide direct service and supervision

Generalist Psychologist Position Vacancy

Position: Licensed Psychologist (last held by Drew Adelman)

Key Responsibilities:

- Provide direct service and supervision

Generalist Psychologist Position Vacancy

Position: Coordinator of Social Media and Technology, Licensed Psychologist (last held by Thad Reece)

Key Responsibilities:

- Provide direct service and supervision

Peter Hauge, Ph.D.

Position: Coordinator of Peer Coaching Program; Coordinator of Mindfulness Programming, Licensed Psychologist

Key Responsibilities:

- 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

Key Responsibilities:

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

Shiraz Karaa, LPC, CPCS

Position: Satellite Counselor; Coordinator of Outreach; Coordinator of Diversity and Inclusion

Key Responsibilities:

- Responsible for coordinating the Center's Outreach program (temporary assignment)
- Responsible for coordinating the Center's Diversity and Inclusion programming
- Provide direct service and supervision

Scott LaSalle, LCSW

Position: Satellite Counselor

Key Responsibilities:

- Provide direct service and supervision

Melissa Massey, LPC, NPC

Position: Satellite Counselor, Coordinator of Graduate Services

Key Responsibilities:

- Responsible for coordinating the Center's Graduate Services
- Provide direct service and supervision

Mental Health Clinician Position Vacancy

Position: Coordinator of Alcohol and Other Drug Program (last held by Tianna Gregory)

Key Responsibilities:

- Responsible for coordinating the Alcohol and Other Drug (AOD) Program
- Provide AOD assessments for mandated students
- Provide direct services and supervision

Christina Owens, MSW

Position: Coordinator of Alcohol and other Drug Program; Coordinator of the Collegiate Recovery Program (CRP)

Key Responsibilities:

- Responsible for coordination and administration of the Alcohol and Other Drug (AOD) Program (temporary assignment)
- Responsible for coordination and administration of the Collegiate Recovery Program
- Provide AOD assessments for mandated students (temporary assignment)
- Provide mentorship to students in the CRP program
- Provide direct services

Julia Rizzo, Psy.D.

Position: Suicide Prevention and Crisis Response Coordinator, Coordinator of Practicum Program; Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating the Tech Ends Suicide Together prevention and education program
- Responsible for coordinating Center response to campus crises
- Responsible for coordinating the Practicum Training Program
- Provide direct services and supervision

Florin Selagea, Ph.D. (Position eliminated from GTCC effective 8/4/20)

Position: Assessment and Testing Coordinator, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating Assessment and Testing Program
- Provide direct services and supervision

Administrative Professional Staff

Audrey Childs

Position: Administrative Professional III, Office Manager

Key Responsibilities:

- Maintain administrative support for Center's operational budget, process travel requests, and process purchasing requests
- Provide other administrative assistance as needed

Shervonda Horn

Position: Administrative Professional II

Key Responsibilities:

- Schedule client appointments, coordinate and process client information, provide backup for processing time sheets
- Maintain database of new clients and client assessment data
- Provide administrative assistance with the JED Campus partnership

Doctoral Interns

Melanie Daovannary

Adler University

Key Responsibilities:

- Provide direct service, outreach, and supervision to practicum students

Lindsay Mills

University of Georgia

Key Responsibilities:

- Provide direct service, outreach, and supervision to practicum students

Chelly Neuenschwander

Ball State University

Key Responsibilities:

- Provide direct service, outreach, and supervision to practicum students

Allison Williams

Pepperdine University

Key Responsibilities:

- Provide direct service, outreach, and supervision to practicum students

Practicum Trainees

Cassandra “Casey” Hinger

Georgia State University

Key Responsibilities:

- Provide direct service

Jihee Hong

Georgia State University

Key Responsibilities:

- Provide direct service

Grace-Ellen Mahoney

University of Georgia

Key Responsibilities:

- Provide direct service

Aaron McLaughlin

Georgia State University

Key Responsibilities:

- Provide direct service

Temporary Staff Additions

Scott LaSalle, LCSW

October 2019 to January 2020

Ashley Shippey, LPC

November 2019 to May 2020

Staff Resigning During 2019-2020

- **Janice Harewood, 5/8/20**
- **Tianna Gregory, 5/30/20**
- **Thad Reece, 7/2/20**
- **Drew Adelman, 8/1/20**
- **Florin Selagea, 8/4/20**

New Staff:

Temporary Staff Additions

Scott LaSalle, LCSW

October 2019 to January 2020

Ashley Shippey, LPC

November 2019 to May 2020

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

An extensive Policy and Procedure review is being conducted throughout the summer of 2020 in order to fully update and revise the Georgia Tech Counseling Center (GTCC) Policy and Procedure Manual. Completion is scheduled for mid-August prior to the start of the fall semester. A copy of the revised manual will be made available to each staff member and will also be stored on the L-drive.

Justification:

Update and revise the Georgia Tech Counseling Center Policy and Procedure Manual.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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.

Significant Accomplishments:

In July, 2019 we were delighted to hire a new Office Manager (Administrative Professional III). She was with us as a Tech Temp for a number of months, and competed successfully to fill the position vacated by the previous Office Manager some months earlier.

The 2019-20 academic year began in August with a positive focus on the successful launch of GT CARE, the Center for Assessment, Referral and Education (CARE). The Counseling Center participated in the planning and implementation process, and assisted with direct service staffing throughout the fall semester. Students are seen on a walk-in basis during office hours and emerge from the CARE assessment process with a personalized plan to meet their mental health service needs. Referrals to the Counseling Center are made through CARE. The CARE process has produced a significant reduction in service wait times. The Counseling Center is pleased to remain in an innovative partnership with CARE as together we continue to create new ways to best meet student needs.

In September Georgia Tech began working with JED Campus. JED Campus is a signature program of The Jed Foundation (JED) designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance use and suicide prevention planning (<https://www.jedcampus.org/>). The Vice President of Student Life and Dean of Students, is the Executive Sponsor for the JED project, and the Counseling Center Director, is the Project Manager. One Staff Member was

promoted from Admin I to Admin II in December and serves as both the GTCC's Front Desk Administrative Professional, and the Administrative Lead for the JED project.

During September, 2019 the GTCC welcomed one new Staff to our Clinical Case Management Team. She has a background in case management and addictions and has been a significant and productive addition to our team. In September we also collaborated with Health Initiatives to again offer the Fresh Check Day event. Fresh Check Day is the signature program of the Jordan Porco Foundation and offered as an uplifting mental health promotion and suicide prevention event for college campuses. The Fresh Check Day collaboration occurred during the Counseling Center's inaugural Suicide Prevention Week (September 8-14).

The Counseling Center undertook a successful inaugural Suicide Prevention Week coordinated by the Suicide Prevention and Crisis Response Coordinator. In early November we also hosted a one-day event called Send Silence Packing which complemented Suicide Prevention Week. The purpose of Send Silence Packing is "to raise mental health awareness and inspire action for suicide prevention." Send Silence Packing is organized under the auspices of Active Minds, and is part of a national tour to raise awareness about suicide.

In October the Counseling Center won the *Friend of the First Year Seminar Award* for a curriculum infusion project for GT 1000 and 2000. The project was led by the Assistant Director for Outreach and the Suicide Prevention and Crisis Response Coordinator.

Also in October, the Counseling Center launched its Satellite Program, currently comprised of three counselors hosted in academic departments on campus. The program is led by the Assistant Director for Satellite Clinical Services. One Staff joined us in October as our inaugural satellite counselor. Her office is in MRDC and she has a background in college counseling and clinical training and supervision. Another Staff, joined the team in December. She brings a background in college counseling and drum circle facilitation, and her office is in Whitaker. Another Staff, joined us in January. His office is in the College of Computing. He brings thirty years of experience in human services and education and enjoys working with students from a holistic perspective.

Additional Fall Semester positive events included three staff members obtaining their licensure as psychologists.

In January, 2020 we welcomed one Staff as our Alcohol and Other Drug Coordinator. She was on our team for five months, resigning in May 2020 in order to move her family back to her home state where conditions related to the COVID pandemic were more conducive to the family's well-being. We regret her loss and hope she and her family are thriving in their current setting.

We moved into Spring, 2020 with great optimism about our new staff additions, our expanding programs, and our rich array of service offerings to the campus community. By mid-March our world had changed dramatically as we contended with a global

pandemic (COVID-19) requiring the team to move to remote working conditions in rapidly assembled home offices.

The GTCC met the challenges posed by the pandemic through a careful study of Tele-behavioral Health, a form of remote service provision utilizing a synchronous audio/visual secure platform for the delivery of mental health services. The Center was organized into eight Work Teams (Administrative Professionals; Alcohol and Other Drug/Collegiate Recovery Program; Clinical Care; Online Offerings; Satellite Services; Tele-behavioral Health; Training; and the Leadership Team). Our collective team priorities were to, (1) Rapidly study and understand how to deploy mental health services remotely with strict attention to client privacy, (2) offer those services remotely, and, (3) learn how to maintain our rich array of service offerings via remote methods, with a focus on both recorded and live remote presentation capabilities. The Online Offerings Team, led by the Coordinator of Biofeedback Services, has been particularly instrumental in understanding and meeting technological challenges.

During our time on remote, a number of staff accepted new career opportunities. One Staff moved to Emory University in May, 2020 after nearly six years at the GTCC. Another Staff moved to a group private practice in early July 2020 after three years at the GTCC. Another Staff moved to a group private practice in late July 2020 after six years at the GTCC, and another staff moved to a group private practice in early August, after a little less than two years at the GTCC. These are significant staff losses for the GTCC and we wish the very best for each in their new professional endeavors. One Staff, who began with the Counseling Center a number of years ago as the student Recovery Programs Assistant, completed her Masters of Social Work in May, 2020 and accepted the temporary work duties of coordination of both the Collegiate Recovery Program and the Alcohol and Other Drug program. We are delighted to celebrate her academic achievement while retaining her skills for the benefit of the Counseling Center and the campus community.

In May, 2020, four members of the Counseling Center were among a team of 14 individuals, predominantly from the Division of Student Life, who received the *2020 Creating the Next Award* for their “essential role in the creation of the C.A.R.E. Team which established a brand new, collaborative environment that provides quicker access to mental health and well-being support for students.”

Significant budget reductions have occurred as a result of the pandemic, and the GTCC lost one of its permanent psychologist positions as a result. Growth of our Satellite Program was paused, as was our plan to fill a psychologist vacancy created in August, 2019 by the departure of one Staff.

AS AY20-21 approaches, the Counseling Center looks forward to our ongoing adaptation to current conditions with a spirit of resilience and hope as we continue to serve the Georgia Tech community with our innovative programming, and our dedicated and award-winning staff.

Progress:
Completed

V. Statistics

Unit Statistics:

The Counseling Center continued to provide quality services through AY2019-20, 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.

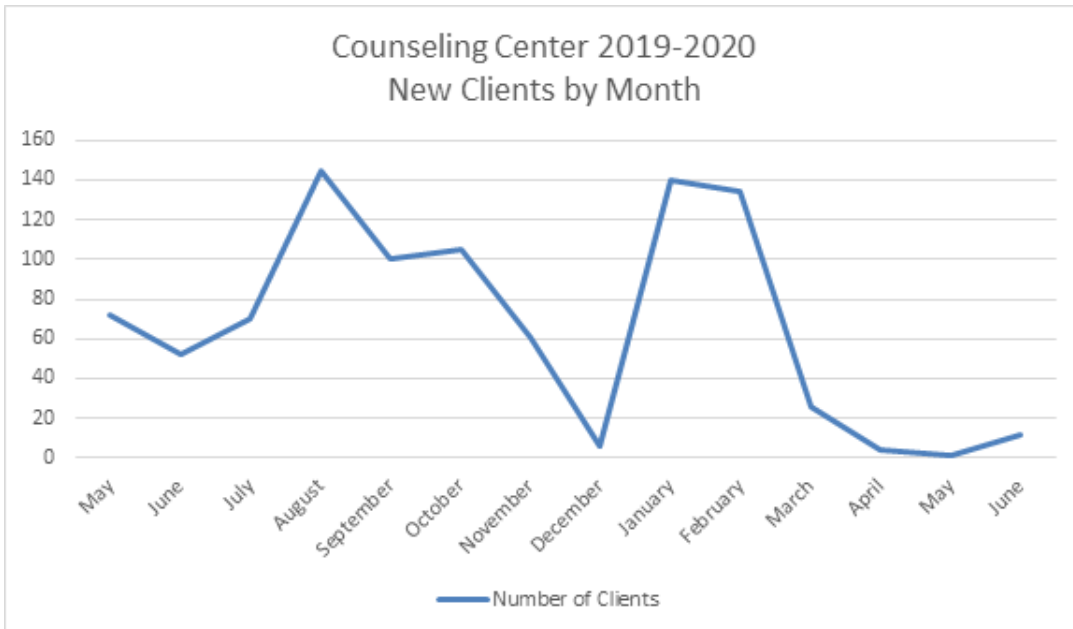
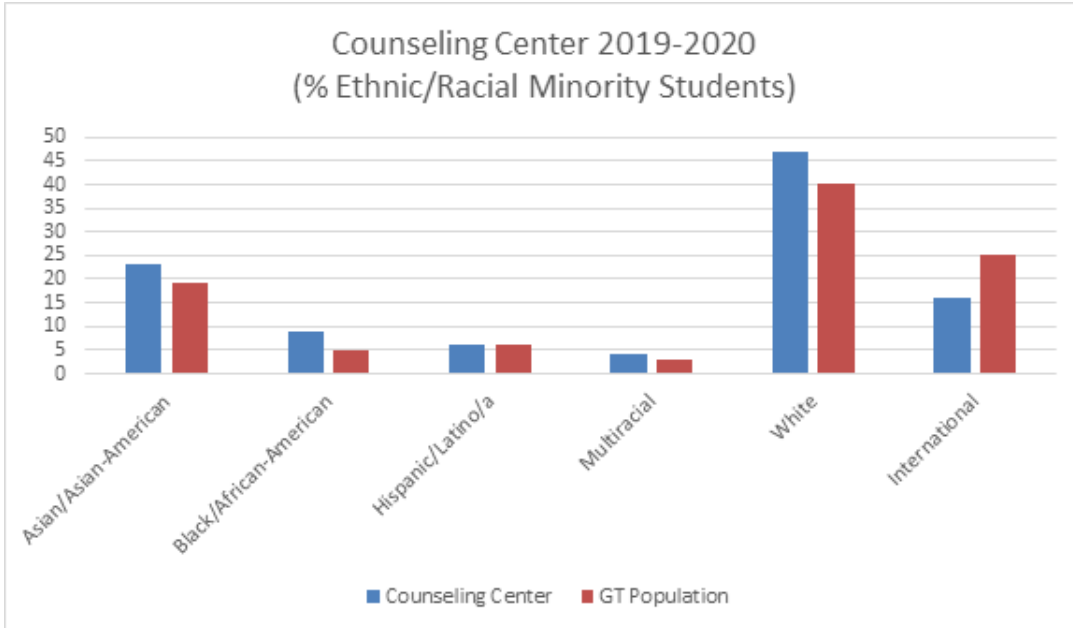
Summary of Counseling Services	
Total Number of Students	1,871
Total Number of New Students	1,272
Total Number of Counseling Appointments	8,368
Total Number of Counseling Hours Provided	10,183
Average Number of Sessions per Client	5.68
Percent of Students who indicated high level of concern for presenting issue (Top 10)	<ul style="list-style-type: none"> ·Anxiety(38%) ·Stress Management (25%) ·Depression (24%) ·Motivation/Procrastination (24%) ·Academic Performance (13%) ·Sleeping Problem(13%) ·Test Anxiety (11%) ·Breakup/Romantic(9%) ·Perfectionism (9%) ·Family Problem (7%)

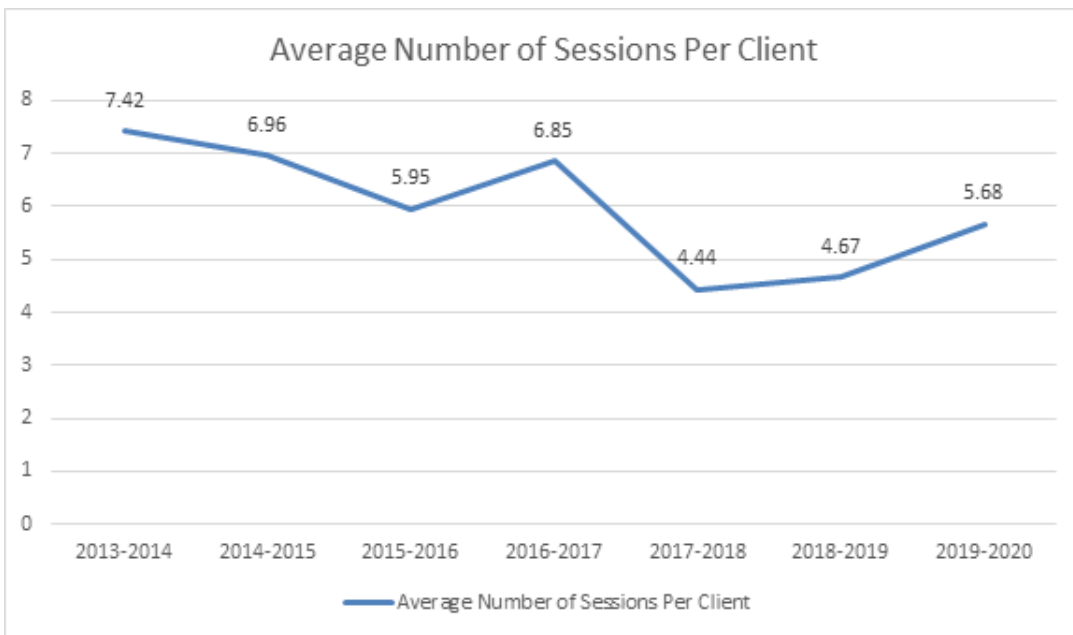
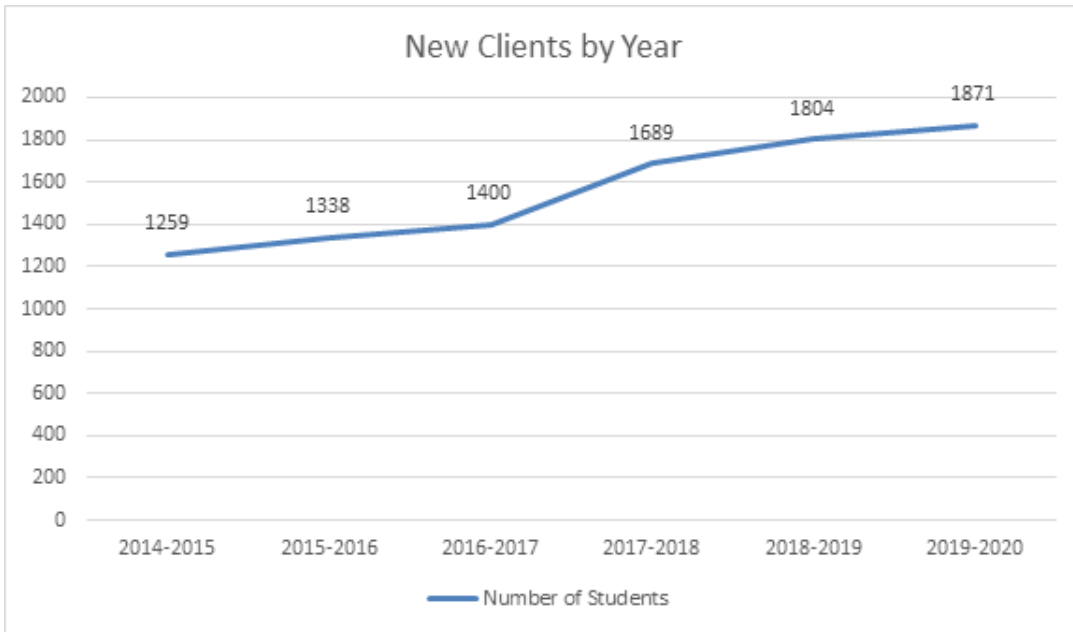
Total Number of Client Hospitalizations	5 (4 involuntary, 1 voluntary)
Total Number of Post Hospitalization Consults	12

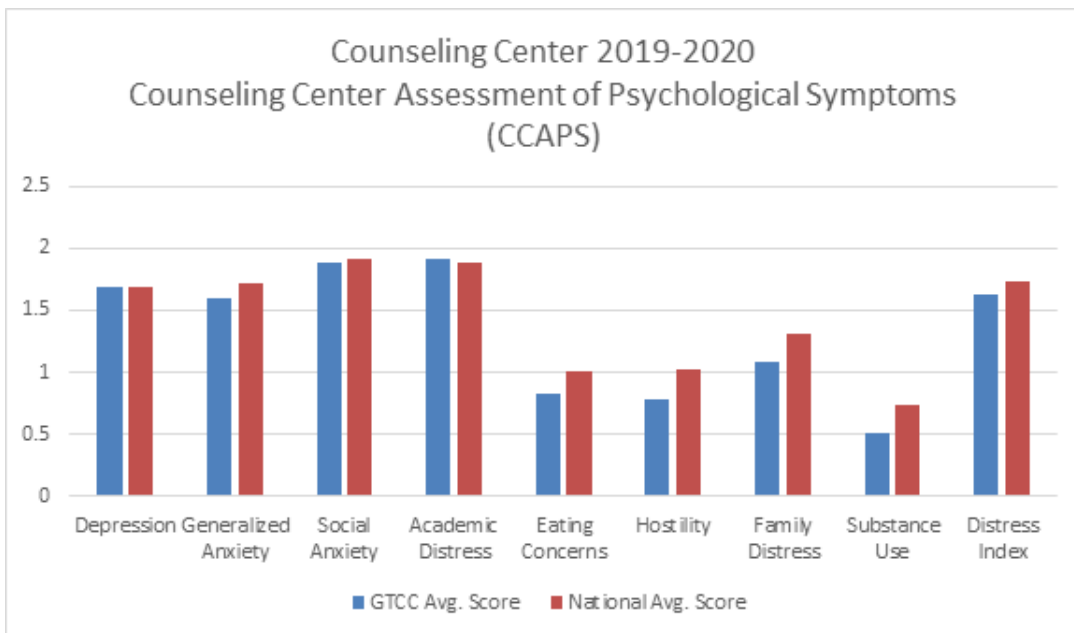
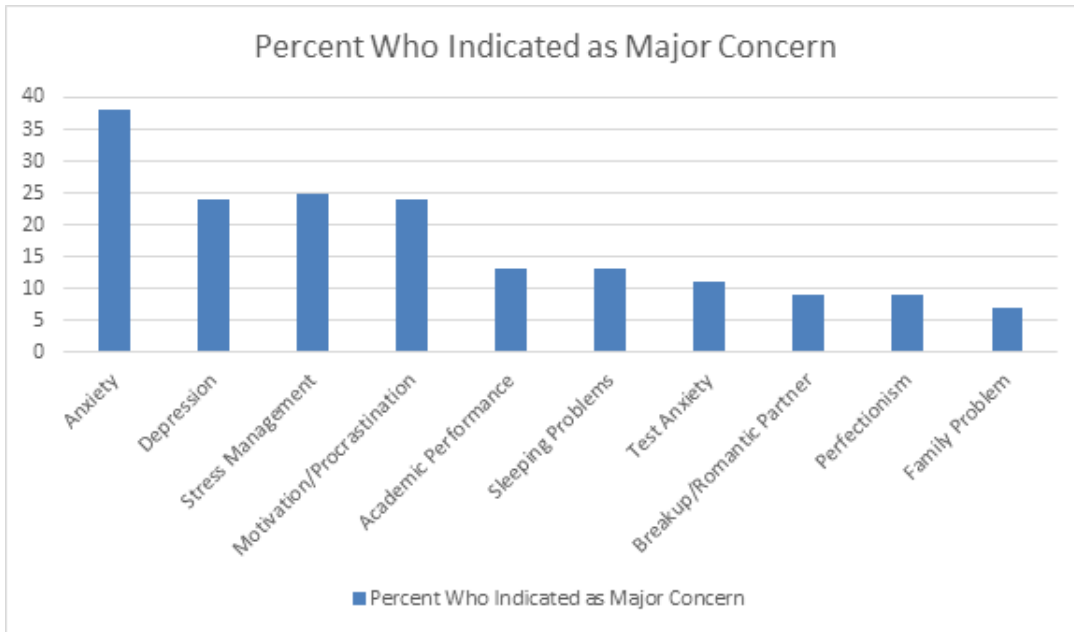
Client Demographics

Client Demographics – Student Status	
Student Status:	Percent:
• 1 st year	20%
• 2 nd year	20%
• 3 rd year	18%
• 4 th year	13%
• 5 th year	6%
• > 5 th year	1%
• Undergraduate	79%
• Graduate	21%

Client Demographics	
Gender Identity:	Percent:
• Female	52%
• Male	47%
• Other	1%
Identify with Sex Assigned at Birth	
• Yes	89%
• No	1%
• No Response	11%
Race/Ethnicity:	Percent:
• African American/Black	9%
• Asian American/Asian	23%
• Hispanic/Latino(a)	6%
• White	47%
• Multiracial	4%
• International	16%
Sexual Orientation (self-identified):	Percent:
• Heterosexual	64%
• Lesbian	1%
• Gay	2%
• Bisexual	9%
• Questioning	3%







Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Drew Adelman, Ph.D.

- Beautification (Renovation) Committee
- Black Student Experience Committee
- Certified QPR (Question, Persuade, Refer) Instructor
- Chair, Diversity Committee Summer Work Group
- Family Weekend Volunteer
- Intern Interview Committee
- Practicum Interview Committee
- Teaching Psychology-PSYC 2005A
- Training Committee
- Training Committee Summer Work Group

Mack Bowers, Ph.D.

- Steering Committee for GT CARE (Spring/Summer, 2019)
- New Faculty/Staff Orientation, Panelist (Spring, 2020)
- Certified QPR Instructor
- Chair, Training Committee Remote Work Group (Spring, 2020)
- Counseling Center Leadership Team
- Employee Resource Group: Web of Brilliance Staff Liaison
- Family Weekend Volunteer
- Creating the Next Georgia Tech Award (June, 2020)
- Training Committee

Carla Bradley, Ph.D.

- A Path Forward Institute Working Committee
- A Path Forward Mental Health and Wellbeing Advisory Committee
- Certified QPR Instructor
- Chair, AOD Search Committee; Generalist Psychologist Search Committee; Clinical Case Manager Search Committee; Member, Satellite Counselor Search Committees.
- Director, Counseling Center Leadership Team
- Division of Student Life Cabinet Member
- Family Weekend Volunteer
- GT CARE Execution Team
- Health and Wellbeing Unit (Student Life & Campus Services) Leadership Team
- Institute Strategic Planning Committee: Member, Cultivate and Well-Being Workgroup
- JED Campus Project Manager
- Member, Leading Women@Tech, Cohort #4

- Member, SAFAC (Student Academic and Faculty Affairs Committee)
- Staff Advisor, Student Mental Health Coalition
- Students of Concern Team member
- *2020 Creating the Next (multi-staff) Award*

Irene Dalton, Ph.D.

- Chair, search committee for Satellite position 1
- Chair, search committee for Satellite position 2
- GTCC practicum interview team
- GTCC leadership team
- Member, clinical services committee
- Member, clinical services team (remote)
- Chair, satellite team (remote)
- Member, GT eating disorders treatment team
- Family weekend volunteer

Fran Exley, LPC

- Clinical Services Committee Summer Work Group
- Family Weekend Volunteer
- The Body Positive Facilitator team (Health Initiatives)

Jane Tyler Finklea, Ph.D.

- Family Weekend Volunteer
- Intern Selection Committee

Peter Hauge, Ph.D.

- Clinical Services Committee Summer Work Group
- Online Offerings Team
- Family Weekend Volunteer
- Intern Selection Committee
- Member, GRIN (Graduate Resource and Information Network)
- Training Committee (year-round)
- Certified QPR Instructor
- Certified Koru Mindfulness Instructor
- Activities related to licensure as a psychologist

LaRonda Hollis, LPC, CPCS

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

Shiraz Karaa, LPC, CPCS

- Satellite Counselor at the School of Mechanical Engineering (ME)
- GTCC Outreach Coordinator
- GTCC Diversity and Inclusion Coordinator
- Institute Diversity, Equity, and Inclusion Fellows Program, selected to the fourth Cohort, 2020/21
- Certified Professional Counselor Supervisor (CPCS)
- Certified QPR Instructor
- Family Weekend Volunteer
- Search Committee, GTCC Staff Psychologist

Scott LaSalle, LCSW

- Satellite Counselor
- Satellite Committee (Summer)
- Clinical Care Team (Summer)

Melissa Massey, LPC, NCC

- Biomedical Engineering (BME) Mental Health Team Committee member
- BME Community, Diversity & Inclusion Committee member
- GT CARE & GTCC COVID & Coping Work Group
- Satellite Program Summer Work Group
- Virtual Interview Committee for GTCC Psychologist
- GRIN (Graduate Resource and Information Network) member
- Online Offerings Committee Work Group

Christina Owens, LMSW

- Alcohol and Other Drugs Coordinator Search Committee
- Family Weekend Volunteer
- Alcohol and Other Drug Committee Co-Chair
- Satellite Counselor Search Committee

Julia Rizzo, Psy.D.

- Family Weekend Volunteer
- Member, Internship Search Committee
- Online Offerings Team
- Training Committee
- QPR Instructor
- Practicum Search Committee
- Athletic Association CARE Team
- Co-developed the GT1000 & GT2000 Curriculum Infusion Project
- Coordinated Georgia Tech's Inaugural Suicide Prevention Week

- JED Foundation Campus Team
- Division co-facilitator for Showing Up for Our Black Colleagues and Friends: A Dialogue Exploring Anti-racist Allyship

Florin Selagea, Ph.D.

- Activities related to seeking licensure as a psychologist
- Clinical Committee Summer Work Group
- Member, Intern Search Committee
- Training Committee Summer Work Group
- Search Committee, GTCC Alcohol and Other Drugs Psychologist
- Training Committee Work Group
- Family Weekend Volunteer

Andy Smith, Psy.D.

- Chair, GTCC Clinical Care Team
- Chair, Telebehavioral Health Team
- Family Weekend Volunteer
- GTCC Leadership Team
- GTCC Practicum Interview Committee
- Member, GT CARE Execution Team
- Member, Sexual Violence Prevention Alliance (SVPA)
- Member, Campus Leadership Team, Culture of Respect
- Search Committee, GTCC Alcohol and Other Drugs Coordinator
- Search Committee, GTCC Psychologist

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Drew Adelman, Ph.D.

Continuing Education:

- Counseling Center Case Conference
- Georgia Psychological Association Annual Meeting

Meetings/Conferences Attended:

- Georgia Psychological Association Annual Meeting

Invited Presentations:

- GT1000 Trainings
- Invited trainings with the Chem Mentor 2019 – 2020 cohort
- One Day Training on Vicarious Racial Trauma with GT Housing Professional Staff
- Student Staff Training for Residence Life

Professional Leadership and Memberships:

- American Group Psychotherapy Association
- American Psychological Association
- Georgia Psychological Association
 - Member, Public Interest Review Committee

Mack Bowers, Ph.D.

Continuing Education:

- Telepsychology Best Practices 101: Clinical Evaluation and Care American Psychological Association (APA)
- Telepsychology Best Practices 101: About the Tech (APA)
- Telepsychology Best Practices 101: Legal, Regulatory, and Ethical Rules of the Road (APA)
- Counseling Center Case Conference

Meetings/Conferences Attended:

- Association of Counseling Center Training Agencies (Washington, DC)

Professional Leadership and Memberships:

- APA Site Visitor: California State University, Monterey Bay (Feb 27–28, 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

Carla Bradley, Ph.D.

Continuing Education:

- Counseling Center Case Conference, multiple sessions.
- 11th Annual Diversity Symposium, *Georgia Tech's Racial Diversity Journey: Recognizing Our Past, Acknowledging Our Present, and Charting Our Future*, September 2019.
- Title IX Training, October 2019.

- Association for University and College Counseling Center Directors (AUCCCD) Annual Conference, October 2019, San Antonio 15 hour training
- *Student Death: Protocols to Manage Crisis Response*, December 2019 webinar, 1.5 hour training.
- Trans 101 Training, December 2019, 1.5 hour GTCC training.
- Student Affairs Administrators in Higher Education (NASPA) Conference, January 2020, New Orleans 12.5 hour training.
- *Telepsychology Best Practices 101: Legal Regulatory & Ethical Rules of the Road*, 6 hour on-line training, March, 2020.
- *Corona Virus, Historical Trauma & Resilience*, 1 hour on-line training, April, 2020.
- *Demonstrating Care for Black Employees*, 1.5 hour on-line training, June, 2020.
- *Ethical Embodiment—Navigating the World in a Small Space*, 5.5 hour ethics on-line training, June 2020.

Meetings/Conferences Attended:

- Association for University and College Counseling Center Directors (AUCCCD) Annual Conference, October 2019, San Antonio.
- 2020 NASPA Strategies Conferences, January 2020, New Orleans.

Research Publications/Conference Presentations:

- *2020 NASPA Strategies Conferences presentation: GT CARE: An Innovative and Collaborative Model for Mental Health Access, January 17, 2020 with Tiffany Hughes-Troutman, Shannon Croft, John Stein, Carla Bradley.*

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:

- Trans 101
- Finding Meaning: The 6th Stage of Grief
- Trauma, PTSD and Complicated Grief
- Suicide Prevention: Creative Skills and Tools

Fran Exley, LPC

Continuing Education

- *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*
- *Dialectical Behavior Therapy (DBT) Fundamentals: Theory, Structure, & Treatment Strategies Webinar*
- *DBT Skills: Effective Instructions and Implementation Webinar*

Jane Tyler Finklea, Ph.D.

Continuing Education:

- Cognitive Based Compassion Training
- Working with the Suicidal Client
- Emotional Eating, Chronic Dieting, Bingeing, and Body Image
- The Mind-Body Connection
- Processing the Current Political Climate with Clients
- Relational Challenges in Complex Trauma

Professional Leadership and Memberships:

- Georgia Psychological Association, Member

Peter Hauge, Ph.D.

Continuing Education:

- Counseling Center Case Conference
- Acceptance and Commitment Therapy (ACT) Immersion Online Training Course

Professional Leadership and Memberships:

- Association for Contextual Behavioral Science

LaRonda Hollis, LPC, CPCS

Continuing Education:

- Counseling Center Case Conference
- Licensed Professional Counselors Association Conference Workshops (37.0 hours)
- Coronavirus, Historical Trauma, & Resilience: Social Justice Counseling for Culturally Marginalized Populations
- American Psychological Association: Telepsychology Best Practice 101 Series
- Pharmacotherapy, Ethics and New Treatments of Depression, Bipolar Disorders and other Psychiatric Disorders
- Ethics and Elder Abuse Symposium

- Motivational Interviewing and Ethical Practices
- Helping Clients Rewrite Their Stories from a Narrative Perspective
- What Clinicians Need to Know About Telemental Health from a Treatment and Ethical Perspective
- Essential Competencies to Work with Transgender/Gender Diverse Children and Adolescents
- Healing the Healers: COVID 19 Recovery from a Mental Health Perspective
- Competent Care for Transgender and Gender Nonconforming Adult Clients
- Essential Competencies to Work with Transgender/Gender Diverse Children and Adolescents

Meetings/Conferences Attended:

- Social Justice Training for Faculty and Staff – Georgia Tech Office of Student Diversity Programs
- Licensed Professional Counselors Association (LPCA) 32nd Annual Convention and Regional Conference: “Navigating the Mind”.

Professional Leadership and Memberships:

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

Shiraz Karaa, LPC, CPCS

Continuing Education:

- Autism Spectrum Disorder in the College Population: Assessment, Diagnosis and Cognitive Behavior Therapy (CBT)
- Eating Disorders and Substance Use Disorders (SUD)
- Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competencies; Documentation - Segment #1
- Telepsychology Best Practices 101: About the Tech... Video, Email, Text Messaging & Apps - Segment #2
- Telepsychology Best Practices 101: Legal, Regulatory & Ethical Rules of the Road - Segment #3
- Maximizing Behavioral Health Professionals’ Effectiveness at Building Resilience During the COVID-19 Pandemic
- Structured Flexibility: Treating Trauma during the COVID-19 Pandemic
- Conceptualized Identity in the Midlife Stage of Development
- Disentangling Language, Cognition, and Distress Using ACT
- Counseling Supervision: Rules, Documentation and Responsibilities

Meetings/Conferences Attended:

- Riley's Wish Lecture Series

Invited Presentations:

- Building Resilience to Stress using Biofeedback and Relaxation Strategies
- QPR - Suicide Awareness and Prevention for the College Campus

Professional Leadership and Memberships:

- Certified Professional Counselors Supervisor (CPCS)
- Member, Licensed Professional Counselors Association of Georgia (LPCA-GA)
- Member, Association for University and College Counseling Center Outreach (AUCCCO)
- Member, Georgia Hypnosis Society (GHS)
- Member, Association of Recovery in Higher Education (ARHE)

Scott LaSalle, LCSW

Continuing Education:

- *Taking Charge of ADHD*
- *Navigating the 1013 Process: The Use of the 1013 in GA and its Ethical Implications*
- *Telepsychology Best Practices 101 (Segments 1-3)*
- *The Ethical Pairing of Psychotherapy with Body-Based Therapies and Practices*
- *Anxiety and Depression*

Meetings/Conferences Attended:

- *QPR Training*
- *Mental Health Student Panel, College of Computing*
- *Black History Month Lecture*
- *New Employee Orientation*
- *Lunch and Learn with Academic Advisers, College of Computing*
- *Georgia Composite Board Conference Call on CEUs (Continuing Education Unit)*
- *Webinar: Advising and Counseling Outreach: Responding Effectively to Academic and Mental Health Issues*
- *Webinar: Relationality in a Time of Crisis*
- *Georgia Tech Leader's Panel*
- *Webinar: Brain Brightening with Audio-Visual Entrainment (AVE): ADHD, Autism, Seniors, and College Students*
- *Body Positivity Workshop*

Professional Leadership and Memberships: N/A

Melissa Massey, LPC, NCC

Continuing Education:

- Counseling Center Case Conference
- Trans 101 GTCC Training
- APA Telepsychology 101 Certificate
- Association for Multicultural Counseling and Development (AMCD) Coronavirus, Historical Trauma & Resilience
- Structured Flexibility: Treating Trauma during the Covid-19 Pandemic
- AMCD Unapologetically Asian: Anti-Oppressive Counseling and Racial Healing Practices for Asian and Pacific Islander Communities during Covid-19

Meetings/Conferences Attended:

- GT Data Security and Family Educational Rights and Privacy Act (FERPA) meeting
- How to Demonstrate Care for Black Colleagues
- Responding When Clients (and Therapists) are Triggered by Current Events
- Showing Up for Our Black Colleagues and Friends: A Dialogue Exploring Anti-Racist Allyship

Professional Leadership and Memberships:

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

Christina Owens, LMSW

Continuing Education:

- Graduated Master of Social Working (MSW) program at UGA
- Passed licensure exam for LMSW
- Completed APA Telehealth Training

Meetings/Conferences Attended:

- Association of Recovery in Higher Education Conference

Professional Leadership and Memberships:

- Association of Recovery in Higher Education

Julia Rizzo, Psy.D.

Continuing Education:

- Counseling Center Case Conference
- Inclusive Leaders Academy
- Intergroup Relations Training

Meetings/Conferences Attended:

- Counseling Center Case Conference
- Presented at and attended the International Association for Suicide Prevention World Congress
- Presented at and attended the Association for University and College Counseling Center Outreach Conference

Invited Presentation:

- GT 1000 & GT2000 Instructor Training Sessions
- GT Abnormal Psychology Class Lecture, Suicide Prevention
- University of Oklahoma Psychological Resources for OU Student Athletes Pre-Doctoral Intern Seminars, Introduction to Identity and Risk Assessment & Crisis Response

Florin Selagea, Ph.D.

Continuing Education:

- Counseling Center Case Conference
- Licensure as a Psychologist
- APA Telebehavioral Health Training

Meetings/Conferences Attended:

- American Academy of Clinical Neuropsychology Annual Conference- Chicago Illinois

Professional Leadership and Memberships:

- Member: American Psychological Association

Andy Smith, Psy.D.

Continuing Education:

- Acceptance and Commitment Therapy Immersion Course

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

Invited Presentations:

- Reducing Stress with Mindfulness for GTRI's Pro Development Series

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

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Counseling Center Services and Programs

Clinical Services

Biofeedback Services. Following design and completion of three modules, Biofeedback Lab at GTCC was piloted twice 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. 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.

New Workshop Series: RIO . The Counseling Center piloted a new, three-session Recognition, Insight, Openness (RIO) workshop series as an additional service for clients of the Counseling Center. The main goals of RIO are to provide tools to more effectively recognize concerns and to develop a clearer idea of what one might want to change in their life. RIO also included workbooks for each client to use to practice skills between sessions. Two RIO workshop series were offered in Spring 2019. The pilot of RIO indicates that it was useful to clients and well-received by them. The Counseling Center plans

to continue offering RIO, as well to continue to offer the workshop series Anxiety Toolbox and Koru Mindfulness.

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

	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.20
How satisfied were you with you initial screening appointment?	4.02
How satisfied are you on your progress with the concerns that brought you to counseling?	3.93
How satisfied have you been with your counselor?	4.55
How satisfied are you that your counselor understands the nature of your concerns?	4.47
How satisfied are you with how your counselor respects your culture and identity?	4.88
How satisfied are you with the assistance of the Front Desk staff?	4.63
How helpful has counseling been to you in supporting your academic progress?	3.83
How Helpful has counseling been to you in remaining at Tech?	4.10
How likely would you be to recommend our services to a friend?	4.45

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:

- *"I think the counselors at the center are amazing, it's actually administrative and logistical factors that make it hard"*
- *"I am really happy that Georgia Tech emphasizes mental health. I am a new graduate student, and I got the confidence to come for counseling because the administration emphasized the importance of mental health and encouraged us to use the resources available. Please continue to this."*
- *"Y'all have done incredible things for me and I really appreciate it."*
- *"Counseling is so great. Please make it available to more students."*
- *"There's always need for improvement, but counseling services has helped me out for the better."*
- *"My counselor is a superstar. Great listener, intelligent, & insightful. She is patient and understanding even when I have to cancel. She shows the utmost concern for me and seems to really know her stuff."*
- *"GTCC is fantastic and should be utilized more by the student body."*
- *"I love my counselor so much. Have had a dozen counselors and he's one of two I like."*
- *"I like my counselor very much. She understands me, is empathetic to my concerns and I left heard from her in both the way she allows me to speak and in the way she asks questions."*
- *"The staff is very friendly and kind and I felt welcome from day 1."*

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

- *"Getting from first appointment to being assigned to a counselor took several weeks -way too long for someone in need."*
- *"I was not very happy with the initial consulting process with CARE, and I almost didn't stick it out, but I'm very glad I did stick with it because I'm very happy with my counselor and my appointments."*
- *"I don't like the questionnaires before each session."*
- *"The initial wait for an appointment was too long but I get it. My sessions have been therapeutic."*
- *"Definitely time limited. Could have a lot of potential with multiple semesters."*
- *"I think the counseling resources for the GT community is still insufficient."*
- *"It takes a too long to setup an appointment-appointments should be more readily available."*
- *"Long wait until I was able to start counseling, but I am very satisfied with my counseling."*
- *"Well this is the first time I am getting assigned to individual meetings weekly, in the past I was getting referred to people outside, so I think that's my only complaint."*
- *"I know people trying to get a counselor here at Tech but given the low number of psychologists they always get referred to someone outside, decreasing their*

chances to get treated. So please Tech, invest more money on mental healthcare!"

- *"Hire more people and be more inclusive so the student community can benefit from this type of programs, we need more psychologists!!!"*

Group Counseling. Group counseling continued to be offered by the Counseling Center. Group counseling is offered through 2 service types: Life Skills psychoeducational workshops and psychotherapy groups. For 2019-2020, the Center was successful in offering 13 groups in the Fall, 13 groups in the Spring, and 1 group 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	13 (Fall)/13 (Spring) 1 (summer)
Total Number of Clients	144
Total Number of Contact Hours	1,329

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?	4.50
How satisfied were you with you initial consultation appointment?	4.20
How satisfied are you with the assistance of the Front Desk staff?	4.41
How satisfied have you been with your group counselor(s)?	4.71
How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.59
How satisfied are you with how your group counselor(s) respects your culture and identity?	4.93

How satisfied are you on your progress with the concerns that brought you to group counseling?	4.16
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.39
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.54
How helpful has counseling been to you in improving or maintaining your academic progress?	3.86
How helpful has counseling been to you in remaining at Tech?	4.21
How likely would you be to recommend our services to a friend?	4.48

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:

- *"The group sessions may be too free form in the beginning. I definitely felt annoyance towards the group during the first few sessions because it felt a lot like the small talk I share with people I don't really like. Later on, I really appreciated the pace and depth of the conversations."*
- *"I've never been in a group before and this was a good first experience."*
- *"Thank you very much for the group. It helped me a lot."*
- *"Group counseling was great for my purpose, which was low risk and not urgent. I appreciated all the help."*
- *"CARE definitely had a hard start (I had to drop in a few times and then wait around 2h for my initial appointment) but I heard things got better. The group sessions themselves were very helpful and welcoming, regardless of what issue we were dealing with individually."*
- *"Group therapy was actually more useful than I had hoped."*
- *"My only complaint was that the many weeks waiting to start was difficult and painful. I think my group counselor is an incredibly effective leader. He constantly models how to be present, aware, and expressive in the group."*
- *"Thank you for providing this!"*
- *"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."*

Case Management Services.

The Counseling Center continued to offer case management services as an integral part of the stepped-care model and an effective intervention that promotes continuity of care. Case management is a specific form of service which assists students with longer-term care needs and/or persistent challenges that may be interfering with their ability for optimal functioning at Georgia Tech. Previously, there was only one clinician in the Case Manager role in the Counseling Center, and in September 2019, another staff joined as a second Case Manager, allowing the GTCC to expand its Case Management services and serve more clients.

During the Fall 2019 and Spring 2020 semesters, 34 students were referred for case management services both internally and from GT CARE, comprising a total of 169 Clinical Case Management appointments. The caseload consisted primarily of clients with a higher acuity who required longer-term individual counseling. The case management process included weekly contacts with clients, assistance with obtaining an off-campus therapist and/or psychiatrist, facilitation of phone calls and necessary client paperwork, and consultation with appropriate mental health providers. In addition, the Case 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 were no voluntary hospitalizations and 2 involuntary hospitalizations facilitated by the Counseling Center during business hours. The coordination of care included maintaining contact with the facility upon admission, requesting regular follow-ups with the treating clinician, and assisting in discharge planning. The Case Manager II facilitated the development of a Memorandum of Understanding with two Emergency Receiving Facilities in the Atlanta area.

In addition to 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, Fran Exley has seen 20 clients for a total of 143 individual therapy appointments, both in-person and via Telebehavioral Health delivery methods. The Case Manager II has seen 16 clients for individual counseling and consultations, for a total of 52 individual therapy and follow-up consultation appointments, both in-person and via Telebehavioral Health delivery methods.

The 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. The Case Manager II conducted

clinical case management trainings for the GT CARE staff and continued to serve on the GT CARE Implementation Team.

The 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, the Case Managers organized two in-person Coffee Hour events for community mental health providers who were interested in joining the Referral Database. The December event was attended by 20 clinicians, many of whom joined the database thereafter. Due to COVID-19 restrictions and remote work arrangements, the March Coffee Hour was cancelled; however, two Staff met with clinicians virtually, and many of these clinicians (11 to date) have now joined the GTCC Database. Case Manager II attended open houses for community clinicians and conducted tours of inpatient and partial hospitalization facilities in the Atlanta area. Case Manager II coordinated meetings for treatment facilities to give presentations for the mental health and wellness departments on campus.

Testing and Assessment Services. The Counseling Center continued to provide a variety of assessment services through 2019-2020, including screenings and psychoeducational evaluations for Attention-Deficit/Hyperactivity Disorder and Learning Disabilities. In addition, a range of other assessment services, including interest inventories, personality, and psychological testing are available based on students' needs. Mandatory AOD assessments are also provided via referrals from the Office of Student Integrity, Housing and Residence Life, and occasionally other campus partners.

Assessment and Testing 2019-2020	
Psychoeducational Evaluations	10
ADHD/Learning Disability Screenings	34
Autism Spectrum Screenings	1
Other Mental Health Assessments	0
Alcohol and Other Drug Evaluations	27
Total Assessments	72

AOD Services. The Alcohol and Other Drug (AOD) 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, 2019 and August 1, 2020, 27 mandated evaluations were completed by 3 clinicians.

Collegiate Recovery Program. The Collegiate Recovery Program (CRP) offers a safe and welcoming community for undergraduate and graduate students in recovery from substance use disorders. Recognizing that social isolation and high levels of stress may threaten sobriety and trigger relapse into high-risk drinking or drug use, the Collegiate Recovery Program provides social and emotional support, recovery-focused educational seminars, and connections with other campus resources. An institutional member of the Association for Recovery in Higher Education, Georgia Tech's CRP is part of a rapidly expanding recovery advocacy movement in institutions of higher education nationwide that provides high quality programs and services for students who are working to achieve academic success while maintaining hard-earned sobriety.

The values of the Collegiate Recovery Program include: wellness through sober and healthy living, academic excellence, leadership and civic engagement, and connection through meaningful relationships. Involvement in the Collegiate Recovery Program requires that students maintain a minimum of 90 days of continuous sobriety, demonstrate a commitment to academic progress, consistently attend the weekly educational seminar, and actively participate in a community 12-step program. Admission is contingent upon the completion of an application and an interview with program staff.

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

The Collegiate Recovery Program is administered through the Counseling Center and by a Collegiate Recovery Program Coordinator. A total of 15 students participated in the CRP during 2019-2020.

Overview of Programs and Services

- During the 2019-2020 school year, members of the CRP participated in several programs and offered a number of services, including the following:

- Offered weekly recovery focused seminars.
- Maintained on-campus 12-step meeting “Buzzed on Service.”
- Maintained on-campus SMART Recovery meeting.
- Hosted December 2019 graduation reception for students and families.
- Offered sober social events: escape room, rock climbing, movie nights.
- Maintained a wellness activity component; rock climbing, mindfulness classes. Offered rock climbing memberships to all CRP students.
- Conducted campus outreach, including FASET and other tabling events to raise awareness.
- Enhanced student professional development through attendance at the Association of Recovery in Higher Education Conference.
- Maintained the Coffee Bike Project and offered multiple outreaches across campus.
- Maintained a CRP Dungeons and Dragons club.
- Maintained priority registration for program members to schedule their class schedule around seminar.
- Conducted weekly individual consultations.
- Implemented weekly CRP dinner.
- Implemented CRP study hours.
- Implemented CRP virtual seminars.
- Implemented virtual All Recovery Meeting.
- Implemented CRP virtual social programming.
- Had a student serve on the AOD Committee.

Accomplishments

- Six new students were admitted to the program during the 2019-2020 school year.
- Three new students who were admitted and arrived in early recovery (less than 6 months) sustained their recovery and academic progress with the support of the CRP.
- Three students graduated in December 2019.

- The CRP transitioned all seminars, consultations, and programming to a virtual format.
- The CRP expanded programming to include support from internet addiction.

Recovery Program Outcome Data

- A total of 15 students participated in the CRP during FY 2019-2020. 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.
- 80% of students identified the on-campus meeting as “very important.”
- 100% 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 2019-2020, including the CRP’s response to the virtual transition of the program:
- “The most rewarding part of being in CRP is feeling like each of us has the opportunity to help people through so much of the hardship we went through ourselves. The hope that I can make the journey easier for the next person has definitely helped drive my continued membership in the CRP.”
- “I have always found that the most beneficial aspect of the CRP was the community that the program has created. Being able to feel part of a group and combatting the isolation that so many addicts experience was instrumental in my recovery,”
- “Over the last semester, I’ve learned more than ever that there is a lot more work that I need to put in. The CRP helps support my recovery as it evolves and helps me to continue putting efforts into those areas.”
- “I feel the CRP did very well at transitioning to virtual seminars, increasing the number of meetings and doing as much as was possible to cater to students’ schedules. It definitely helped with the effects of quarantine as well as ensuring that the members were receiving a level of support.”

Student Demographic Data (since Fall 2019, N=15)	
Average GPA	3.2
Student Status	5 graduate; 10 undergraduate
Ethnicity	11 white; 1 Indian; 2 Asian American, 1 African American
Gender	5 women; 10 men
Time in Recovery	Average: 1 year (range: 3 months to 3 years)
Colleges Represented	All schools within the College of Engineering; College of Computing; College of Business; College of Sciences; College of Liberal Arts; College of Design
Sexual Orientation	15 heterosexual
Age	Median: 20 (range: 18-26)
Gender Identity	15 cisgender

Student Demographic Data (aggregate since Fall 2014, N=50)	
Average GPA	3.2
Student Status	7 graduate; 43 undergraduate
Ethnicity	41 white; 5 Indian; 3 Asian American, 1 African American
Gender	11 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	49 heterosexual/straight; 1 gay
Age	Median: 22 (range: 18-65 years)
Gender Identity	49 Cisgender; 1 Transgender

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 AY2019-20, 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 remotely. For this reason, the data reported in this section will be shown under two categories: Campus Outreach Services covering August 1, 2019 to March 13, 2020 and Virtual Outreach Services covering March 16, 2020 to July 31, 2020.

A total of 219 campus and virtual outreach programs and activities were provided to the campus community, serving a total of 10,734 individuals.

Campus Outreach Summary	
Campus Outreach Services	
Fall Semester 2019 to March 13, 2020	
Total Number of Programs Offered	165
Total Number of Contact Hours	253
Total Number of Persons Served	9906

Virtual Outreach Services	
March 16, 2020 to July 31, 2020	
Total Number of Virtual Programs Offered	54
Total Number of Contact Hours	86
Total Number of Persons Served	828

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 Fall 2019 and during part of Spring 2020 semesters and was open to all members of the campus community on location. In the fall, the workshop topics for this series included the following:

- Stress Management 101
- Don't Believe Everything You Think: Using Logic to Overcome Stress
- Mindfulness and Meditation
- Overcoming the Stress of Perfectionism and Procrastination
- Boosting Your Academic Self-Confidence
- Overcoming Imposter Syndrome
- Creating Healthy Relationships
- Assertiveness Skills for Effective Communication
- Enhance Your Study Habits
- Mind Matters: Using Psychology to Enhance Your Academic and Test Performance
- Tackling Test Anxiety

Workshops that all Georgia Tech students could register for and attend virtually included Intro to Mindfulness (12 sessions offered), Stress Management (13 sessions offered), and Mind Over Mood (12 sessions offered). 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 a number of 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.

Other presentations that could be requested by the campus community were made available through virtual formats. Presenting staff also had the opportunity to work collaboratively with the Counseling Center's Online Offerings Team (operational during the COVID crisis) whose members provided consultation and support in the production of online and videotaped presentations that ensured continued access to on and off campus mental health resources and quality outreach programming.

Mental Health Screening

Mental health screening can increase mental health awareness and identify persons who might be experiencing difficulties, but who might not yet have connected with appropriate treatment. The Counseling Center hosted two Depression Screening Day events and

screened 81 students in Fall 2019 and Spring 2020, with additional students receiving information at the Counseling Center table about depression without completing the screening. Fifty-eight of the students screened were recommended for follow-up evaluations. Four students screened were walked over to GT CARE for further evaluation of their symptoms.

Mental Health Screenings	
Depression Screening Day (Fall, 2019 and Spring, 2020)	81
Students Recommended for Follow-up	58 of 81

Mental Health Screenings Fall 2019 and Spring 2020				
	Total # Participants Screened	Lowest range of scores (0-8)	Middle range of scores (9-16)	Highest range of scores (17-30)
		A complete evaluation is typically not recommended.	A complete evaluation is recommended.	A complete evaluation is strongly recommended.
Spring 2020	41	10	16	15
Fall 2019	40	13	23	4

Let's Talk

The Counseling Center expanded the *Let's Talk* walk-in consultation program to the campus community in 2018-2019. *Let's Talk* is an outreach program designed to engage students by providing informal, brief, confidential walk-in consultations with Counseling Center counselors at locations across campus. *Let's Talk* is intended to reach students who might be unlikely to seek traditional mental health services at the Counseling Center. *Let's Talk* is different from counseling in that there is no clinical paperwork to complete, no formal intake process, and no scheduled appointments. The service is open to all graduate and undergraduate Georgia Tech students on campus. Locations for regularly scheduled *Let's Talk* hours in the past year included the Communication Center and the Center for Engineering Education and Diversity (CEED). A total of 87 consultation hours were offered to students with 32 individuals attending.

Campus Let's Talk	
Fall Semester 2019 to March 13, 2020	
Walk-in Consultation Hours Available	44
Individuals Accessing Let's Talk	30

Virtual Let's Talk	
March 16, 2020 to July 31, 2020	
Virtual Consultation Hours Available	43
Individuals Accessing Let's Talk	2

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) to provide programs to students, staff, and faculty. For instance, Counseling Center staff participated in FASET and International Student Orientation and provided staffing support and debriefing for a number of campus-wide events related to mental health. Additional examples of initiatives and special projects are listed below.

Initiatives/Special Projects

- The Counseling Center again partnered with Health Initiatives for the campus' second, and very successful, Fresh Check Day, a mental health and suicide prevention fair.
- The Counseling Center initiated a successful inaugural Suicide Prevention Week, and a one-day event called Send Silence Packing which complemented Suicide Prevention Week.
- In Fall 2019, the Counseling Center piloted a curriculum infusion project for GT 1000 and GT 2000, and in October won the *Friend of the First Year Seminar Award* for the project.

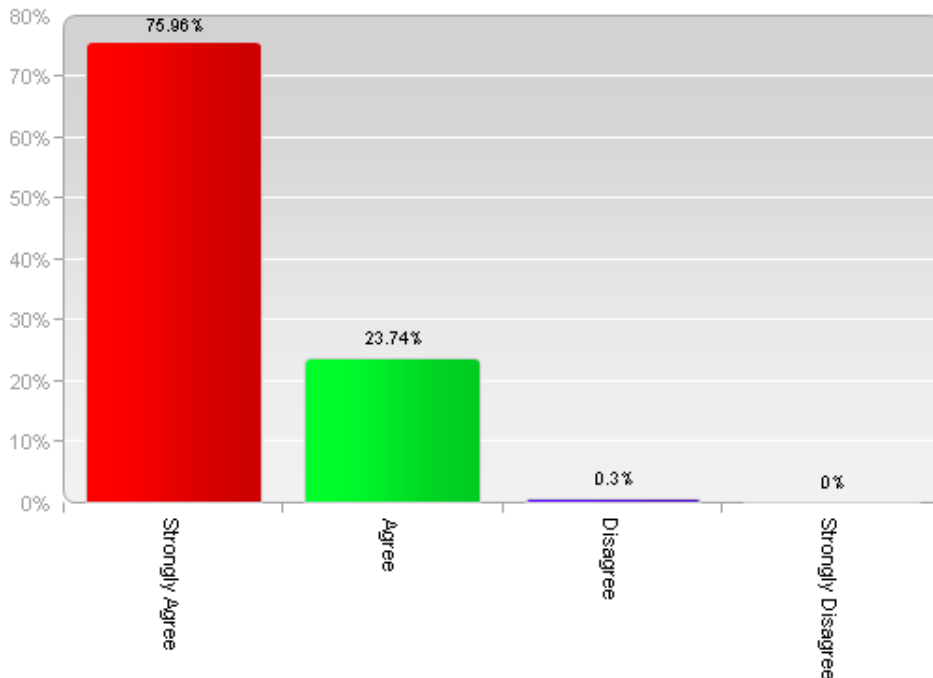
Outreach Outcome Data

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

Note that data capture for the two tables below occurred between 8/3/18 and 5/1/20. The COVID-19 pandemic prevented assessment of services from 5/1/20 to the end of the traditional reporting date for this Annual Report of 6/30/20. The wide parameters (i.e., data collection from 8/3/18) offers a substantive enough time period for the data to be meaningful.

Outreach Ratings for AY2019-20	
Breadth of coverage	5.00
Personal/practical relevance for attendee	4.83
Effectiveness of workshop	4.77
Presenter knowledge of topic	4.88
Presenter preparation	4.90
Engagement of participants	4.84

Q20. Please indicate your level of agreement with the following statement: This program provides skills to help me be successful at Tech.



Diversity and Inclusion. The Diversity and Inclusion area within the Counseling Center’s Outreach and Wellness Services charged with providing education and advocacy for the mental health needs of students at Georgia Tech, particularly those with marginalized social identities. This advocacy involves both internal education, assessment, and staff development around multicultural competence, and external programming geared towards constituents including faculty, staff, and parents, but primarily towards students. Accomplishments during 2018-2019 included (abbreviated due to the impact of COVID-19):

- Provided assessment of 2018-2019 utilization by underrepresented minority (URM) identified clients for GTCC
- Provided training on vicarious trauma related to racial discrimination to Housing professional staff – Nov. 5
- Completed Inclusive Leader Training through IDEI
- Planned and facilitated 2019 GTCC Diversity Retreat on Transgender Issues – Dec. 19
- Established and elaborated existing relationships with various campus partners (GT CARE; Health Initiatives; Women’s Resource Center; LGBTQIA Resource Center; Institute Diversity; Office of Student Diversity Programs; and Housing).

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 2019-2020 included:

- Continued engagement with Graduate Student Government Association (SGA) members.
- Collaborated with Graduate SGA to provide tabling for the Graduate Fall Picnic.
- Provided information and input to support and inform the Joint Allocation Committee (JAC) about the particular needs of graduate students.
- Met with SGA representatives to develop a richer understanding of the needs of Georgia Tech students.
- 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.
- Contributed to the planning of Grad Student Appreciation Week.
- Established and elaborated existing relationships with various campus partners (Office of Graduate Studies; Health Initiatives; Grad SGA; Graduate and Family Housing; Graduate Academic Coordinator, School of Mathematics; Assistant Director of Graduate Career Development, Office of the Vice Provost for Graduate Education & Faculty Development.)
- Interviewed by “Grad Buzz” re: stress management for graduate students. Also contributed information for a Grad Buzz article on mental well-being during the COVID-19 pandemic.
- Provision of Graduate Interpersonal Process Groups.
- Developed and provided “Koru Mindfulness for Graduate Students,” a 4-session mindfulness course offered outside of the Counseling Center to graduate students.
- Provided presentations for graduate students on various topics (often Imposter Syndrome) at the request of faculty or student groups.
- Provision of in-house training for Counseling Center trainees (practicum students and interns) in graduate student concerns.

- Collaborated with the Career and Professional Development Center to initiate the development of “Imposter Syndrome Bootcamp,” whose development was stalled due to the COVID-19 pandemic.

Social Media and Technology Programming. The area of Social Media and Technology continued as a coordinating area during AY2019-20. The following social media platforms are used to assist the Counseling Center in maintaining its campus profile.

- *Facebook.* The Counseling Center maintains a Facebook account (@GTCounselingCenter) to provide information regarding available services and upcoming programs. Additionally, the Counseling Center uses the Facebook platform as a way to facilitate communication with the Georgia Tech community regarding mental health issues, connection on a more personal level, and stigma reduction. The Counseling Center has a total of 77 “likes” and 99 “follows.”
- *Twitter.* The Counseling Center maintains a Twitter account (@GTCounseling) to provide information regarding available services and upcoming programs. In addition, The Center provides information regarding mental health issues and topics pertinent to Tech. Since its establishment in 2011, the Center has a total of 613 followers.
- *YouTube.* The Counseling Center maintains a series of topical videos designed to provide additional information to students, faculty, and staff related to various topic areas. Topic areas range from providing an overview of counseling and how to make an initial appointment, to addressing stress and adjustment issues for international students. The videos are accessible via the Counseling Center’s webpage or the Counseling Center YouTube channel (youtube.com/user/GTCounseling). The Counseling Center’s YouTube channel has 31 subscribers.

Suicide Education/Prevention and Crisis Response. The Counseling Center continued to engage in campus-wide suicide education and prevention efforts through a number of programs and initiatives throughout 2019-2020. Tech Ends Suicide Together is a campus-wide initiative, involving multiple campus partners. Tech Ends Suicide Together hosted Georgia Tech’s Inaugural Suicide Prevention Week, a collaborative week of events to raise awareness about suicide prevention, mental health, and to reduce stigma surrounding mental health. The Question, Persuade, Refer (QPR) Gatekeeper Training (an educational program designed to teach individuals to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help) was offered to faculty, staff, and students in general campus training sessions and as requested for groups. In addition to 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
- Presented at and attended the International Association for Suicide Prevention World Congress
- Hosted Active Minds Send Silence Packing Display

- JED Campus Team

The Counseling Center is also available to provide emergency response to campus incidents and events as needed. During the 2019-2020 academic year, the Center was particularly busy providing the following support services to the campus community:

- Provided consultation services to academic departments, student groups, classroom debriefings, and consultation to faculty in the aftermath of student, staff, and faculty deaths.
- Provided weekend support to individuals affected by crises.

QPR training data is regularly updated, and final data for some of the training offered may not be available at the time the Annual Report is written. The table below shows updated and finalized data from Fall 2018 through Summer 2020. The numbers below are intended to correct and supersede any previous under-reporting of data in the 2018-2019 Annual Report.

QPR Training for Academic Years 2018-2019 and 2019-2020		
	Total Training Sessions	Number of People Trained
Fall 2018	27	253
Spring 2019	22	363
Summer 2019	15	152
Fall 2019	20	171
Spring 2020	14	141
Summer 2020	5	36
Totals	103	1116

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

*November, 2014

Training Programs

During the 2019-2020 academic year, the Counseling Center's training program continued its doctoral internship in psychology and its practicum training program. A highlight of the year was the letter from the American Psychological Association informing the program of re-accreditation. The program is now accredited through 2028. In addition, two more senior staff completed their licensure requirements were added to the pool of supervisors for the doctoral internship.

One Staff took on the supervision of one of the interns for the spring semester. The interns were an essential part of the successful launch of GT CARE in the fall of the year. They each covered weekly four-hour shifts in CARE and wrote up countless initial intake reports for students who came into GTCARE seeking services for the first time.

Like many of the programs in the Counseling Center, the impact of the pandemic was felt in the training program. The interns had to leave campus in mid-March along with the senior staff and spent the remainder of their internship providing services remotely. They were trained in telebehavioral health provision and were outfitted with laptop computers for home use, and made a smooth transition to this method of service delivery. They also took an active role in the Online Offerings Team and helped develop several of the workshops for online delivery. They were also instrumental in developing the introductory video for students who are pursuing group therapy.

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 direct clinical service to Georgia Tech students.

Internship. The Internship Training Director served as a liaison to academic training directors; coordinating the orientation, training and supervision of interns; and evaluation of the internship. He was assisted this year by one Staff who coordinated the practicum program until the end of AY19-20.

Four doctoral positions were matched with the Counseling Center via the 2019 APPIC Match process from a national applicant pool to become the Center's eleventh internship class:

- Melanie Daovannary (Adler University)
- Lindsay Mills (University of Georgia)
- Chelly Neuenschwander (Ball State University)
- Allison Williams (Pepperdine 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 2019-20 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 2019-2020, four graduate students were accepted as practicum trainees:

- Casey Hinger (Georgia State University)
- Jihee Hong (Georgia State University)
- Grace-Ellen Mahoney (University of Georgia)
- Aaron McLaughlin (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. 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. Due to the pandemic, the practicum students had to end their practicum training experience in mid-March instead of staying through the end of the spring semester. Their clients were transferred to members of the senior staff or interns who followed up with telebehavioral health provision.

One Staff took on responsibility for the Practicum training program in May, 2019, and will be handing it over to another staff when he resigns at the end of July, 2020.

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 para-professionals, 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 in order 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 a number of 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 GA, 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 para-professionals 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, taking into account 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, existing coaching relationships 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 held live in the Counseling center until COVID-19 moved the meetings to 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 45 coaches and provided services to 101 students (as of May 2020).

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 fifth academic year (and having had four training cohorts), continues to grow. To date, 45 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 (2019). In the 2019-20 academic year, nine coaches were active in the fall and ten coaches were active in the spring (providing peer coaching services to consultees and participating in group supervision). To date, 101 student consultees have received peer coaching services (since the official implementation of services in spring 2016), with thirteen students receiving services for more than one semester. Most recently, in the past academic year, 22 new students utilized the program (fifteen students in the fall, and seven students in the spring before the on-campus semester was shortened due to the COVID-19 pandemic).

	Fall 2015*	Spring 2016*	Fall 2016*	Spring 2017*	Fall 2017*	Spring 2018*	Fall 2018*	Spring 2019*	Fall 2019	Spring 2020**	TOTAL
New coaches trained (# of graduate students)	15	-	6	-	6 (2)	-	11 (3)	-	7 (3)	-	38 (5)
Active coaches	-	7	4	10	6	7	5	9	9	10	-
Active consultees (# of new consultees)	-	7 (7)	5 (5)	11 (11)	8 (8)	15 (12)	14 (14)	25 (22)	20 (15)	12 (7)	(79)
Average number of consultees per coach	-	1	1.25	1.1	1.33	2.14	2.8	2.78	2.22	1.2	-

*Under the supervision of the program's former coordinators.

**Spring 2020 semester was abbreviated due to COVID-19 limiting the number of new consultees.

As of June 2019, of all 101 students who have received peer coaching services thus far, only 16 (15.8%) 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 5.5%) 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.

2019-20 Consultee Demographics

For the 32 students who received peer coaching services this past academic year, the mean age was 20.7 (with ages ranging between 18 and 35). Additionally, 56% identified as male, while 44% identified as female (none identified as transgender or gender non-conforming). Moreover, 37% of consultees were international students, and 89% identified as straight/heterosexual (with only 4% each identifying as bisexual, questioning, and other). The following graphs further capture consultees' class standing, race/ethnicity, and religious/spiritual identity.

See figures on the following page:

2019-20 Accomplishments

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

- Successfully moved consultations from in-person to remote/electronic consultation following the closure of campus due to the COVID-19 pandemic.
- Teambuilding low ropes and zip line program to integrate newly trained coaches into the program and celebrate Fall graduating coaches.
- Recruited 7 new peer coach trainees for the Fall 2020 semester despite Spring instruction happening remotely.
- Developed a new referral stream through the Center for Assessment, Referral, and Education.

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 (Fall 2019), and offering information about the Peer Coaching Program at invited events / presentations.

Additional Accomplishments

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 31% of the program's total referrals for 2019-2020 and 17% of the program's total referrals overall).
- The addition of graduate student peer coaches as of fall 2017.
- A \$25,000 endowment fund, thanks to our generous donor and GT alum, Allen Chang, with a yearly spending allocation of approximately \$1000 (as of July 1, 2018).
- Updated and formalized the program's screening criteria (in the Counseling Center's Policies and Procedures Manual) in collaboration with the Center's leadership team and staff.
- New, updated brochures designed in collaboration with Sara Warner (Director of Communications within the Division of Student Life).
- 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.

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. To-date (as of June 2019) 28 students have participated in the survey (or approximately 28% 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 2019-2020

- Held a graduation celebration for departing coaches and integration of newly trained coaches at the end of the fall – \$352
- Purchased 30 additional “Students Heling Students” textbooks for future training cohorts – \$816

Total spent on marketing, advertising, program expansion, and recruitment efforts: \$0
(Due to COVID-19 impact on Spring semester)

Total spent on program enhancement /retention: \$66.48

Total amount spent: \$1,234.48

Future Directions

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

- Continuing to increase program utilization through increased marketing:
- Ordering new marketing materials including buttons and one-page flyers / postcards.
- Increasing the number of coaches by recruiting coaches and holding applications twice a year, and providing trainings twice a year (both in the fall and in the spring, instead of just in the fall).
- 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 GT CARE Center, and other departments to expand outreach and peer

education efforts (including participation in Fresh Check Day, Suicide Prevention Week, Depression Screening day, etc.)

- Improving the program's data collection and record-keeping to be able to analyze historic demographic trends (beyond the last academic year), as well as most common presenting concerns, and identify majors/departments to target in future marketing efforts.
- Expanding the program's online presence through social media campaigns in collaboration with the Counseling Center's social media coordinator and Division of Student Life 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.

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

Progress:
Completed

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 18 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 24 years, the last 12 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 14 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 5 years, the last 2 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 Cheers, Administrative Professional II - Dionne has been a Georgia Tech staff member for 5 years, the last 1.5 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.

New Staff:

We do not have any new staff.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

We have tweaked the procedure for collecting documentation. We have installed a kiosk outside the main office, where students can drop off grade change forms, leave of absence request forms, and any medical documentation needed for a class absence. Students are also able to fill out the Student Life *Request for Assistance* form from the kiosk too.

What type of policy?:

Departmental Policy/Procedure

Justification:

This change has allowed the traffic in the main office to decrease and the focus on students who need direct assistance. This also allows for students to submit documentation after business hours.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

- This August 2019 we opened GT CARE, the primary resource for mental health support at Georgia Tech.
- The Division of Student Life and the Alumni Association partnered to collect and distribute over 1700 students 1.7 million dollars in emergency funding through the Georgia Tech Parents Fund and Roll Call to support students in need.
- A new Veterans Resource Center (VRC) is scheduled to open in August 2020.
- The Division Staff worked to raise \$1,331,988.67 in foundation funds.

Progress:
Completed

V. Statistics

Unit Statistics:

Main Office
Summer 2019
05/07/19 – 08/10/19
Total Unique Students Seen: 349
Total Student Contacts: 404

Staff Member	Total Contacts*	Percentage of Total
Colleen Riggle	33	8%
Cynthia Jennings	5	1%
Dionne Cheers	85	21%
John Stein	45	11%
Julia Whitfield	3	1%
Stephanie Ray	32	8%
April Nolan	118	29%
Jamison Keller	24	6%
Gerome Stephens	8	2%
Bonnie Taylor	16	4%
Annie Jannarone	0	0
Melanie DeMaeyer	0	0

*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 2019

08/5/19 –1/5/20

Total Unique Students Seen: 1429

Total Student Contacts: 1857

Staff Member	Total Contacts*	Percentage of Total
Bonnie Taylor	55	3%
Colleen Riggle	191	10%
Cynthia Jennings	46	2%
Dionne Cheers	162	9%
Jamison Keller	60	3%
John Stein	108	6%
Julia Whitfield	9	1%
Stephanie Ray	128	7%
April Nolan	857	46%
Gerome Stephens	58	3%
Melanie DeMaeyer	33	2%
Annie Jannarone	37	2%

*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 2020

01/06/20 – 05/08/20

Total Unique Students Seen: 1152

Total Student Contacts: 1382

Staff Member	Total Contacts	Percentage of Total
Bonnie Taylor	2	1%
Colleen Riggle	209	15%
Cynthia Jennings	24	2%
Dionne Cheers	89	6%
Gerome Stephens	41	3%
Jamison Keller	32	3%
John Stein	63	5%
Julia Whitfield	10	1%
Stephanie Ray	80	6%
April Nolan	669	48%
Annie Jannarone	50	4%
Melanie DeMaeyer	40	3%

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	11%
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	
Online Referrals		
Academic Year	Total Referrals	Total Increase/Decrease
2010 – 2011	180	
2011 – 2012	141	21%
2012 – 2013	229	62%
2013 – 2014	185	-19%
2014 – 2015	291	57%
2015 – 2016	327	12%
2016 – 2017	295	-9.79%
2017 – 2018	328	9%
2018 - 2019	425	31%
2019 - 2020	409	-4%
Leave of Absence Requests		
Academic Year	Total Requests	Total Increase/Decrease
2018 - 2019	79	*
2019 - 2020	96	18%
Alcohol Request Forms		
Academic Year	Total Requests	Total Increase/Decrease
2018 - 2019	467	*
2019 – 2020	386	21% ↓

*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 2019	Total Fall 2019	Total Spring 2020	% Total Summer	% Total Fall	% Total Spring
Colleen Riggle	33	191	209	8%	10%	15%
Cynthia Jennings	5	46	24	1%	2%	2%
Dionne Cheers	85	162	89	21%	9%	6%
John Stein	45	108	63	11%	6%	5%
Julia Whitfield	3	9	10	1%	1%	1%
Stephanie Ray	32	128	80	8%	7%	6%
April Nolan	118	857	669	29%	46%	48%
Jamison Keller	24	60	32	6%	3%	3%
Gerome Stephens	8	58	41	2%	3%	3%
Bonnie Taylor	16	55	2	4%	3%	1%
Annie Jannarone	0	37	50	0	2%	4%
Melanie DeMaeyer	0	33	40	0	2%	3%

Additional Demographic Statistics

Deans Appointments/Contacts

A total of 3623 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, 2020.

Average Grade Point Average of students seen	2.89	
Reason for Meeting/Contact	Total Students	% of Total Student Interactions
Wellness Check	54	1.5%
Study Abroad Matter	8	<1%
Student Organization Related	2	<1%
Re-Enrollment Advice	15	<1%
Personal Matters (Death in the Family, Mental Health)	215	6%
Online student (non academic issue)	18	<1%
Online student (academic issue)	116	3%
Missing Student	4	<1%
Leave of Absence (Form Related Only)	81	2%
Klemis Kitchen	3	<1%
Issue of Concern (Non-Academic)	150	4%
Issue of Concern (Academic)	350	10%
Hip Pocket Loan	51	1.4%
Harassment/Discrimination	9	<1%
Greek Specific	0	0%
General Questions	288	8%
Financial Distress	42	1.1%
Family Emergency	16	<1%
Faculty/Staff Referral	229	6%

Emergency Transport (Non-Duty, medical, etc.)	82	2%
Emergency Transport (Mental Health)	33	<1%
Domestic Matters	8	<1%
Deceased Student	2	<1%
Dean on Call Report ** Make sure to enter information under Dean On Call ONLY!	170	5%
Class Absence (Excuses)	1666	46%
Arrest/Jail	3	<1%
Academic II (Study Skills, Struggling in Classes)	98	3%
Academic I (Drop, Withdrawal, Issues with Course Instructor, Incompletes)	200	6%
Sex		
Male	1956/54%	
Female	1666/46%	
Top Majors	Total Students	
CS (Computer Science)	811	22%
ME (Mechanical Engineering)	367	10%
IE (Industrial Engineering)	346	10%
BMED (Biomedical Engineering)	289	8%
BA (Business Administration)	207	6%
AE (Aerospace Engineering)	187	5%
Class	Total Students	
MASTERS	478	13%
JUNIOR	802	22%
SENIOR	1156	32%
FRESHMAN	338	9%
SOPHOMORE	712	20%
DOCTORATE	119	3%
Ethnicity	Total students	
Hispanic	350	10%
White	1457	40%
Black	495	14%
Asian	1058	29%
Two or More Races	154	4%
Unknown	102	3%
American Indian or Pacific Islander	4	<1%
Academic Standing	Total Students	
Academic Dismissal/Drop	11	<1%
Good Standing	2903	80%
Probation	168	5%

Probation from Dismissal	8	<1%
Probation from Review	14	<1%
Review	10	<1%
Review to Probation	5	<1%
Warning	178	5%
Degree Candidate	Total Students	
No	3618	99.9%
Yes	5	<1%
Athletes	107	3%
Fraternity/Sorority Members	986	27%

Dean/Student Life Staff On Call

During Summer 2019, 11 staff served in the Dean/Student Life On Call capacity. During Fall 2019, 12 staff served On Call and Spring 2020, 11 staff served in the On Call capacity. Having an increased pool of staff serving in an On Call capacity for the Division has been a great benefit to staff morale and professional development. A total of 138 calls were received Summer 2019, Fall 2019, and Spring 2020. Below is a detailing of calls received.

Category/Classification of Call Summer, 2019 (May 5, 2019-August 5, 2019)	Number of Calls
Study Abroad Matter	1
Transport - Medical	5
Information/Inquiry -ACTION REQUIRED - FACULTY	1
Transport - Alcohol	3
Information/Inquiry - ACTION REQUIRED - HOUSING	1
Information/Inquiry – NO ACTION REQUIRED - GTPD	1
Information/Inquiry - ACTION REQUIRED – Counselor of Call	1
Transport – Mental Health	6
Total Summer, 2019	19

Category/Classification of Call Fall 2019 (August 5, 2019 – January,5, 2019)	Number of Calls
Attempted Robbery	1
Information/Inquiry - ACTION REQUIRED – Housing	1
Information/Inquire - NO ACTION REQUIRED – Faculty	1
Student Death	1
Transport – Illegal Substances/Drugs	1
Transport – Jail/Arrest	1
Information/Inquiry - ACTION REQUIRED – Staff	2
Information/Inquiry - NO ACTION REQUIRED – Staff	2
Suicide	2

Mental Health (No Transport)	3
Information/Inquiry - ACTION REQUIRED – GTPD	4
Information/Inquiry - NO ACTION REQUIRED – GTPD	6
Information/Inquiry - NO ACTION REQUIRED – Housing	11
Transport – Mental Health	11
Transport – Alcohol	17
Transport – Medical	24
Total, Fall 2019	88

Category/Classification of Call Spring, 2020 (January 6, 2020 – May 8, 2020)	
Attempted Robbery	1
Information/Inquiry - ACTION REQUIRED – Counselor on Call	1
Information/Inquiry - ACTION REQUIRED - Faculty	1
Information/Inquiry - ACTION REQUIRED - Housing	1
Information/Inquiry - NO ACTION REQUIRED - Staff	1
Jail/Arrest	1
Information/Inquiry - NO ACTION REQUIRED - Housing	2
Information/Inquiry - ACTION REQUIRED - GTPD	4
Information/Inquiry - ACTION REQUIRED - Staff	4
Information/Inquiry - NO ACTION REQUIRED - GTPD	5
Transport – Mental Health	7
Transport - Medical	8
Transport - Alcohol	14
Total, Spring 2020	50

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

Staff Member	Total Summer 2019	Total Fall 2019	Total Spring 2020	Total Per Person
Colleen Riggle	4	10	8	22
Mac Pitts	3	5	1	9
Stephanie Ray	1	7	0	8
Cynthia Jennings	6	12	6	24
Bonnie Taylor	1	17	*	18
Tim Edmonds-King	0	0	0	0
Debbie Dorsey	0	1	3	4
Jamison Keller	1	9	10	20
Gerome Stephens	2	6	4	12
Melanie DeMaeyer	2	16	9	27
Annie Jannarone	0	2	7	9
Ben Dostal	**	0	0	0

* This staff member left Georgia Tech.

**This staff member is new to the rotation

This staff member either was not serving in the Dean on call

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

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

Served as a member of the following committees during the 2019-2020 academic year:

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

Colleen Riggle, Associate Dean of Students

- Attended, Workday Training
- Instructor, GT 1000
- Member, Diversity Symposium Planning Committee
- Member, search committee, Executive Director of Housing and Residence Life
- Co-chair, Director of the LGBTQIA Resource Center
- Member, Compliance and Risk Management Network
- Member, Institute Survey Coordination Committee
- Member, Assessment Committee in Student Life
- Member, Biennial Review Committee

Committee / Meetings:

- Alcohol Request Campus Approver – Prepare Alcohol Request Forms for the VP signature Total Forms processed: 386

Department Coordinator:

- Coordinate Meetings for: Front Office Admin Meeting
- Coordinate Fall Smithgall Building Cleaning: Buildings Furniture
- Coordinate, Student Death Notification Letter
- Coordinate, Q&A session for: SL staff to have open dialogue with Paul Senft, Assistant to the Registrar. Paul act as the Liason between the two offices.
- Coordinate, The Vice President's Campus On-line Speaking Request Form
- Coordinate, Departments Coordinator to place Student Acct Holds
- Coordinate, Faculty/Staff Student Referral Form

Facilitator:

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

Conference / Workshop / Training:

- Participant – Division's End of Year Meeting
- Participant – OHR Service of Excellence Course
- Participant – Grade Substitution & Leave of Absence Training w/ Registrar's Office
- Participant – ESP (Executive Administrative Group)

Volunteer / Recruitment:

- Participant – Family Weekend
- Participant – FASET Orientation (Recruitment Table)

April Nolan, Administrative Assistant III

- Participant, Service Excellence
- Volunteer, GT Family Weekend (Atlanta Zoo)
- Participant, Banner Training
- Consultant, Advocate CARE request kiosk installation
- Participant, Care advocate training
- Participant, Leave of Absence
- Volunteer (MLK) Focus Diversity
- Volunteer, Tower Awards

Dionne Cheers, Administrative Assistant II

- QPR Training
- Workday
- Clifton Strengths

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

- Mentor, Mentor Tech
- Coach, Leading Edge Coaching

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

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

April Nolan, Administrative Assistant III

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

Dionne Cheers, Administrative Assistant II

- 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:

In the Spring 2020, the Division of Student Life, along with the Institute had to shift to online programs and services with the pandemic. All Dean's appointments were moved to an online platform, through either BlueJeans or Microsoft Teams. This practice continue during the summer 2020 semester as well.

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

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

Parent Fund Coordinator: Will McKenna

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

Arts : Lizzie Lack

- Solicit contributions from Alumnae, Parents, and Friends of Georgia Tech in support of the Office of the Arts within the Division of Student Life
- Manage the grant writing process to obtain additional funding for the Office of the Arts within the Division of Student Life

- Steward current and past donors to insure that they are aware of the impact their philanthropy had on the Arts at Georgia Tech

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

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

- Updated “Signature Event” entry requirements for student organizations and conducted a review process to determine the next recipient of Signature Event Funding.
- Created the processes surrounding the *Student Relief Fund* (applications/review/payments).

What type of policy?:

Departmental Policy/Procedure

Justification:

We needed to adapt our policies to meet growing demand for the Parent Fund Grants.

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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.

Significant Accomplishments:

- By partnering with the Office of Student Engagement, the Parents Fund has increased its presence on campus and issued 61 Parent Fund Grants totaling \$149,893.57 and 47 Student Leadership Grants totaling \$13,870.00.
- Successfully managed a Institute-wide *Student Relief Fund* that assisted students by offering grants up to \$1,000. 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 \$1,281,024.26 in grants to 1,707 students.

- Significant gifts this year include, \$205,000 to pilot a program for former foster and homeless students, \$600,000 to renovate the Veteran's Resource Center, \$100,000 from the Stamps Presidential Scholars to support the Peer Coaching Program, \$75,000 for the STAR Program from a local family foundation, \$75,000 for students with spinal cord injuries, and 11 new Family Legacy Endowments at \$25,000 each
- Significant accomplishments for the Office of the Arts this year include a \$150,000 gift from the Lordians Foundation to fund the Dance at Tech Initiative, a \$10,000 grant from New England Foundation for the Arts for the performance of Kinetic Light, a \$6,000 grant from the City of Atlanta for the 2019/20 Season, and \$8,400 from Fulton County Arts & Culture for the 2019 Season.

Progress:
Completed

V. Statistics

Unit Statistics:

- We saw significant declines in both the number of parents donating to the Institute and the overall support for the Division of Student Life and the Parents Fund. This is being attributed to the sudden COVID-19 outbreak and the economic impact it had on many members of the Georgia Tech Parent Community.
 - \$1,331,988.67 was raised for the Institute from Parents in FY20 from a total of 1,452 unique donors (full breakdown is below)
 - The Division of Student Life received 649 gifts for a total of \$345,929.63
 - The Parents Fund raised \$240,632.71 from 569 donors.
- 76 Donations of \$1,000 or more were received for the Parents Fund, up from 72 in FY19
- 29 Donations of \$2,500 or more were received for the Parents Fund, up from 26 in FY18

Future Forecast

- The COVID-19 outbreak in March of 2020 resulted in a review of our fundraising strategies moving forward into FY21. The new strategies we are implementing include, but are not limited to:
 - Virtual FASET orientations resulting in limited face to face exposure to incoming parents. This includes a revised welcome campaign for new parents

- Continued growth of the Parents Board with a focus on diversity (both backgrounds and geographic locations) to ensure accurate representation of the Georgia Tech community.
- Providing opportunities for additional parent outreach to one Staff. This will give her professional development opportunities while also increasing the Office of Development's ability to directly solicit a broader range of parents.

FY20 Funds Raised by Program from Parents

Department	Total Donations
Total	\$1,331,988.67
Athletics - Football	\$322,478.98
Athletics - Cheerleading/Dance Team	\$256,650.00
Parent's Fund	\$155,092.73
Electrical and Computer Engineering	\$102,550.00
Scholarships & Financial Aid, Office of	\$85,031.00
Development	\$53,600.00
Inst. for Leadership & Entrepreneurship	\$50,898.84
Strategic Energy Institute	\$50,000.00
Athletics - Golf	\$40,682.05
Unrestricted	\$36,485.35
To Be Determined	\$34,104.33
Athletics - All Sports	\$25,469.44
Student Life - General	\$13,541.92
Athletics - Annual Scholarship	\$11,046.00
Industrial and Systems Engineering	\$10,300.00
School of Earth and Atmospheric Sciences	\$10,260.00
Athletics - Men's Basketball	\$9,227.50
Athletics - Baseball	\$8,513.94
Athletics - Softball	\$5,900.00
Coulter Dept of Biomedical Engineering	\$5,500.00
Athletics - Volleyball	\$4,600.00
Alumni Network Scholarship Funds	\$4,503.16
Athletics - Women's Basketball	\$3,987.25
College of Business - College Level	\$3,400.00
School of Biological Sciences	\$2,850.00
Mechanical Engineering - General	\$2,365.00
Athletics - Men's Tennis	\$2,350.00
Club Sports	\$2,350.00

CEISMC	\$2,338.00
Chemical and Biomolecular Engineering	\$2,025.00
Leadership, Education & Development Prog	\$2,000.00
College of Computing - College Level	\$1,750.00
Parker H. Petit Institute (IBB)	\$1,550.00
Aerospace Engineering - General	\$1,300.00
College of Engineering - College Level	\$1,000.00
Excel Program	\$1,000.00
College of Sciences - College Level	\$950.00
Information Technology	\$600.00
College of Computing - General	\$500.00
School of Physics	\$500.00
Vice Provost for Undergraduate Studies/A	\$400.00
Campus Services	\$350.18
School of Public Policy	\$327.00
VP for Institute Diversity	\$250.00
Civil and Environmental Engineering	\$225.00
Campus Recreation Center	\$200.00
Ctr for Career Discovery & Development	\$200.00
Institute for Materials (IMat)	\$180.00
Graphics, Visualization & Usability Ctr	\$100.00
GTRI - General	\$100.00
Nunn School of Int'l Affairs	\$100.00
Student Health Center	\$100.00
Ferst Center for the Arts	\$96.00
Athletics - Men's Track & Cross Country	\$50.00
Alumni Association	\$25.00
Designation Undetermined	\$20.00
Human Resources	\$15.00

Source: July 6, 2020

Student Life Overview: FY20 gifts

Student Life gifts were designated to the following departments:

Department	Number of Gifts	Total Donations
ANAK (GT Secret Society)	1	\$200.00
Campus Recreation Center	5	\$23,323.75
Club Sports	19	\$35,115.00
DramaTech	18	\$20,593.00

Ferst Center for the Arts	32	\$11,716.00
Leadership, Education & Development Prog	1	\$2,000.00
Outdoor Recreation GT (ORGT)	2	\$11,900.00
Parent's Fund	571	\$241,081.88
Total	649	\$345,929.63

Source: Advisor July 8, 2019

Progress:

Completed

VI. Service to the Institute

Staff Service:

Emily Takieddine, Director of Development Parent Giving and Student Life

- Title Nine Hearing Officer
- Kappa Alpha Theta Sorority Advisor

Lizzie Lack, Arts Development Coordinator

- Treasurer for the Georgia Tech Staff Council (representing the Office of Development)
- Office of Development Ambassador for the University System of Georgia's Charitable Giving Campaign

Will McKenna, Parent Fund Coordinator

- Committee Member, Professional Development Planning Committee for the Division of Student Life
- Communications Liaison for Staff Giving through the Office of Development

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Emily Takieddine, Director of Development Parent Giving and Student Life

- Planning committee member and table leader for 2019 Parent Giving Conference at the US Air Force Academy
- Completed the Clifton Strengths Finder Course offered through the Office of Professional Education
- Winner of Georgia Tech Staff Excellence Award

Will McKenna, Parent Fund Coordinator

- Participated in Division of Student Life Professional Development discussions and classes
- Completed the Clifton Strengths Finder Course offered through the Office of Professional
- Attended the 2019 Parent Giving Conference at the US Air Force Academy

Lizzie Lack, Arts Coordinator

- Completed the Clifton Strengths Finder offered through the Office of Professional Education
- Attended Non-Profit Storytelling Conference in San Diego, CA in October 2019.

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

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

Progress:
Completed

GT C.A.R.E.

I. Mission/Introduction

Essential Function(s) of department:

The Center for Assessment, Referral and Education (CARE) is a department of the Division of Student Life. The mission of CARE is to provide the highest level of clinical assessment, referral and case management supportive services to students in order to promote optimal holistic well-being and streamline mental health service delivery.

CARE opened as a new department in August of 2019 as the primary point of access for mental health services and resources on and off campus. Students are seen on a walk-in basis during office hours and 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. The CARE process has produced a significant reduction in service wait times for the first clinical appointment (Counseling or Psychiatry).

CARE saw extended walk-in wait times during the fall semester due to intense demand, especially during the mid-day hours. However, once students were seen they were provided clinical assignments almost immediately which streamlined the process. Previously, students would access services from the Counseling Center and Stamps Psychiatry Clinic separately and encountered lengthy wait times for that first appointment. Thus, streamlined and quick access through CARE represented significant gains for all departments.

An important determinant of whether CARE successfully made an impact on the clinical demand of the Counseling Center and Stamps Psychiatry was to examine data. To examine this for the Counseling Center, triage statistics before CARE and after CARE were examined. A comparison of appointment statistics for the utilization of triage hours was made between FY2018-19 and FY2019-20. The Counseling Center's goal was a 50% reduction in the use of triage hours within the GTCC, and this was achieved. In FY2018-19 the GTCC had 1526 triage contacts (measured within the categories "Brief Contact" and "Crisis Intervention"). In FY2019-20 the GTCC had 642 triage contacts, representing a slightly more than 60% reduction.

Another critical determinant of CARE's ability to make an impact on the Counseling Center's demand related to the time between assessment and assignment. On average, students were assigned to the Counseling Center 1.5 days after their CARE assessment with most assignments being made the Counseling Center that same day.

CARE also positively impacted the demand for services in Stamps Psychiatry. Before CARE opened, there was minimum 2-week wait for Psychiatry appointments. After

CARE opened, the wait has been between 1-week and 1.5 weeks consistently since CARE opened inclusive of the time period surrounding the Covid-19 remote shift. Additionally, there was a 50% reduction in Psychiatry appointments which meant that students who were seen in Psychiatry truly needed those services. This resulted from coordinated treatment plans, none of which existed before CARE opened.

Psychiatry also reported an increase in patient efficacy due to CARE as CARE appropriately connected students with counseling *before* being referred to Psychiatry which is the optimal scenario. The most efficacious scenario for treatment outcome for patients who need psychotropic medication is a combination of therapy and medication. Before CARE opened, Psychiatry staff would meet with patients who had not started therapy which was not an effective use of those psychiatric patient appointments.

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 psychiatric 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

New Staff:

Current Staff:

Administration

Tiffany M. Hughes-Troutman, Ph.D.

Position: Director, Licensed Psychologist, Received Ph.D. in Counseling Psychology from the University of Illinois at Urbana-Champaign

Key Responsibilities:

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

Clinical Staff

Tameka Collins, LPC

Position: Clinical Case Manager I, Licensed Professional Counselor, Received Master of Science degree in Clinical Mental Health Counseling from Mercer University

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, Licensed Professional Counselor, Received Master of Arts in Counseling from the University of Texas at San Antonio

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, Received Master of Social Work from Kennesaw State University

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 I, Licensed Professional Counselor, Received Master of Arts degree in Community Counseling from Appalachian State

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

Position: Administrative Professional III, Received Associates Degree in Business Administrative Technology from West Georgia Technical College

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

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The mission of CARE is to provide the highest level of clinical assessment, referral and case management supportive services to students in order to promote optimal holistic well-being and streamline mental health service delivery.

Significant Accomplishments:

The opening of CARE as a new department and single point of access was a significant accomplishment for the Division and the Institute. The current Director was hired as the inaugural director in June of 2019 having previously served in the Georgia Tech Health Initiatives department (Student Life) as Director of Health Behavior for 2 years. Prior to that, role she served in the Georgia Tech Counseling Center (Student Life) through various progressive roles, most recently which was Assistant Director of Outreach and Wellness.

The opening of CARE as a department was an institutional priority from the Mental Health Task Force and reiterated through the *A Path Forward – Together* initiative that identified a single point of access for mental health as a priority. Vice President of Student Life and Dean of Students, and Interim Vice President for Campus Services, partnered to identify space and funding to start the Center so that students would have access to these resources sooner.

Prior to the opening of CARE, an interdisciplinary team of professionals served as the Implementation Team that met weekly to establish an initial model of clinical service. It is important to note that the opening of CARE was originally slated for 2022; however, leadership identified a temporary space in the Smithgall Student Services Building so that students would benefit from access to these services earlier. The Director prioritized quick access for students and within 2 months was able to open the Center ahead of schedule by leveraging resources to meet this goal.

Even though all CARE permanent staff were not yet hired when the department opened, temporary staff from the Counseling Center and Stamps Psychiatry assisted in direct CARE assessment services and temporary staff also provided clinical and administrative professional support in the interim. A major highlight of the fall semester was that new President Angel Cabrera attended the Ribbon Cutting Ceremony and Open House in September.

Although original plans for CARE included a director and two full-time counselors to staff the new center, student fees supported the addition of two additional full-time counselors to address the need for case management. Mental health professionals from Georgia Tech's Counseling Center and Psychiatric Clinic served CARE as consultants on a rotating basis, and the new structure allowed for better utilization of the expertise of the counseling and psychiatric staff, and this allowed them to serve more students.

The CARE staff is comprised of a Director, 4 case managers, and an administrative professional. One staff was hired as a clinical case manager in August 2019. She received her Master of Science degree in Clinical Mental Health Counseling from Mercer University. Another Staff joined CARE as a clinical case manager in September 2019 and received his Master of Arts degree from Appalachian State. Another Staff was hired as the administrative professional in December 2019. She received her Associates Degree in Business Administrative Technology from West Georgia Technical College.

There were only two permanent clinical case managers on-board during the fall semester. Demand for CARE services was very heavy during the fall, and what was observed was peak demand during the afternoon hours especially. In order to adapt to this need, a hybrid model was adopted in October so appointments were offered during quiet mornings to accommodate the need. Evening hours were also offered during finals period.

The advent of the spring 2020 semester was quite promising, and there was almost no wait for CARE assessments at any time of day. With the additions of two new Staff, CARE was fully staffed as a department. One new staff received her Master of Social Work from Kennesaw State and had completed an internship in the Counseling Center at KSU. The other new staff received his Master of Arts in Counseling from the University of Texas at San Antonio. We saw increased streamlined service delivery as we were fully staffed with very minimal (if any) wait times.

In March 2020, the Covid-19 pandemic necessitated a rapid shift to telebehavioral health. Phones were forwarded to the Director line so that no calls would be missed, and clinical staff worked remotely and seamlessly while providing assessment services through telephone and the Blue Jeans platform. Staff contacted every student who was seen for a CARE assessment since January 2020 to determine if their needs had been met and if they needed additional support given Covid-19. Staff also engaged in numerous projects to facilitate the shift to telehealth services, including a review of all area mental health hospitals to learn their new protocols given Covid-19 and a study of risk assessment through telebehavioral health.

Despite a remarkable first year with significantly heavy clinical demand during the fall semester combined with the challenges of the pandemic and national and local incidents of racial injustice during the spring semester, there were many highlights. The CARE Director, a Counseling Center Staff, a Stamps Psychiatry Staff, and Dean/Vice President of Student Life/Dean of Students office co-presented on the implementation of CARE at the 2020 National Association of Student Personnel Administrators (NASPA) Strategies Conference – a session that was met with great interest from other professionals in attendance.

CARE staff amassed a significant amount of professional training on telebehavioral health which was an excellent opportunity to shore up skills and training as a function of Covid-19. In May of 2020, the Director was among a team of colleagues from the

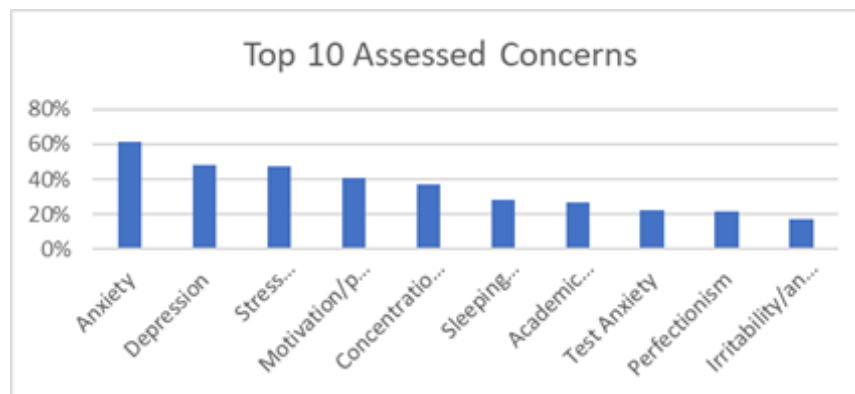
Division of Student Life and Campus Services who received the *2020 Creating the Next Award* for their “essential role in the creation of the C.A.R.E. Team which established a brand new, collaborative environment that provides quicker access to mental health and well-being support for students.”

Progress:
Completed

V. Statistics

Unit Statistics:

Client Demographics - Student Status	
Student Status:	Percent:
1st Year	20.0
2nd Year	20.2
3rd Year	17.9
4th Year	13.2
5th Year	6.4
>5th Year	1.2
Masters	9.7
Doctoral	11.3
College:	Percent:
Architecture	4.5
Computing	15.9
Engineering	53.8
Management	5.7
Ivan Allen College	6.5
Sciences	13.0
Undeclared	0.6



Client Demographics	
Race / Ethnicity:	Percent:
<No Response>	9.7
African American / Black	9.3
American Indian or Alaskan Native	0.2
Asian American / Asian	22.8
Hispanic / Latino/a	6.0
Native Hawaiian or Pacific Islander	0.1
Multi-racial	3.8
White	46.8
Self-identify (please specify):	1.2
Gender Identity:	Percent:
Female	52.4
Male	46.7
Other	0.09
Identify with Sex Assigned at Birth:	Percent:
No Response	11.4
Yes	87.6
No	1.4
<No Response>	20.1
Heterosexual / Straight	62.4
Lesbian	1.3
Gay	2.0
Bisexual	9.1
Questioning	3.3
Self-identify (please specify):	1.8

Clinical Services

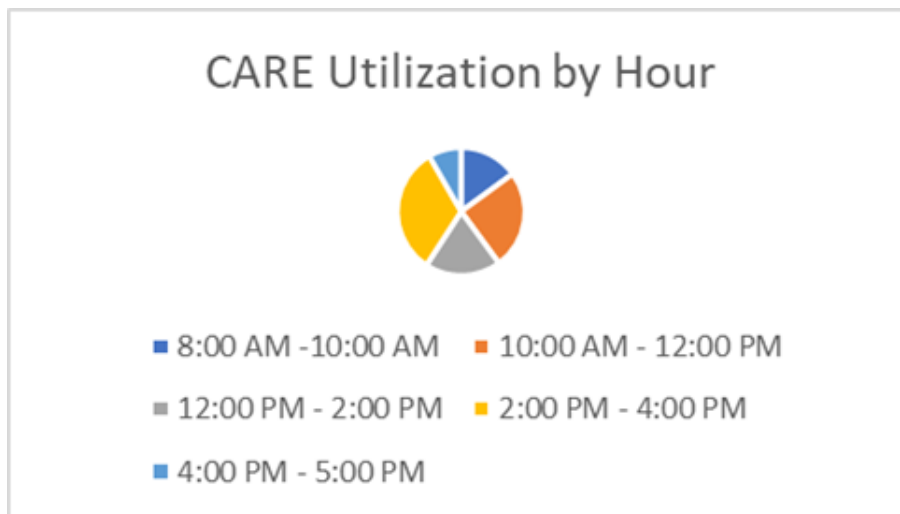
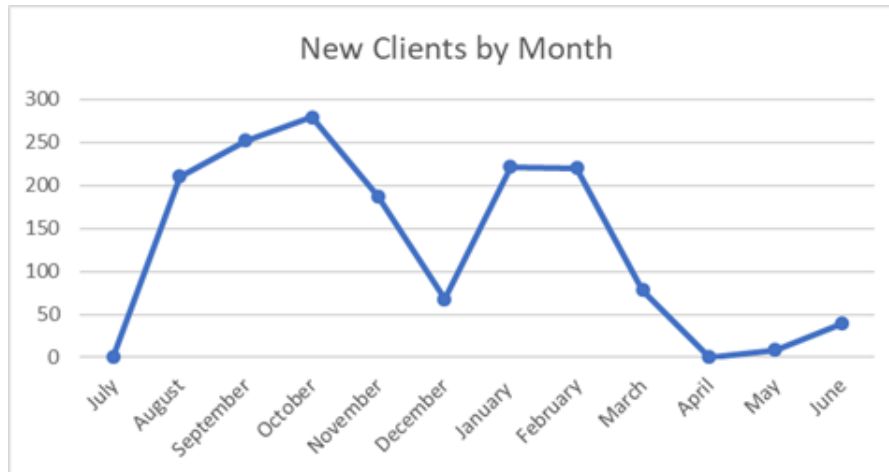
The following chart shows clinical services data for the 2019-2020 academic year. The total number of new clients seen was 1,564. The chart also highlights additional categories of clinical service provided:

Clinical Services	2019-2020
New Clients	1564
Total CARE Assessments	1491
Follow Up	181
Case Management	26
Brief Contact	121
Crisis Intervention	12

Hospitalizations (Involuntary)	2
Hospitalizations (voluntary)	0
Hours Attended	910.75
Average Sessions per Client	1.22

Most Frequently Assessed Concerns	Anxiety (62%)
	Depression (48%)
	Stress Management (48%)
	Motivation/Procrastination (41%)
	Concentration Problems (37%)
	Sleeping Problems (28%)
	Academic Performance (27%)
	Test Anxiety (22%)
	Perfectionism (22%)
Irritability/Anger (17%)	

New Clients by Month	
July	0
August	210
September	252
October	279
November	187
December	68
January	221
February	220
March	78
April	0
May	9
June	39



CARE referred students to a number of on and off-campus resources and services. As is shown below, off-campus counseling services were the top referral at 25.3%, followed by Informal Recreation in the CRC, on-campus counseling services (GTCC), and GTCC life skills workshops. 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	25.3
Informal Recreation	17.65
On-Campus Counseling Services	16.08
Lifeskills Workshops	12.65
C2D2 Services	9.21

On-Campus Psychiatric Treatment	6.98
Academic Coaching	5.9
Campus Emergency Services	5.6
Health Initiatives Wellness Coaching	5.24
Nutritionist	5.06

In the fall of 2019, Georgia Tech students who received services at CARE from November 8 -December 13, 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 123 student respondents to this survey.

Key Findings

- Overall, how satisfied were you with the services you have received at CARE?
 - 98% Satisfied or Extremely Satisfied
- How satisfied were you with your CARE Assessment and the referrals provided?
 - 94% Satisfied or Extremely Satisfied
- How satisfied were you with the clinician who conducted your CARE assessment?
 - 98% Satisfied or Extremely Satisfied
- How satisfied were you that the CARE clinician understood the nature of your concerns?
 - 94% Satisfied or Extremely Satisfied
- How satisfied were you that your CARE clinician respected your culture and identity (e.g., ethnicity, gender, sexual orientation, religion, nationality, ability status, etc.)?
 - 98% Satisfied or Extremely Satisfied
- How satisfied were you with the assistance of the Front Desk staff?
 - 97% Satisfied or Extremely Satisfied
- What is the likelihood that you would recommend CARE services to a friend?
 - 92% Likely or Very Likely
- Here is a sample of client comments which reflect positive experiences as well as opportunities for growth:
 - *I appreciate the genuine care and concern you guys expressed for me and the other students I saw in the office.*
 - *I feel so much better after having someone who's professionally trained listen to my problems and give me guidance:)*
 - *I felt like I was being listened to and that made me feel good.*
 - *I really appreciated the calm atmosphere.*
 - *I was not a fan of the intake survey.*
 - *I was not expecting to be seen immediately and this was a great improvement from last year. Also appreciate the extended hours.*
 - *It just took a long time, but I suppose it's understandable given the time of year.*

- *Lots of paperwork but otherwise good service.*
- *So, so helpful. I'm very glad I finally came. Everything from the front desk staff to my intake assessor was brilliant and helpful. This resource is incredible, thank you.*
- *The CARE clinicians are very friendly and thorough.*
- *The people are incredibly kind and inviting and humble which makes it easy to be upfront and vulnerable with them.*

Progress:

Completed

VI. Service to the Institute

Staff Service:

Tameka Collins, M.S., LAPC, Clinical Case Manager I

- Presenter, Housing and Residence Life Student Staff Training, January 2020
- Presenter, GT Academic Advisors Network (GTAAN), January 2020
- Volunteer for Parent's Weekend 2019
- Volunteer, Send Silence Packing Suicide Awareness Event, November 2019.
- Volunteer for Department of Disability Services, Final Exam Proctor
- Division of Student Life Fun Event Committee, February 2020

Tiffany M. Hughes-Troutman, Ph.D., Licensed Psychologist, Director

Professional Service

- Institute Strategic Planning, Cultivate Well-Being Theme, Lead
- Health and Well-Being Advisory Council, Member
- Racial Injustice Sexual Violence Collective, Member
- Sexual Violence Prevention Alliance (SVPA), Member
- CARE Clinical Case Manager I Search Committee, Chair
- CARE Administrative Professional III Search Committee, Chair
- Panelist, SLS-CETL conversation "Stepping Up: How Might the Current Climate Affect our Teaching?" (June, 2020)
- Speaker, Scheller College of Business forum: "Five Ways Higher Education Institutions Can Fight the Effects of Racial Inequality" (July, 2020)
- Conversation Facilitator, College of Sciences: "Supporting Faculty and Staff due to the Stress of the Pandemic" (May, 2020)
- Conversation Facilitator, College of Sciences: "Processing Recent Events of Racial Injustice" (June, 2020)
- Presenter, College of Computing, Mental Health Series, (Instructor Peace), October 2019
- Presenter, CHEM 8002 Class (Professors Marder and Pollet), February 2020
- Parents Weekend 2019 Volunteer
- Disability Services Proctor, 2019

- QPR Gatekeeper Master Trainer

Award and Honors

- Institute Diversity Faces of Inclusive Excellence Honoree
- Inclusive Leaders Academy
- Institute Staff Award: Creating the Next Award for the Creation of the CARE Team (team award that Dr. Hughes-Troutman received with other colleagues)

Ariyanna White, LMSW, Clinical Case Manager I

- Presenter, “Personal and Organizational Resilience: Overcoming Chronic Stressors and Acute Shock Events” Course
- Student Ambassador Program Development
- Mental Health and Well-being Presentation Committee

CD Wright, M.A., LPC, Clinical Case Manager I

- Wellbeing Activator for CARE
- Student Life Events Committee
- Volunteer for Parents Weekend (Fall 2019)

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Tameka Collins, LAPC, Clinical Case Manager I

Professional memberships:

- Licensed Associate Professional Counselor (LAPC) Georgia
- Nationally Certified Counselor (NCC) through National Board of Certified Counselors (NBCC)
- Member of Licensed Professional Counseling Association (LPCA) of Georgia

Continuing Education (CEU) and Trainings:

- Title IX Training October 2019 - Georgia Tech
- 2019- “Acts of Omission: An Overview of Child Neglect”- 1.0 CEU- Free State Social Work, LLC
- 2019- “Cognitive Behavioral Therapy”- 2.0 CEU- All CEUs

- 2020- “Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competence; Documentation- Segment #1”- 2.0 CEUs- American Psychological Association
- 2020- “Telepsychology Best Practices 101: About the Tech... Video, Email, Text Messaging & Apps- Segment # 2”- 2.0 CEUs- American Psychological Association
- 2020- “Telepsychology Best Practices 101: Legal, Regulatory & Ethical Rules of the Road- Segment # 3”- 2.0 CEUs- American Psychological Association
- 2020- “Telehealth for Mental Health Professionals: 2 –Day Distance Therapy Training” - 12.5 CEU- PESI
- 2020- “DSM-5 Differential Diagnosis for Clients with Trauma: Four Steps to Accurate Diagnosis”- 1.0 CEU- PESI
- 2020- “CBT for Anxiety”- 1.0 CEU- PESI
- 2020- “The Top One-Minute Mindfulness Strategies to Use in Your Practice”- 1.5 CEU- PESI
- 2020- “The New Rules of Love”- 1.0 CEU- PESI
- 2020- “Ethics Pitfalls and NonMalfeasance”- 3 CEUS- AllCEUs
- 2020- “Ethics and Boundary Issues”- 5 CEUs- CE4Less
- 2020- “Telehealth Treatment of Addictive Behavior with Janina Fisher, PhD”- 2.0 CEUs- PESI

Tiffany M. Hughes-Troutman, Ph.D., Licensed Psychologist, Director

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

Meetings/Conferences Attended:

- NASPA Strategies Conferences 2020, January 2020, New Orleans, Louisiana
- Georgia Psychological Association 2020 Virtual Meeting, Atlanta, Georgia

Professional Presentations:

- Hughes-Troutman, T., Bradley, C., Croft, S., & Stein, J. (2020, January) GT CARE: An Innovative & Collaborative Model for Mental Health Access. NASPA Strategies 2020 Conferences. New Orleans, Louisiana
- Hughes-Troutman, T. (2020, May). GT CARE: Innovations in Collegiate Mental Health. Georgia Psychological Association (GPA) 2020 Virtual Meeting

Continuing Education and Trainings:

- Title IX Training (Georgia Tech), October 2019

- “Telepsychology Best Practices 101: About the Technology...”- 2.0 CEUs- American Psychological Association
- “Telepsychology Best Practices 101: Legal, Regulatory, and Ethical Rules...”- 2.0 CEUs- American Psychological Association
- “Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competencies and Documentation...”- 2.0 CEUs- American Psychological Association
- “Maximizing Behavioral Health Professionals’ Effectiveness at Building Resilience During the COVID-19 Pandemic.”
- “Using Virtual Reality to Treat PTSD and Anxiety Disorders” (Keynote, GPA Virtual Annual Meeting)
- “Marijuana and THC: Deconditioning, Educating and Treating Patients and Clients; Ethical Considerations for Psychologists” (GPA Virtual Annual Meeting)
- “Psychologists’ Role in Assessing and Treating Sleep Disorders” (GPA Virtual Annual Meeting)
- “Putting the Brain Back in the Body: A Call for Integrating Physical and Mental Health” (GPA Virtual Annual Meeting)
- “Social Media and Clinical Practice: Integration and Ethical Considerations” (GPA Virtual Annual Meeting)
- “The Ethics of Telemental Health” (GPA Virtual Annual Meeting)
- “Multicultural Supervision: Frameworks, Techniques, and Challenges” (GPA Virtual Annual Meeting)
- “Level Up: Building Family, School, & Community Systems’ Strategies to Protect Black Youth from Racial Stress and Trauma” (GPA Virtual Annual Meeting)

Adam Rodriguez, LPC

Professional memberships:

- American Counseling Association member

Meetings/Conferences Attended:

- Attended Safe Space Training hosted by the LGBTQIA Resource Center.
- Attended the Anxiety Related Disorders During COVID-19 5-part Series webinar (PTSD, Panic Disorders, Generalized Anxiety Disorder, Eating Disorders, OCD) Sponsored by the Cognitive Behavioral Institute.
- Attended the Treating Anxiety Disorders in a Pandemic conference sponsored by the Cognitive Behavioral institute.
- Attended conference Webinar on Structured Flexibility: Treating Trauma During the COVID-19 Pandemic sponsored by Tapestry.
- Attended and participated in Maximizing Behavioral Health Professionals’ Effectiveness at Building Resilience During the Covid-19 Pandemic sponsored by the Georgia Psychological Association.

Continuing Education (CE) 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.
- CE credit for Developing Competencies in Working with LBGTQI+ Communities: Awareness, Knowledge, Skills, and Action. Sponsored by the American Counseling Association.
- CE credit for Expanding Perspective: Systemic Approaches to College Students Experiencing Depression. Sponsored by the American Counseling Association.
- CE credit for COVID-19 and Telebehavioral Health: Ethical Considerations During a Public Health Emergency. Sponsored by the American Counseling Association.

Ariyanna White, LMSW, Clinical Case Manager I

Professional memberships:

- HECMA (Higher Education Case Managers Association)
- GSCSW (The Georgia Society for Clinical social Work)

Professional Presentations:

- Black Women's Career Panel at Spelman College

Meetings/Conferences Attended:

- Trauma-Related Disorders and the COVID-19 Pandemic, Cognitive Behavior Institute
- Disentangling Language, Cognition, and Distress Using ACT, Pyramid Healthcare
- Structuring Flexibility: Treating Trauma during the COVID 19 Pandemic, Pyramid Healthcare
- Supporting a Healthy Campus, Active Minds
- Building Resilience During Challenging Times, GA Tech Professional Development
- Be Body Positive Facilitator Training, Be Body Positive
- Conflict Management: An Exercise in Enriching Relationships, GA Tech Professional Development
- Giving and Receiving Feedback, GA Tech Professional Development

- Mental Health Support for International and Study Abroad Students, JED Foundation
- Struggling to be Proud and Thriving: Supporting the Well-being and Mental Health of LGBTQ+ College Students, JED Foundation

Continuing Education and Trainings:

- Telepsychology Best Practices 101, APA
- Ethics and Boundary Issues, CE4less
- Crisis Prevention, Intervention and Support, GSCSW
- Cultivating Happiness and Joy, GSCSW
- Conversations on Death and Dying, GSCSW
- Let's Talk about Sex: An Overview of Sex Therapy, GSCSW
- Creative Treatment Approaches for Social Anxiety Epidemic, GSCSW
- Clinical Work with the Transgender Population, GSCSW
- Men and Masculinity: Clinical Applications, GSCSW
- NASW Tele-Mental Health Course, NASW (National Association of Social Workers)

CD Wright, LPC, Clinical Case Manager I

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:

- 03-24-20: "Telepsychology Best Practices 101: About the Technology..."- 2.0 CEUs- American Psychological Association
- 03-25-20: "Telepsychology Best Practices 101: Legal, Regulatory, and Ethical Rules..."- 2.0 CEUs- American Psychological Association
- 03-26-20: "Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competencies and Documentation..."- 2.0 CEUs- American Psychological Association
- 03-27-20: "Telepsychology Best Practices 101: Marketing Professional Services Online..."- 2.0 CEUs- American Psychological Association
- 04-01/02-20: "Telehealth for Mental Health Professionals: 2 Day Distance Therapy Training"- 12.5 hours CEUs- PESI
- 04-02-20: "Telehealth for Mental Health Professionals: Ethics"- 2.0 CEUs- PESI
- 04-21-20: "Trauma Related Disorders and the COVID-19 Pandemic"- 1.0 CEU- Cognitive Behavior Institute
- 04-24-20: "Counselor Self-Care"- 1.0 CEU- American Counseling Association

- 04-24-20: “Risk Management: Malpractice Cases and Claims Against Professional Counselors”- 1.0 CEU- American Counseling Association
- 04-29-20: “Expanding Perspectives: Systemic Approaches to College Students Experiencing Depression”- 1.0 CEU- American Counseling Association
- 05-01-20: “Structured Flexibility: Treating Trauma During the COVID-19 Pandemic”- 1.0 CEU- Tapestry/Pyramid Healthcare
- 05-05-20: “Establishing Personal and Professional Boundaries”- 1.0 CEU- American Counseling Association
- 05-04-20: “Managing ADHD in School: The Best Evidence-Based Methods”- 1.0 CEU- PESI
- 05-11-20: “Disentangling Language, Cognition, and Distress Using ACT”- 1.0 CEU- October Road/Pyramid Healthcare
- 05-13-20: “Tele-Mental Health Documentation and Medical Necessity”- 1.0 CEU- PESI
- 05-15-20: “Maximizing Behavioral Health Professionals’ Effectiveness at Building Resilience During the COVID-19 Pandemic” workshop- 3.0 CEUs- Georgia Psychological Association
- 05-20-20: “Assessment and Intervention with Suicidal Clients”- 1.0 CEU- American Counseling Association
- 05-22-20: “Anxiety Related Disorders During COVID-19: Part 1-PTSD”- 1.0 CEU- Cognitive Behavior Institute
- 05-29-20: “Anxiety Related Disorders During COVID-19: Part 2-Panic Disorder”- 1.0 CEU- Cognitive Behavior Institute
- 06-01-20: “Anxiety Related Disorders During COVID-19: Part 3- Generalized Anxiety Disorder”- 1.0 CEU- Cognitive Behavior Institute
- 06-01-20: “Ethics: Foundations and Considerations with Telehealth”- 1.0 CEU- Medco
- 06-05-20: “Anxiety Related Disorders During COVID-19: Part 4- Obsessive Compulsive Disorder”- 1.0 CEU- Cognitive Behavior Institute
- 06-11-20: “Anxiety Related Disorders During COVID-19: Part 5-Phobias”- 1.0 CEU- Cognitive Behavior Institute
- 06-18-20: “Ten Ways to Intentionally Use Group Work to Transform Hate and Enhance Community Building”- 1.0 CEU- American Counseling Association
- 06-25-20: “Screening, Brief Intervention and Referral to Treatment for Substance Misuse”- 1.0 CEU- American Counseling Association
- 07-02-20- “Telehealth Treatment for Addictive Behavior”- 2.0 CEUs- PESI

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

We will be closely following recommendations from the Centers for Disease Control (CDC) and the Georgia Department of Health to practice social distancing, provide health education to our clients, and practice effective workplace hygiene as protection from contracting and spreading Covid-19. Therefore, the following temporary changes will be in effect:

- CARE is shifting from a walk-in model to an appointment-based model due to Covid-19 and the need to carefully control client traffic and flow.
- CARE will be offering telebehavioral health assessments for students. We will follow strict criteria that identifies which students will need an in-person appointment.
- CARE services are available during the office hours of Monday, Wednesday, Thursday and Friday 8:00 AM – 12:00 PM and 1:00 PM – 4:00 PM and Tuesday 9:00 AM – 12:00 PM and 1:00 PM - 4:00 PM. To access CARE services, please call 404-894-3498 and you will be provided further instructions.
- Students located within the state of Georgia will be assigned to a counselor for an assessment. The counselor will reach out by email to provide further instructions and your initial paperwork.
- Students located outside the state of Georgia will be assigned to a counselor and will receive a brief consultation and be provided with referrals to local community resources. Due to licensing restrictions our scope of services only includes students currently located in the state of Georgia.
- Students are encouraged to practice good hygiene, to stay at home if they are sick, to avoid close contact with people who are sick, and to practice social distancing.
- Clients and visitors will be asked to wear a mask and answer health screening questions being served.
- After business hours, clients can continue to reach a counselor at any time via phone by calling our main number at (404) 894-3498 and selecting option 1 to speak with the after-hours counselor.

Progress:
Completed

Health Initiatives

I. Mission/Introduction

Essential Function(s) of department:

About

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

Mission

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

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

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

- Supervise staff, manage and coordinate budget process, HR processes, policies and programs.

Lauren Dennis, Administrative Professional 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
- Hires, trains, and supervises front desk student assistant staff

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

- New team member who joined in October 2019
- Responsible for upstream, innovative and relevant programs, services and initiatives to combat top health impediments to student and employee success for the diverse Georgia Tech community
- Develops, implements, and analyzes periodic student health surveys that (1) provide baseline and follow-up health and well-being data, (2) identify program needs and priorities, (3) evaluate the effectiveness of programs and services, and (4) track trends in student health status and behavior.
- Collaborates with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health and well-being for students

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

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

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

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

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 collaborates with campus partners on VOICE-related programming and workshops

New Staff:

Patrick Gordon, Health Educator

- Joined the HI team in October 2019
- Formerly served as Assistant Director of Health Promotion at Carlton College in Northfield, MN

- 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

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not applicable

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 was a key campus partner in carrying out the work of the Path Forward Together initiative and was charged with the responsibility of several objectives (e.g. peer education strategies, new technologies, etc.).
- Health Initiatives continues to provide opportunities for the campus community to support and promote health and well-being.
 - Presented during undergraduate and graduate student orientation trainings. Also, topic-specific presentations were provided to academic schools, and Health Initiatives participated in the graduate student picnic, served during the Graduate Expo, and volunteered during Graduate Student Appreciation Week.

- Health Initiatives and the Counseling Center co-sponsored Georgia Tech's annual Fresh Check Day, an uplifting mental health promotion and suicide prevention event from the Jordan Porco Foundation that includes interactive expo booths, peer-to-peer messaging and the support of multiple campus departments and student groups.
- Awarded a \$10,000 grant to promote alcohol prevention and highway safety education and resources to Georgia Tech students. In addition, the VOICE team was awarded a Victims of Crime Act (VOCA) grant for \$18,950 to provide emergency funds and support for survivors of sexual violence.
- Support students', faculty and staff health and well-being by providing workshops, presentations and wellness fairs to the Georgia Tech community.
- Health Initiatives is in year two of these three new programs and services:
 - Healthy Jacket Peer Education - The Healthy Jacket Peer Educators are student leaders who serve as healthy lifestyle role models to their peers. They are extensively trained volunteers who give presentations on a variety of health topics, design and implement health programs for students and collaborate with campus partners to create a healthy community
 - Wellness Coaching - Students meet with professional health coach to optimize their health and well-being through goal-setting, forward-thinking, reflection, and self-discovery.
 - Everfi Transit Financial Wellness – an online course designed to provide students with the skills to understand their finances and successfully transition in and out of the college experience.

Progress:
Completed

V. Statistics

Unit Statistics:

- Direct Programming (lifestyle enhancement programs, presentations, special events and outreach)
 - 30 Nutrition programs offered, 5,090 students and employees engaged
 - 153 Health Education programs offered, 1,785 students and employees engaged
 - 53 VOICE programs offered, 459 students and employees engaged
 - 206 programs offered in total, 7,334 students and employees engaged
- Indirect Programming (Certified Healthy, Wellbeing Activators, Social Media Engagement)
 - 12 Nutrition programs offered, 1,912 students and employees engaged
 - 2 Health Education programs offered, 1,623 students and employees engaged

- 4 VOICE programs offered, 3,132 students and employees engaged
- 18 indirect programs offered in total, 6,697 students and employees engaged
- Individual direct services
 - VOICE Advocates supported 152 victim-survivors
 - Nutrition counseling served 346 unique students via 607 nutrition counseling appointments
 - Wellness Coaching supported 35 unique student clients in 100 appointments in the first year of this new support services
- 6,507 undergraduate and graduate students engaged in online programs (AlcoholEdu, Sexual Assault Prevention, Transit Financial Wellness)
- Peer Education
 - 20 VOICE Peer Educators
 - 16 Healthy Jacket Peer Educators

Attached NCHA Executive Summary and Data report PDFs (too long to insert).

Progress:

Completed

VI. Service to the Institute

Staff Service:

Joi Alexander, Director

- COVID-19 Recovery Task Force
- Resilience ERG Leadership Team
- Body Positive GT Facilitator
- Culture of Respect Leadership Team
- Sexual Violence Prevention Alliance Member
- Question Persuade Refer (QPR) Instructor
- Mini-Mester Instructor-Resilience Course

Lauren Dennis, Administrative Professional Sr.

- GT COVID-19 Contact Tracing Team
- Domestic Violence Awareness Month Planning Committee
- GRIOT ERG (African Heritage Employee Resource Group)
- Health Initiatives' Web Content Editor
- LGBTQIA Center Liaison
- Sexual Violence Prevention Alliance

Jennifer Gagen, VOICE Advocate

- Atlanta Campus Coalition

- Body Positive GT Facilitator
- GT COVID-19 Contact Tracing Team
- Culture of Respect Campus Leadership Team, Co-Lead
- Hazing Prevention Coalition
- Fulton County Family Violence Task Force
- LiveSAFE Resources Tri- County Sexual Assault Response Team
- Sexual Violence Prevention Alliance Co-Chair

Patrick Gordon, Health Educator

- Alcohol & Other Drugs Committee
- GT COVID-19 Contact Tracing Team
- Division of Student Life Professional Development Working Group
- Student Life Winter Celebration Planning Committee

Amber Johnson, Nutritionist

- GT COVID-19 Contact Tracing Team
- Georgia Tech Eating Disorder Treatment Team
- Health Initiatives' Web Content Editor
- The Body Positive GT Facilitator
- Co-led GT Dietetic Intern program

Sarah Morales, Health Educator

- GT COVID-19 Contact Tracing Team
- Alcohol & Other Drugs Committee Co-Chair
- Infection Prevention & Control Committee
- The Body Positive GT Facilitator

Amanda Planchard, VOICE Advocate

- Atlanta Campus Coalition
- Culture of Respect Campus Leadership Team Co-Lead
- Fulton County Family Violence Task Force
- LiveSAFE Resources Tri-County Sexual Assault Response Team
- Sexual Violence Prevention Alliance
- Student's Temporary Assistance and Resources (STAR) Housing Committee
- Students of Concern

Leah Roper, Nutritionist

- Community Market Steering Committee
- GT COVID-19 Contact Tracing Team
- Georgia Tech Eating Disorder Treatment Team
- The Body Positive GT Coordinator

- Co-led GT Dietetic Intern program

Deontez Wimbley, Health Educator - Sexual Violence Committee

- Atlanta Campus Coalition
- GT COVID-19 Contact Tracing Team
- Culture of Respect Campus Leadership Team Co-Lead
- Sexual Violence Prevention Committee Co-Chair

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Joi Alexander, Director

- The Body Positive Facilitator Training
- Johns Hopkins COVID-19 Coursera Contact Tracing Course

Lauren Dennis, Administrative Professional Sr.

- Virtual Campus Prevention Network (CPN) Summit 2020
- The Body Positive Facilitator Training
- LGBTQIA Resource Center Level Up I
- Johns Hopkins COVID-19 Coursera Contact Tracing certificate
- Social Justice as a Value in Clinical Work Webinar

Jennifer Gagen, VOICE Advocate

- Fulton County Family Violence Task Force May Meeting Presentation
- LGBTQIA Resource Center's Level Up 1 & 2 – recognized at Lavender Graduation
- Johns Hopkins COVID-19 Coursera Contact Tracing Course
- The Body Positive Facilitator Training

Patrick Gordon, Health Educator

- UNC Greensboro Health Coach Certificate
- Safe Space Training
- Level Up Allyship Training
- Health Coach Certificate Training

- Webinar – Racism: The Ultimate Underlying Condition, AHPA (American Public Health Association)
- Johns Hopkins COVID-19 Coursera Contact Tracing Course
- The Body Positive Facilitator Training

Amber Johnson, Nutritionist

- Food and Nutrition Conference and Expo (FNCE)
- Participant in WLPD's ASPIRE program (Workplace Learning and Professional Development)
- Mentor in WLPD's MentorTech program
- Food Forward conference
- The Body Positive Facilitator Training
- Johns Hopkins COVID-19 Coursera Contact Tracing Course
- Principles and Practice of CBT-I: Cognitive Behavioral Therapy for Insomnia Certification

Sarah Morales, Health Educator

- ACHA - Member at Large, Health Promotion Section
 - Program Planning Committee
 - Member Development Committee
- Johns Hopkins COVID-19 Coursera Contact Tracing Course
- Virtual Campus Prevention Network (CPN) Summit 2020
- The Body Positive Curriculum Facilitator Training
- Presented at the Healthy Campus Summit – “Mindfulness and the College Student”

Amanda Planchard, VOICE Advocate

- The Body Positive Curriculum Facilitator Training
- Johns Hopkins University Coursera Contact Tracing Course
- Georgia Victim Assistance Academy Training for Victim-Survivor Advocates on Being a Domestic Violence Subject Matter Expert, October 2019 (Presentation)
- Prosecuting Attorneys Council of Georgia 2020 Virtual Summer Conference Presentation on Domestic Violence, the Cycle of Violence, Battered Person Syndrome, and Trauma Bonding/Stockholm Syndrome, July 2020 (Presentation)
- LGBTQIA Resource Center's Level Up 2

Leah Roper, Nutritionist

- Food & Nutrition Conference & Expo (FNCE) Conference
- Virtual Partnership for a Healthier America (PHA): Accelerating a Healthier Future Conference
- The Body Positive Facilitator Training
- Participant in WLPD's ASPIRE program

- Food Forward Conference
- Johns Hopkins COVID-19 Coursera Contact Tracing Course

Deontez Wimbley, Health Educator - Sexual Violence Prevention

- NASPA (National Association of Student Personnel Administrators) Strategies Conference January 16-18, 2020
- NOVA (National Organization for Victim Assistance) Campus Advocacy Training
- The Body Positive Curriculum Facilitator Training
- Johns Hopkins COVID-19 Contact Tracing certificate

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Health Initiatives continues to provide new and innovative programming, educational trainings and outreach to Georgia Tech students, faculty and staff to promote their overall health and well-being. We utilize data and best practices to determine the priorities and to provide credible resources to the Georgia Tech community. Topics that have taken precedent this school year are related to stress/time management, financial wellness, mindfulness, self-care, body image and social connectedness as well as education on help-seeking and resource navigation.

Based upon the importance of mental health, Health Initiatives received funding through Joint Allocation Committee (JAC) for two new initiatives to support mental well-being for students.

Yellow Jacket Art Workshops: Health Initiatives partnered with Campus Recreation and Paper & Clay to provide monthly workshops to support mental wellbeing for students. Based upon national data that highlights stress and anxiety are the top two academic impediments, these workshops provide space to allow students to learn the benefits of art as a healthy stress reliever activity. The program rolled out in Fall 2019 and continued until Spring 2020.

Body Positive Curriculum: Health Initiatives Dietitians applied and received funding to purchase a national curriculum focused on body positivity for the Georgia Tech community. Students, faculty and staff have been trained as facilitators and the curriculum will roll out in Fall 2020.

Taking into account the 2014 and 2017 white papers about sexual violence at Georgia Tech coupled with our own data related to the victim-survivor advocacy, VOICE presented and successfully received funding through JAC for two new initiatives that were rolled out in 2018-2019 and continue to be implemented this year as well.

Men Stopping Violence Curriculum Implementation: a team of key campus partners have been trained to facilitate a two-hour program to men identified students throughout campus. The program rolled out in Fall 2019 and is designed to give men identified students the resources, confidence, and skills to effectively join into the work of ending sexual violence.

Culture of Respect Collective: Georgia Tech applied and received acceptance into the Fall 2019 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.

These are all great examples of how Health Initiatives has contributed to the Institute and provided data driven and best practice programs and services to support the Georgia Tech community.

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:

ONE USG HCM: is a system wide initiative to develop and implement a consistent approach to policies, procedures and technology solutions that benefits the University System of Georgia (USG), in an effort to support the Chancellor's strategic imperative of accountability, efficiency and innovation.

CRITICAL HIRE JUSTIFICATION: A critical hire is a position the Institute must fill in order to:

- Maintain student success
- Patient/Life safety
- Successfully meet required compliance and accreditation standards
- Support areas of critical need, like OneUSG and Comprehensive Administrative Review (CAR) Action Plans
- Effectively mitigate risk (legal, financial, data integrity, academic standards).

What type of policy?:

Institute Policy/Procedure

Justification:**CRITICAL HIRE JUSTIFICATION:**

In December 2019, Governor Kemp asked all state agencies to think strategically about how to improve business processes by

- Eliminating duplication
- Better utilizing technology, or other methods of efficiency, to include thinking strategically about workforce needs
- How to best leverage existing positions and personal services funding

Additionally, the Governor's Office of Planning and Budget (OPB) asked all state agencies to institute a strategic hire (critical hire) approval process. (*USG FAQ Guide, 12/31/19*)

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:

- Lead the hiring and onboarding for 39 new staff members in Student Life. Also lead the hiring efforts of 324 student employees, 42 FWS Students, 9 Tech Temps and 87 Affiliates
- Lead the HR, reorganization and staffing efforts for the newly created CARE Center. The CARE Center serves as the first point of contact for students seeking mental health services on campus
- Served on the HTC (HCM (Human Capital Management) Transformation Committee) for the OneUSG implementation
- Served as a "Lead Change Agent" for the Division of Student Life on the OneUSG implementation
- Hired temporary Part Time HR Coordinator to assist with student hiring and student employees
- Served as a committee member in collaboration with Workplace Learning and Professional Development (WPLD) on the Institute Onboarding toolkit

Progress:
Completed

V. Statistics

Unit Statistics:

- From 07/01/2019 - 06/30/2020, the Division of Student Life 39 new staff members, 324 student employees, 42 Federal Work Study Students, 9 Tech Temps and 87 Affiliates
- Provided consultation to all staff during Covid-19 regarding leave options, Americans with Disabilities Act (ADA) Accommodations and flexible work options
- Workforce Planning= 7 Promotions and Job Reclassifications; 5 temporary pay increases. Provided consultation on 2 department reorganizations (current) and 1 new department GT CARE (completed)
- Consulted with all Supervisors on Performance Management and Goal Setting. Reviewed Performance Evaluations for consistency and best practices
- Counseled managers on best practices, employee issues and rule violations. Collaborated with Performance Consultants and Legal Affairs when major rule violations occurred.
- Counseled employees on Benefits options during Open Enrollment

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

- Served as a member on the HTC (HCM Transformation Committee) for the OneUSG HCM implementation
- Served as a "Lead Change Agent" for the OneUSG HCM implementation
- Served as a committee for the "Institute Onboarding Toolkit", which was lead by the Workplace Learning and Development team
- Served on the GT CARE Implementation Committee

Progress:
Completed

VII. Professional Development

Staff Professional Development:

- OneUSG HCM- attended approximately 15 training courses
- Georgia Tech Organizational Effectiveness Conference
- Georgia Tech Annual Title IX Conference
- 11th Annual Diversity Symposium
- Clifton Strengths
- SHRM (Society for Human Resource Management)- Return to Work
- Professional in Human Resource (PHR/SPHR) Certification Prep Course

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 (Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual) 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:

Camilla Brewer, Coordinator (May 2018 - present)

Camilla Brewer joined the team in May 2018 as the Center's first coordinator. Her responsibilities include student programming (Q Chats, 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 assisted with the hiring and training of the student assistant team and temporary program coordinator. Camilla served as Whitney's supervisor for the year. Camilla and Whitney co-supervised the student assistants.

New Staff:

Tegra Myanna, Director (May 2020 – present)

Tegra Myanna joined the team in May 2020 as the Center's newest Director. 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 and Tegra will co-supervises student staff, collaborate on trainings and events/programming as determined by staff.

Whitney McClain, Temporary Coordinator (August 2019- May 2020)

Whitney McClain joined the LGBTQIA Resource Center team in August 2019 as a temporary program coordinator. Whitney aided the Resource Center as they searched for a new center director. Whitney assisted Camilla with maintaining the centers programming from the previous year to include Q-Chats, Reading Rainbows, Level-up and Co-Facilitating Safe Space and Trans 101. Whitney was a presenter for the centers reading Whitney assisted with the hiring and training of the student assistant team. Whitney helped manage the Center's newsletter and social media. Whitney created the student assistant schedules for the spring 2020 semester and co-supervised them alongside her supervisor Camilla Brewer.

Student Assistants

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

- Hyatt Bao
- Connor Mikell

- Haley Stokes
- Miranda Munoz (Fall only)
- Olivia Murk Caya (Fall only)
- Sarah Coltrain (Spring only)
- Victoria Kraj (Spring only)

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable.

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

New Director

The LGBTQIA Resource Center hired a new Director in the Spring of 2020. They joined Georgia Tech on May 11, 2020 from Macalester College.

Operate Remotely

Center staff were able to work together to identify ways in which to close out the year remotely. We hosted a successful Lavender Awards Ceremony through Facebook Live which had over 100 participants while live, and 550 views as of June 23rd. We saw engagement from students, faculty, staff and alumni.

Major Gifts

Glenn B. Greathouse is establishing a new endowment fund entitled the Glenn B. Greathouse Endowment fund. Initially he will be funding the fund at \$25K, a pledge he hopes to complete in 2021, markets depending. Additionally, he has put in place an estate provision which will fund the endowment at a greater level.

Progress:
Completed

V. Statistics

Unit Statistics:

Allyship Trainings

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

Training	Training Offered	Total participants
Safe Space	8	126
Trans 101	5	73
Safe Space: Peer Education	3	26
Greek Allies	2	15

Additional Programming and Participation Highlights

- LGBTQIA Student Welcome Reception had 110 attendees
- Big Gay Brunch for OUT Week with had 77 attendees
- Honored 26 graduates at the Lavender Awards
- Level Up Graduates: 42 faculty & Staff

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Tegra Myanna, Director

- Member, Racial Injustice and Sexual Violence Working Group
- Leadership Team, PRIDE Employee Resource Group

Camilla Brewer, Coordinator

- Member, Division “Fun” Committee, September 2018 – present
- Member, Employee Engagement Leadership Council, April 2019 – present
- Advisor, Pride Alliance, May 2019 – May 2020

- Advisor, Alpha Sigma Phi Fraternity, May 2019 – May 2020
- 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 – May 2020
- Table Host, Fresh Check Day, September 2019
- Volunteer, Family Weekend registration materials, September 2019
- Member, Georgia Tech H.U.B. (Home. Unity. Belonging) with Parent & Family Programs, September 2019 – present
- Facilitator, Body Positive GT, February 2020 – present
- Participant, Gold Carpet Days, February 2020

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Tegra Myanna, Director

Role	Organization	Event	Title/topic of Talk/Presentation
Participant	Georgia Tech	Online Training	New Hire Learning and Compliance
Participant	Georgia Tech	Online Training	Absence Request in Employee Self Service (ESS)
Participant	Georgia Tech	Online Training	Introduction to ESS
Participant	Georgia Tech	Online Training	Introduction to Manager Self-Service (MSS)
Participant	Georgia Tech	Online Training	MSS: Time & Absence Transactions
Participant	Georgia Tech	Online Training	Managing Transactions and Approving in Workday
Participant	Georgia Tech	Online Training	Workday Overview and Basics

Camilla Brewer, Coordinator

Role	Organization	Event	Title/Topic of Talk/Presentation
Creator (co-created with Dani Lechner and Karen Yiu)	Nissan Foundation	Nissan Foundation Grant Proposal	The Equity Education Leadership Summit
Core Member for Awards and Scholarships	NASPA Gender & Sexuality Knowledge Community	NASPA 2020 Annual Conference	

		GSKC Awards Process	
Submission Reviewer and Committee Member	National Association of Student Personnel Administrators (NASPA)	2020 NASPA Excellence Awards	Award for Commuter Off-Campus Military-Connected Non-traditional and related
Presenter (co-presented with Dani Lechner)	Georgia Tech SGA Cultural and Diversity Affairs Committee (CDAC)	CDAC Conference 2019	"Mind the Gap: Incorporating Inclusive Practices into Our Organizations)
Presenter (co-presented with Quinn Foster)	NASPA	NASPA Multicultural Institute 2019	"Rising Up from Surviving to Thriving: A Resilience Skills-Building Program for LGBTQIA Students"
Participant and now a Culture Champion	Georgia Tech Staff Diversity, Inclusion, and Engagement	Inclusive Leaders Academy	
Accepted Presenter (would have co-presented with Quinn Foster and Dr. Kijua Saunders-McMurty)	NASPA	NASPA Annual Conference 2020 (cancelled)	"Deep Fried Liberation: Strategies for LGBTQIA Justice in Colleges and Universities in the U.S. South"
Accepted Presenter(would have co-presented with Quinn Foster)	NASPA	NASPA Annual Conference 2020 (cancelled)	"Rising Up from Surviving to Thriving: A Resilience Skills-Building Program for LGBTQIA Students"
Presenter (co-presented with Dani Lechner)	Georgia Tech Employee Engagement Leadership Council	TECHtimonials	"Carving Out a Space of Your Own: Georgia Tech Emerging Professionals"
Presenter (co-presented with various storytellers from across the USA and Canada)	National Storytelling Network	Connected: The National Storytelling Network Virtual Storytelling Conference and Festival	"Race, Class, Ambiguity: People of Color in the LGBTQIA+ Community"

Whitney McClain, Coordinator

Role	Organization	Event	Title/Topic of Talk/Presentation
Invited Trainer	Georgia Tech Office of International Education	Training	LGBTQIA Youth in Foster Care
Trainer	Georgia Tech LGBTQIA Resource Center	Reading Rainbows	LGBTQIA Youth in Foster Care

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

The Center continued to engage in assessment of all 5 allyship training programs, adjusting the curricula based on participant data. We added a way to organize sex, gender, and sexuality within our Safe Space program that provided a visual grouping of the terms we cover. Additionally, we created and began to distribute a handout for participants to follow along and take their own notes, as well as a Safe Space Digital Resource Guide for participants following the training. One of our assessment goals (the faculty needs assessment/focus group) was not accomplished, and we are moving this to the next academic year.

With the hire of a new director, Center staff is continuing where the previous director left off in conversations around our gender inclusive housing practice, gender inclusive bathrooms, and health services. We've also begun conversations with Athletics to discuss the participation of trans/nonbinary athletes in varsity athletics and athletic policy/practice. In the 2020-2021 academic year we plan to do an internal review and LGBTQIA Needs Assessment to determine priority items for the next strategic plan of the center.

Progress:
Complete

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 – Stephanie has been a part of the Office of the Dean of Students for 21 years and serves in various capacities. Her main responsibilities include creating and assessing programs, workshops, training, and outreach in the areas of social justice, multicultural competence, and diversity to assist in the Institute's goal of creating a more inclusive campus. In addition, she meets with students, serves in the office's on-call rotation, advises student groups, and serves on various Institute committees. Ray supervises the Inclusion, Advocacy, & Support Collective which includes the LGBTQIA Resource Center, the Office of Student Diversity Programs, the Veterans Resource Center, and the Women's Resource Center.

Karen Yiu – Karen joined the Office of Diversity Programs full-time June 2015 after serving as a graduate assistant for two years. She advises the Asian American Student Association, oversees the Diversity Ambassador program, and hosts the International Spouse group with the Women’s Resource Center and the Office of International Education. She also manages the Humans of Georgia Tech Tumblr account and the GT Diversity social media accounts. Yiu was promoted to Program Director and received an MBA from GT Spring 2020.

Jalen Rose – Jalen Rose is a graduate student pursuing his PhD in Biomedical Engineering. Julian’s role is to assist Karen Yiu with our social media campaign.

Kailani Tamisin is an undergraduate student that provides administrative support to Ray and Yiu.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

The Diversity Ambassador application process is conducted during the fall semester.

What type of policy?:
Departmental Policy/Procedure

Justification:

The change was created to enhance recruitment and to give additional time for training and education.

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:

- Office of Student Diversity staff advised the MLK (Martin Luther King) Student Board in planning, financing and implementing the 2020 MLK month events. Events included the MLK Student Celebration, the Commemorative Service at Ebenezer Baptist Church, at Clark Atlanta University, the King Center Salute to Greatness Awards, Building the Beloved Community: A Conversation with Student Leaders, and a workshop on student activism. In addition, the Student Board planned and funded a Civil Rights Trip to Memphis TN, but the trip was been postponed due to COVID-19.
- Launched 15 workshops and training opportunities for faculty, staff and student. The Office partnered with Student Engagement to incorporate them into the Gold Route.
- Participated in the University of Michigan's National Institute of Intergroup Dialogue with 4 Student Life Professionals. The Program on Intergroup Relations (IGR) offers seven different courses that are designed with special interests in social diversity and social justice. The courses utilize experiential pedagogy to analyze and understand social conflict, intergroup relations and issues of diversity and justice. The National Institute on Intergroup Dialogue is part of the core work of IGR and is specifically for institutions who wish to learn "The Michigan Model" of Intergroup Dialogue philosophy and techniques for the purpose of creating dialogue programs on their own campuses. Our goal is to implement parts of the model on our campus by Spring 2020. To date, we provided Housing and Residence Life with a 1/2 day training on Intergroup Dialogue and met with Ivan Allen Faculty to investigate piloting IGD into their curriculum.
- One Staff was nominated for GT1000 Instructor of the Year - Fall 2019
- One Staff planned a Social Impact Career Fair with an undergraduate student and Diversity Ambassador for April 10 - cancelled due to COVID-19. The Diversity Ambassador was also the recipient of the TECHcellence Award.
- Published office's inaugural newsletter in April 2020.
- Hired the new Director of the LGBTQIA Resource Center.

Progress:
Completed

V. Statistics

Unit Statistics:

Office of Student Diversity Programs Outreach 2019-2020

Programs	Attendance
Engagement Week Tabling	100
East Coast Asian American Student Union Conference	10
Taste of Africa	700
MLK: Lecture	300
MLK: Student Celebration	200
MLK: Salute to Greatness	5
MLK: Commemorative Service	10
Conversation with a Former Klansman	75
MLK: Event with Clark Atlanta	50
Out in Science, Technology, Engineering, and Math (oSTEM) Conference	5
Chaplain's Lunch with Dean Stein	75
MLK: Center for Human & Civil Rights	35
FASET Tabling	200
Diversity Ambassadors	8
GT 1000 (Inclusion Section)	16
Onyx Graduation	200
GT 1000 Resource Fair	25
Grad Expo	25
Total	2,044

Workshops	Attendance
Multicultural Competence101	15
5 Dysfunctions of a Team (2 Workshops)	30
Wendy Truran's LMC (Literature, Media, and Communications) Class	20
Rebecca LMC Class	20
MLK Activism Workshop	20
GT 1000 Inclusive Teaching	50
Storytelling Creation Workshops	75
Storytelling Crawls/Stories we Live By	200
Counseling Center Interns	5
GT 1000 (4 classes)	80
Micro-aggressions (2)	30
Black Graduate Student Association	50
Grad Pride Career Panel	30
Total	625

Trainings	Attendance
Welcoming Diversity in the Workplace (1)	30
Brown Eyes: Blue Eyes Linking Perception to Performance (2)	40
Housing Staff (Intergroup Dialogue)	50
Center for Education Integrating Science, Math, and Computing (CEISMC) Fall	50
Safe Space (1 training)	25
Housing Student Staff	300
Tour Guides	100
DeKalb County Library with Diversity Ambassadors	300
Conference Services Staff	50
Michigan Intergroup Dialogue	4
Chemical and Biomolecular Engineering (ChBE) Diversity/Self-Development	20
Diversity 101	5
Total	974

Office of Student Diversity Programs Outreach 2014 – 2020

2014-2015	2015-16	2016-17	2017-18	2018-19	2019-20
5766	5595	6631	5767	5260	3643

Office of Student Diversity Programs Social Media Campaign

Year	Twitter	Humans of GT	Instagram	International Spouse Group Facebook Members
2015-2016	374 Followers	361 Followers, 171 posts	503 Followers, 107 posts	142 Members
2016-2017	511 Followers	386 Followers 174 posts	879 Followers 198 posts	190 Members
2017-2018	617 Followers	405 Followers, 186 posts	970 Followers, 296 posts	213 Members
2018-2019	643 Followers	406 Followers 208 posts	1,185 Followers 343 posts	206 Members
2019-2020	677 Followers	406 Followers 232 posts	1,259 Followers 410 posts	209 Members

Domestic Partnerships Approved

FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY2020
11	14	19	12	11	8	4

50% of applicants were graduate students

0% of applicants were same sex couples

84 partnerships approved since 2010

Campus Chaplains Processed

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
41	41	23	40	45	38 Renewals 23 New

Progress:

Completed

VI. Service to the Institute

Staff Service:

Stephanie Ray, Associate Dean/Director

- Member, Georgia Tech Athletic Association Gender and Equity Committee
- Member, Transformative Narratives Steering Committee
- Co-Chair, Martin Luther King Campus Committee
- Advisor, Martin Luther King Student Board
- Advisor, Caterpillar's Promise
- Advisor, Collegiate Diabetes Network
- Advisor, G.I.F.T.E.D. Gospel Choir (God's Influence Flowing Through Every Disciple)
- Facilitator, Safe Space
- Volunteer, Family Weekend
- Evaluator, Greek Week CPC Awards
- Member, GT Living Building Equity Building Committee
- Faculty Member, Omicron Delta Kappa
- Member, Mental Health Task Force
- Volunteer, Midnight Breakfast
- Member, Parking & Transportation Immediacy Planning Workgroup
- GT Athletic Association (GTAA) Guest Football Coach vs NC State

- Judge, Alpha Kappa Alpha Sorority, Inc. Mr. 1908 Scholarship Pageant
- Alvin Ferst Leadership & Entrepreneurship Selection Committee
- Panelist, Gold Carpet Day

Karen Yiu, Program Director

- Advisor to the Asian American Student Association
- Instructor, GT1000
- Interviewer, FASET/WRECK Camp Director Interviews
- Participant, Pride Fest
- Presenter, Astral Brands
- Presenter, EXCEL Program
- Presenter, President's Summit
- Safe Space Facilitator
- Volunteer, Family Weekend
- Volunteer, FASET Executive Board Interview

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Stephanie L. Ray, Associate Dean/Director

- Attendee, National Conference on Race & Ethnicity in American Higher Education, Portland Oregon
- Attendee, University of Michigan's Institute on Intergroup Dialogue
- Attendee, Diversity Symposium
- Recognition Chair, District 44 Toastmasters, and VP of Education, Cascade United Toastmasters
- Higher Education Committee, Cascade United Methodist Church
- Presenter, Transfer FASET
- Member, GRIOT ERG (African Heritage Employee Resource Group)
- Member, Women of GT
- Member, Atlanta Diversity Manager's Affinity Group
- Member, American College Personnel Association
- Member, National Association of Student Personnel Administrators (NASPA)
- Member, Southern Association for College Student Affairs
- Facilitator, Inclusive Leader's Academy
- Training, Workday & OneUSG
- Attendee, Strengths Quest Finder
- Co-chair Multicultural Competence Committee Working Group

- Represented VP Stein at the COVID-19 Exercise & Planning Meeting

Karen Y. Yiu, Coordinator

- Registered SXSW EDU 2020 (South by Southwest EDU) in Austin, TX (Cancelled due to COVID-19)
- Attendee, Diversity Symposium, September 2019
- Graduate Student, MBA Program at Georgia Tech
- Attendee, National Conference on Race & Ethnicity in American Higher Education, Portland Oregon
- Attendee, University of Michigan's Institute on Intergroup Dialogue
- Applied for a Grant from the Nissan Corporation with Camilla Brewer

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Office of Students Diversity Programs staff learned students are very open to participating in conversations to learn about themselves and others. Office staff feel that programs like the Social Justice minor might be a foundational home for Intergroup Dialogue. The Associate Dean had a meeting the Social Justice minor coordinator, Dr. Amy D'Unger Fall 2019; Dr. D'Unger is interested in piloting the Intergroup Dialogue model in a few courses in the Social Justice minor curriculum.

Progress:

Completed

Veterans Resource Center

I. Mission/Introduction

Essential Function(s) of department:

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

Progress:

Completed

II. Staffing

Current Staff:

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

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

The Veterans Resource Center did not adopt or change any current policies or procedures. However during the 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?:

Institute Policy/Procedure

Justification:

This was necessary to ensure students were receiving the proper GI Bill 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:

Veterans Resource Center (VRC)

- The VRC Hosted opportunities for Student Veteran employment and networking with visits from Southern Company and Google employment recruiters.
- Hosted VRC open house. Allowed students, staff and faculty the opportunity to visit and learn more about the center.
- Coordinated with Athletics for the recognition of Student Veterans during Georgia Tech Veterans Day football game. A group of 20 Student Veterans were recognized on field during halftime.
- Participated in Atlanta's downtown 2019 Veterans Day celebration. Coordinated the use of a Tech Trolley for Student Veterans to ride on for the Veterans Day Parade, and celebration.
 - Hosted a fall semester reception and luncheon for Student Veterans. Invited Tech Alumni and various campus offices and provided an opportunity for current and new Student Veterans to meet and network.
- Hosted Veterans Day Luncheon sponsored by Phillips 66 for all Veterans at Tech on November 11, 2019.
- Coordinated a visit from the Veterans Administration (VA) for students and staff. Local VA representatives visited to provide information on Veteran benefits to students, faculty and staff.
- Presented Student Veteran Awareness Workshops to Communications Lab staff and Auxiliary Services staff.
- Provided student veteran awareness information and discussed the purpose and goals of the Veterans Resource, Also discussed collaboration efforts for support and student veteran needs with staff.
- Coordinated campus Memorial Day Recognition through online webpage. Presented information on the history and importance of Memorial Day and Georgia Tech's military history.

- The VRC continued its coordination with FourBlock a career service company assisting Veterans with employment networking, resume, and interviewing skills. Three Student Veterans successfully completed a semester long FourBlock seminar.
- Received two generous donations from Susan & John Traendly and Mary & Larry Montgomery for the construction of a new Veterans Resource Center slated to open Fall 2020.

Progress:
Completed

V. Statistics

Unit Statistics:

Student Veteran Enrollment	Fall 2019	Spring 2020
Undergraduate Students	70	74
Graduate Students (On-Campus)	95	142
Graduate Students (Online/Distance)	145	243
Total On Campus	165	216

Overall Student Veterans Enrollment increased this year with:

Total Student Veteran Past Enrollments

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2019	Spring 2020
172	161	165	161	165	216

During the Fall and Spring semesters of FY 20, the office assisted 104 students with 44 student veteran office visits with 27 scheduled appointments and 17 walk-ins. Additionally during the remote working time due to COVID, the office assisted 60 students with various issues throughout the semester. This is significant increase from the previous year's 66 office visits, due to higher Student Veteran enrollment and switch to online learning during COVID 19.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

See below with Staff Service

Staff Service:

David Ross, Director

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

Progress:

Completed

VII. Professional Development

Staff Professional Development:

David Ross, Director

- Presented “Affinity Groups and Alumni: Mentoring and Supporting Student Veterans” at the 2020 NASPA Symposium on Military Connected Students, held in Seattle, WA February 2-4, 2020
- Attendee, University System of Georgia Military/Veteran Center Directors remote meeting, held online due to COVID 19

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

After conducting and reviewing feedback from the Student Veterans Focus Group and FASET Session assessment, the VRC staff was able learn about specific needs from Student Veterans. The feedback also provided recommendations about the design and program requirement for the future Veterans Resource Center. The VRC will continue its efforts to improve services and provide engagement opportunities to student veterans.

Progress:

Completed

Women's Resource Center

I. Mission/Introduction

Essential Function(s) of department:

The mission of the Women's Resource Center is to 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 still is supportive of the VOICE initiative, but has realigned its mission back to enhancing the academic experience for women students at Georgia Tech through programs, services and resources. Meeting with students is one the numerous ways the staff of the Women's Resource Center support students with intersecting identities at Georgia Tech.

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

Progress:
Completed

II. Staffing

Current Staff:

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

- Direct the day-to-day operations of the Center which include supervision of staff (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 in leadership role on campus committee; i.e.: GT Campaign for EveryBody
- 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.

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

- Develop and implement programs on a wide range of topics including leadership and professional development, body image, sexual violence, sexuality, and social justice.
- Provide referrals, advocacy, and support to students on a wide range of issues including mental health, academic needs, wellness, and professional and leadership development.
- Advise the Take Back the Night committee
- 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 Committee
- Advise, train, and support all volunteer student facilitators for Women's GradChats and the Women of Color Community Circles
- 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 Working Group
- Represent the WRC at Institute resource fairs, recruitment events, and networking engagements
- Develop advertising and content for social media

New Staff:

Dani Lechner joined the Women's Resource Center staff in a full time, permanent capacity in August 2019. Prior to FY 20, Dani worked as a temporary program coordinator for the Women's Resource Center.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

N/A

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

Significant Accomplishments:

The Women's Resource Center was accepted to create RISE, a First-Year Leadership Organization focused on social justice and gender equity.

The Women's Resource Center partnered with Graduate Student Government Association (SGA) to create Grad Women's Chats, a monthly facilitated dialogue for graduate women to explore the issues that impact their experiences at the Institute.

The Women’s Resource Center partnered with OMED (Center for Diversity and Inclusion) to launch the Women of Color Initiative. As part of the initiative we created three Women of Color Community Circles, bi-weekly dialogues facilitated by Women of Color for Women of Color.

Progress:
Completed

V. Statistics

Unit Statistics:

WRC Programs	Attendance – Fall 2019	Attendance – Spring 2020
Women’s Leadership Conference	n/a	175
Women’s Awareness Month*	n/a	100
Craft Circle*	50	15
WRC welcomes	200	n/a
Other Programs*	250	100
Trainings and Presentations**	125	55
Advocacy***	16	8
Meetings in WRC	400	200
Tabling	600	100
Total	1641	753

*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.

Spring semester statistics were dramatically impacted by COVID-19.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Staff Service:

Melanie DeMaeyer

Campus Service:

- 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
- Level Up, Facilitator
- Social Justice Training, Facilitator
- Member, Employee Resource Group- PRIDE
- Facilitator/ Subject Matter Expert, Reporting and Responding to Sexual Misconduct Training (Human Resources)
- Committee member, Director of Health Initiatives Search
- Interviewer, Prestigious Scholarships (mock interviews)
- Member, Women of Color Awards Brunch Planning Committee
- Guest Facilitator/Subject Matter Expert, VOICE Peer Educators: Social Justice in Sexual Violence Prevention

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 Working Group
- Guest Facilitator/Subject Matter Expert, GT1000: Gender and Intersectionality
- Guest Facilitator/Subject Matter Expert, GT1000 Pre-Health: Diversity and Inclusion in Health
- Guest Facilitator/Subject Matter Expert, Yellow Jackets Peer Educators: Diversity and Inclusion in health
- Guest Facilitator/Subject Matter Expert, Diversity Ambassadors: Intro to Women's Centers
- Guest Facilitator/Subject Matter Expert, VOICE Peer Educators: Social Justice in Sexual Violence Prevention
- Guest Facilitator/Subject Matter Expert, Diversity Programs: Housing Staff Training
- Guest Facilitator/Subject Matter Expert, Diversity Programs: Social Justice Staff & Faculty Training
- Guest Speaker, Employee Engagement: Testimonials
- Guest Facilitator, Level Up 1: Intersectionality
- Guest Facilitator, Level Up 2: Intersex Identities
- Safe Space Facilitator
- Trans 101 Facilitator
- Body Positive GT Facilitator
- Committee Member, New Student and Transition Program Coordinator Search
- Interviewer, Wreck Camp Student Staff Interviews
- Volunteer, Family Weekend

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Melanie DeMaeyer

Professional Development:

- Completed, Leading Women at Tech
- Completed, Inclusive Leaders Academy
- Campus Advocacy & Prevention Professional Association (CAPPA), member
- Participated in Professional Development Circles with Workplace Learning and Professional Development
- Manager's Toolkit: Diversity Conversations in the Workplace, invited panelist
- Georgia Tech Leader's Panel, invited panelist

- Attendee, Diversity Symposium; Award Winner, Staff Excellence in Diversity
- Attendee, Women of Color in Technology Conference
- Attendee, Summer Institute on Education, Equity, and Justice: Uplifting Women & Girls of Color Through Antiracist Pedagogy, Practice, & Policy
- Conference Program Proposal Submissions, National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA) National Conference
- The Body Positive, trained facilitator
- Moderator, Title IX and Anti-Oppression Advocacy (for The Swan Center for Advocacy and Justice)
- Coordinator, Georgia Women's Center Drive In Meeting

Dani Lechner

Professional Development

- Attendee, Strengths Quest Workshop
- Attendee, Bringing in the Bystander
- Volunteer, Family Weekend
- Attendee, Managing Your Career the Georgia Tech Way
- Attendee, Georgia Tech Leaders Panel
- Attendee, American College Personnel Association (ACPA) National Conference
- Attendee, Women of Color in Technology Conference
- Attendee, Summer Institute on Education, Equity, and Justice: Uplifting Women & Girls of Color Through Antiracist Pedagogy, Practice, & Policy
- Conference Program Proposal Acceptance, NASPA Multicultural Institute
- Conference Program Proposal Submissions, NASPA and ACPA National Conference
- Grant Proposal, Nissan

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

This year, the Women's Resource Center piloted and assessed a new collaborative program with the Graduate Student Government Association called "Women's Grad Chats". Women's GradChats are dialogue spaces specifically designed for graduate women to build community with one another, share about their experiences, find resources, and develop a greater sense of belonging at Georgia Tech. To assess the impact of the Women's GradChats on participant's sense of belonging, we employed a Sense of Belonging scale and customized the instrument to align with the program outcomes.

Based on survey responses, as a result of attending the Women's GradChats, participants felt more connected to other graduate women and to Georgia Tech. They expressed appreciation for an opportunity to share community and dialogue about their specific experiences as women and graduate students. While attending sessions, they found other graduate women who affirmed their experiences and offered validation, emotional support, and practical advice for navigating their relationships and environments at Georgia Tech.

Given the correlation of participation in the Women's GradChats and participant's sense of belonging to Georgia Tech, we believe that this program can help increase graduate women's retention, success, and wellbeing. The Women's Resource Center will continue to survey future Women's GradChat participants with the goal of accurately assessing the program impact, expansion, and justification for funding.

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, develop a proposal for a potential solution to a real-world problem. Students in the Grand Challenges Living Learning Community meet regularly with faculty mentors in both formal and informal settings.

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

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

Teams for Tech

Teams for Tech is a year-long student engagement where undergraduate and graduate student teams work closely with a team leadership coach to create a product, service, project or venture concept to enhance the life at Georgia Tech. Projects could focus on reducing Georgia Tech's environmental footprint, enhancing the quality of student life, improving technology, etc. and will have a direct impact on Tech's student body and campus. Team members will understand and analyze the dynamics of their role on the team and the team itself, gain experience in leadership situations, recognizing that leadership happens up and down the organizational ladder, give back to the campus community, and apply problem-solving skills to difficult team dynamics. The IDEAS Competition was postponed to 2020 Fall Semester due to COVID-19.

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

Assistant Director, LEAD Programs and Systems

Caroline Dyess

Coordinator, Grand Challenges Living Learning Community

Ashton Bettis

Coordinator, Grand Challenges Living Learning Community

Alison Southern, Assistant Director Grand Challenges (2013 - December 2019)

Laura Gangelhoff, LEAD Coordinator (May 2019 - January 2020)

New Staff:

Ashton Bettis

Coordinator, Grand Challenges Living Learning Community, July 1, 2019

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

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

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

Significant Accomplishments:

Minor in Leadership Studies

Since LEAD starting tracking in 2013, we have admitted more than 330 students in the Minor in Leadership Studies with nearly 75% of them graduated. We graduated our largest graduating class thus far with 47 students from various majors and increasingly more Computer Science majors than in prior years. 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.

In the 2019 Fall Semester, we led a collaborative effort with The Career Center (formerly C2D2) and Undergraduate Advisors from all the colleges to bring Georgia Tech students the 1st Annual Campus-Wide Minor Fair and Showcase. Students were able to learn about the 60+ minors that Georgia Tech has to offer, speak with current students and advisors all in one location, identify ways they could differentiate themselves for future internships and job opportunities, and make better-informed decisions about what academic minor programs they would like to pursue. The highlights of the event were as follows:

- More than doubled the amount of estimated student attendance (more than 450 students were in attendance)
- Students learned more about the minors Georgia Tech offers and earlier in their Georgia Tech careers
- 100% of survey respondents would recommend the event to other students
- Strong minor representative at the event (92%) – we believe the Summer roadshow was integral to getting minor representatives on board | gathering their feedback on the event

Grand Challenges

As of Spring 2019, Grand Challenges has impacted 765 students through our first year living learning community, with over 375 students continuing with their team projects in the second year and beyond. With nearly 630 applicants for 200 openings for the upcoming year, we doubled our program reach to 200 first-year students in the Fall 2019. The Grand Challenges Living Learning Community continues to provide like-minded students with the opportunity to tackle the world's Grand Challenges and develop the skills to become highly effective team members. Students enhance their problem solving, analytical, and critical thinking skills, and their ability to give and receive critical feedback within a diverse team environment.

Teams for Tech

Throughout AY19-20, 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.

Two student teams achieved noteworthy success over this past year:

- GradChats - The mission of GradChats is to provide a safe space within Georgia Tech to help graduate students vent, sustain their work-life balance, help manage stress, and create a community during their graduate program. In the Fall 2019 semester, GradChats expanded their team of facilitators six-fold, obtained funding for FY19 through a bill to Joint Allocation Committee, and conducted GradChats sessions almost every week. They included additional campus stakeholders to ensure sustainability of the program and supported an undergraduate team to start a similar program for undergraduate students. They were also the recipient of the Graduate Student Excellence Award for Leadership and Service at the Up with the White and Gold Ceremony in April 2020.
- Fulbright Student Association - The Open Talk series is aimed at giving a space to graduate students to share their research, passion, country of origin, or a combination of these with the Georgia Tech community. These events are expected to increase understanding and cooperation between people of the United States and the rest of the world, which aligns with the mission of the Fulbright Program and our organization. In the Fall 2019 semester, Fulbright Student Association at Georgia Tech organized two events where four presenters from Pakistan, Colombia, Chile, and Turkey spoke. The number of attendees has increased from the events held the previous semester, reaching approximately 40 attendees per event.

Global Leadership Practice (Tokyo Tech)

In partnership with Tokyo Institute of Technology, GT LEAD was invited once again (for a 3rd year) to refine and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 44 students and 9 graduate student teaching assistants (3 – Georgia Tech students). It is important to note that this course was delivered successfully 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.

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 1,400 undergraduate students and 425 graduate students sharpen and enhance their leadership skills since its inception in AY13-14. 167 graduate students and 85 faculty/staff have developed as leadership coaches in the program.

GT 1000 Leadership Track

Over the course of five fall semesters (2015-2019) and Summer 2020, we have impacted a total of 92 faculty/staff instructors, 20 graduate student fellows, 162 student Team Leaders, and over 1,300 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 2020, we offered (11) iGniTe leadership sections due to doubling of the number of students in the track (grew from 100 students to over 200 students) and offered a weekly “Late Nights with LEAD” series (topics included, but were not limited to, Working in Virtual Teams, Bridging the Gap between High School and College, and Developing Intentional Leadership Pathways) that offered virtual educational opportunities for students in all tracks.

Progress:

Completed

V. Statistics

Unit Statistics:

See attached LEAD Dashboard

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service

Staff Service:

Wes Wynens

- Lead internal Student Life working group that responded to the Comprehensive Administrative Review results.
- Served on the Institute Strategic Planning Amplify Impact Working Group. Made recommendations regarding expanding experiential learning at GT.

Stacey Doremus

- Chaired Student Life Program Director (Student Organizations) Search (August/September 2019)
- 2019 Fall and 2020 Summer GT 1000 Leadership Track Instructor and Trainer
- Instructor, Global Leadership Practice, Tokyo Institute of Technology
- Taught a 3-part leadership session series (Intro to Teaming, Presentation Prep and Seeking, Giving and Receiving Feedback) in the 2019 Fall Semester 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).
- Chaired our 1st Annual Minor Fair and Showcase in partnership with C2D2, Summer Session Initiatives and over 90% of our minor program advisors in all colleges
- Senior Design Expo Judge, Fall and Spring
- GRIN (member)
- GTAAN (member)
- Grad SGA Student Professional Development Working Group
- Conducted workshop series within GOLD Route | Grad Professional Development Series (Coaching through Transitions, Reflected Best Self, Working in Multi-Cultural Teams)

Caroline Dyess

- GT HUB volunteer group with Tyler Barker
- Well-Being Activator
- Helped support the division holiday party efforts

Ashton Bettis

- Assisted in Division Holiday Party Efforts
- Member of Multicultural Competency Committee

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Wes Wynens

- Lead internal Student Life working group that responded to the Comprehensive Administrative Review results.
- Served on the Institute Strategic Planning Amplify Impact Working Group. Made recommendations regarding expanding experiential learning at GT.

Stacey Doremus

- Faculty Learning Community - Brain-Based Teaching, Spring 2020
- ACPA Conference Presentation - Graduate Students as Emerging Leaders in the Classroom and Beyond, March 2020
- Inclusive Leaders Academy, Spring 2020
- Level Up 2: Advanced Allyship, Spring 2020
- GT Remote and Hybrid Learning Academy, Spring and Summer 2020
- GT 1000 Online Summer Instructor Academy, June 2020

Caroline Dyess

- GT HUB volunteer group with Tyler Barker
- Well-Being Activator
- Helped support the division holiday party efforts

Ashton Bettis

- Helped support the division holiday party efforts
- Served on Multicultural Competence Committee

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Minor in Leadership Studies

Currently, the LEAD Office monitors the enrollment figures of the Minor in Leadership Studies by monitoring program/track acceptances from semester to semester. In addition, sourcing data is collected to better understand what marketing channels are

most effective. The data collected is vital in providing insights into what changes should be made each year.

Data indicates that enrollment remains on a steady incline; although COVID-19 had an impact on the number of applications we received in the 2020 Spring Semester (less than 1/2). The majority of students are learning about the Minor through Academic Advisors (19%), GT Students (17%) and GT website (15%). It's interesting to note the shift from last year to more sources as a direct impact from the Minor Fair @ Showcase. We are continuing to see a slight shift in students declaring the Minor earlier in their Georgia Tech careers (sophomores), however, the majority of students declare the Minor when they are in their Junior and Senior year.

While we are continuing to place more targeted marketing messaging in place, we believe getting in front of students in their first-year with the appropriate messaging will highlight the importance of pursuing the Minor earlier in their Georgia Tech careers. In this light, we conducted the 1st annual campus-wide Minor Fair and Showcase in October 2019. A "2019 Summer College Minor Roadshow" was completed and we met with minor advisors from all colleges to encourage their participation and gather their ideas on how to make this an impactful event for students. Since more students have also expressed the desire to gather in community, we hosted a 2019 Fall Semester Minor Social (Alumni, Faculty, Staff and Students) to create community and generate interest in all 3 tracks on the Minor. Sadly, our 2020 Spring Minor Graduation Dinner to recognize our graduates was cancelled due to COVID-19. This is something we hope to bring back in 2021.

In AY19-20 our marketing and outreach strategy focused on a more targeted approach to colleges, faculty, staff, students and advisors. Conducting our 1st Annual Minor Fair @ Showcase helped to increase awareness of the Minor to over 450 students. Our college partners played a huge role in marketing this year. Moving forward into AY20-21, we will increase our engagement with the 2nd Annual Minor Fair & Showcase, Minor Social, Minor Graduation Dinner, 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, build a stronger community within the cohort, and increase the communication around the value of receiving a minor in all fields of study. In addition, we are rolling out a new validated assessment to assess skill development gains along with a longitudinal study to assess impact of the Minor beyond Tech.

Identifying the need to assess to assess our students beyond graduation, we have continue to conduct a thorough review of the learning outcomes for each of the Minor classes and explore a longitudinal study. Once this has been developed and rolled out, we are hoping that the information that we uncover will not only inform improvements to this academic program, but also allow us to capture alumni testimonials that we can utilize to target current students in their specific fields of study.

Leading Edge / Leadership Development

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

Based on feedback from the prior year's training, we adjusted leadership coaching training to further focus on additional practical aspects of coaching and built coaching skills at the onset of training. For the participants in this training, we continued to see an improvement in the quality of coaching in the field. Fellows received preliminary training prior to retreat, an intensive follow-up to retreat along with a clear trajectory of learning outcomes and training throughout the academic year. In addition, we pulled together a toolbox to help coaches when they would like to uncover more growth opportunities for their Coachees. This toolbox was added to our new Canvas site.

For those that participated in the monthly meetings and took advantage of peer coaching relationship, personal leadership development growth and sharing of best practices were key benefits. Fellows clearly understand that leadership/coaching requires commitment to personal development & hard work. Igniting coaching conversations (especially when students do not have a leadership role), asking curious questions (without a solution in mind), aiding students with experiment development, and the importance of progress and follow-up seem to be areas of opportunity for further refinement. Since our Fellows expressed desire in the prior year to use existing tools to facilitate coaching engagement tracking (taking handwritten notes, emailing agendas, using existing calendars, Slack for messaging) in lieu of an online coaching solution, we allowed the Coaches | Coachees to implement their own strategy for their coaching engagements.

Pods continued through AY19-20 (with experienced Fellows as pod leaders) to gather qualitative data from the field, foster additional support and develop community with the Coach cohort. Pod leaders captured feedback from their pod participants in order to assess | adjust quality of interactions in the field, provided real time one-on-one coaching opportunities for coach development and growth, determined training topics that would be covered in the AY19-20 Leadership Fellows Monthly Meetings, and coordinated a social event to build community within the cohort.

There continues to be a growing demand for leadership development on campus. As long as there is demand, we will continue to improve existing programs and develop new ones that fit the needs of the student body. With the growth, we have taken the initiative to empower and train more faculty/staff (GT 1000), undergraduate and graduate students to deliver workshops within their organizations, colleges and beyond. In the 2020 Spring Semester, re-evaluated our assessment strategy with a graduate student who began to evaluate various scales for competency development and growth trajectories. As a result of this study our Coaches broadened the definition of active listening to include empathy, understanding and something more essential in the energy of the person. Coaches realized that they need to be more diligent in conducting

reflective inquiry and asking questions. Coaches felt compelled to check-in more frequently and to be flexible as there was a shift in priorities given all the uncertainty in the world. What seemed important for Coachees prior to COVID-19 was no longer the case and there was a need to be prepared for a change in focus. Coaches had to adapt quickly taking on more of an encourager role.

In a virtual environment, Coaches found that it was harder to engage in active listening as they felt the need to talk more and/or Coachees were asking them more questions about how they were doing during these uncertain times. The environment fueled self-doubt (similar to when they were first starting out) and was much more difficult than in person. They also needed to adopt greater flexibility, grace and understanding with their Coachees and themselves. When you are not in the room together, you tend “to lose the sense of connectedness and all the energy that is present.” Some Coaches even used the virtual format to challenge themselves beyond their habits – checking in on preferred communication habits, practicing active listening with friends on virtual chats and connecting with loved ones more frequently

When asked how they thought they showed or witnessed leadership during this time, Coaches realized the importance of their own growth and development (as blind spots were uncovered), taking the time to slow down, notice and appreciate other’s ability to care, initiating positive action for those around them (e.g. anonymous cookie deliveries and leading by example). This shift underscored the impact of the quarantine in that it made the Coaches more grateful.

Teams for Tech

Throughout AY19-20, 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.

Two student teams achieved noteworthy success over this past year:

- GradChats - The mission of GradChats is to provide a safe space within Georgia Tech to help graduate students vent, sustain their work-life balance, help manage stress, and create a community during their graduate program. In the Fall 2019 semester, GradChats expanded their team of facilitators six-fold, obtained funding for FY19 through a bill to Joint Allocation Committee, and conducted GradChats sessions almost every week. They included additional campus stakeholders to ensure sustainability of the program and supported an undergraduate team to start a similar program for undergraduate students. They were also the recipient of the Graduate Student

Excellence Award for Leadership and Service at the Up with the White and Gold Ceremony in April 2020.

- Fulbright Student Association - The Open Talk series is aimed at giving a space to graduate students to share their research, passion, country of origin, or a combination of these with the Georgia Tech community. These events are expected to increase understanding and cooperation between people of the United States and the rest of the world, which aligns with the mission of the Fulbright Program and our organization. In the Fall 2019 semester, Fulbright Student Association at Georgia Tech organized two events where four presenters from Pakistan, Colombia, Chile, and Turkey spoke. The number of attendees has increased from the events held the previous semester, reaching approximately 40 attendees per event.

Global Leadership Practice | Working Across Cultures (Tokyo Tech)

In partnership with Tokyo Institute of Technology, GT LEAD was invited once again (for a 3rd year) to refine and instruct a Global Leadership Practice course on Working Across Cultures. This course is a two-week intensive course where students from all over the world actively participate in experiential learning activities related to self-evaluation, case studies, organization observation and analysis, speaker visit, final team presentation and individual written reflection report. The goal of this course is to develop individual and team leadership skills within a multi-cultural learning environment. Since its inception in Summer 2018, the course impacted 44 students and 9 graduate student teaching assistants (3 – Georgia Tech students). It is important to note that this course was delivered in a remote format due to travel restrictions around COVID-19.

In evaluating the qualitative data within the individual written reports we can see that students' perception of leadership has evolved extensively over the course of the class sessions. Before the class started, students thought of leadership as one directional, someone who has direct authority and gave orders ("like the captain of a pirate ship"), or "defined by a need to have some sort of successful endeavor/venture that you could proudly wear as your badge of leadership". Reflecting on their assignment submissions (including blog entries surrounding their learning), the students indicated that their perception evolved into a broader, more multi-dimensional, fluid concept that can be learned and is accessible to all.

Students also focused on seeking understanding of differing cultural views and backgrounds. They also highlighted the importance of developing and practicing the exemplary leadership practices as outlined by Kouzes and Posner's research – model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. "Leadership is a muscle you can strengthen." In additional, students identified the criticality of fostering psychological safety – "it's also important for leaders to encourage the group members to speak out and strengthen the relationships of everyone in the group. Highlighted the importance of fostering psychological safety within the group through inclusive conversations."

Students learned a lot about themselves and were consistently growing throughout the two-week intensive. Through increased self-awareness, consistent leadership growth and development and learning from others' perspectives, students increased in self-confidence and leadership self-efficacy. As one student indicated, "By focusing too much on the results, awards, and positions to qualify the achievement of leadership, I had artificially undermined my ability to thrive in this world. The act of periodically introspecting your values and leadership practices, in addition to setting concrete plans and actions to act upon any learnt lessons appears to be a crucial part of the journey to build solid principles and foundations for enhancing my leadership capabilities; engaged others to contribute to discussions; remained calm and objective even in heated discussions; tried to not hold grudges or degenerate my treatment of others; maintained a growth mindset; extended apologies where I thought I could've done better; and stood by for my team even in tough circumstances."

The students have a strong understanding of the common elements of effective multicultural teams. They seek understanding of team member diverse perspectives and step into the discomfort of feedback, even though direct feedback may go against cultural norms. They are developing into more compassionate leaders. As one student expressed – "Every team member can be encouraged by getting them to express their ideas, carefully listening and identifying issues, through team building, recognizing strengths and weaknesses and by solving problems. " In other student's view – "Respecting others means many things. Respecting the differences between cultures. Respecting others' skill of speaking languages. Respecting others' lifestyles. Respecting others' families. There should be a lot of respects when you talk to others and working together."

In identifying key lessons learned from the experience, we have captured a few quotes from our students' submissions that outline the overall themes and trends:

- Students took risks in their development and presented their own applied definitions of the five exemplary practices. "Working with my group, we were able to develop our own definitions for the 5 exemplary practices. I will list them down as follows:
 - Model the way - Identification of real problems and brainstorming possible solutions
 - Inspire a shared vision - proposing our ideas to each other and having discussions respecting each other's views, working as a team
 - Challenge the process - Realizing what makes our idea different from other's and trying to come up with a better solution and taking up calculated risks
 - Enable others to act - attending meetups and looking for collaborations, encouraging people to join our cause
 - Encourage the heart - Catching up on each other regularly, discuss new ways of improvements, celebrating successes. Excellent learning portrayed through examples and application of the key concepts of the course."

- Students learned about the impact of unconscious bias and how increased awareness is an important step to reducing bias – “From this class, I learned how to work with international students, Japanese and Chinese, in a schoolwork project. I also learned how unconscious bias can affect your leadership position and can also affect those around you. My system of leadership is to first value yourself and value others. Second is to encourage others to work with you and inspire them. Third is to collaborate and allow others to share ideas so that we can deliver a positive outcome. Fourth is to acknowledge others for their contributions and provide them with good positive feedback. Fifth to celebrate about our accomplishments.”
- The importance of ongoing growth and development - “Leadership is a skill that needs to be honed and practiced”
- Students learned a lot through this course, especially around establishing strong relationships, communication skills, collaboration and challenge. “Importance of accepting the challenge, failures are the source of growth. Our team analysis of global leaders (Elon Musk and Anita Borg) helped me to realize that good leaders become great after they learn from their failures rather than from success.” In other students’ words – “My vision of leadership is to maximize the abilities of all the members of the group and realize it on the world stage. To that end, improving the areas that I am not good at with the five elements of leadership learned in this class. It’s okay to make mistakes. Growth as a global leader involves learning languages so you can communicate at a deeper level.”

Tokyo Tech is currently evaluating a pre-and-post leadership capacity survey to explore the degree to which participants in this course report changes in leadership self-efficacy, motivation to lead and leadership skills. The Pre-and-Post Leadership Capacity Survey explores the degree to which participants in the Global Leadership Practice Course report changes in leadership self-efficacy, motivation to lead and leadership skills. Dr. Kari Keating, Dr. David Rosch and Lisa Burgoon from the University of Illinois have done some great work in this area and have written an article on the development of effective leadership capacity entitled "Developmental Readiness for Leadership: The Differential Effects of Leadership Courses on Creating, 'Ready, Willing and Able' Leaders".*

In addition, Tokyo Tech is in the process of assessing students’ growth and development based on a pre-and-post Multicultural Personality Questionnaire (MPQ). The Multicultural Personality Questionnaire (MPQ) was developed by Dr. Karen I. Van der Zee and Dr. Jan Pieter Van Oudenhoven. MPQ was planned to be utilized as a questionnaire aimed at measuring multicultural effectiveness. It is composed of seven scales. They are Cultural Empathy, Openmindness, Emotional Stability, Orientation to Action, Adventurousness/Curiosity, Flexibility, and Extraversion.

Once we receive these results, we will share the results with stakeholders. As we complete Summer 2020, it is important to note that Tokyo Tech is looking to incorporate this class into their leadership certificate program along with publishing an article around the course impact.

This initiative has the potential to develop/strengthen leadership development programs within other universities including Georgia Tech-Shenzhen and the Indian Institute of Technology Gandhinagar (IIT GN), a public-funded institute of national importance that started in 2008 and achieved some amazing milestones in a short span of time. IIT Gandhinagar is committed to a holistic approach to education in engineering disciplines and beyond; cutting-edge research addressing global challenges; and giving back.

GT 1000 Leadership Sections

The Center for Academic Enrichment in partnership with the Office of Leadership Education and Development continued the leadership themed track offering within GT 1000. Over the course of five fall semesters (2015-2019) and four summer semesters (2017-2020), we have impacted a total of 92 faculty/staff instructors, 20 graduate student fellows, 162 Team Leaders, and over 1,300 students with a first year 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 2020, we offered (11) iGniTe leadership sections due to doubling of the number of students in the track (grew from 100 students to over 207 students) and offered a weekly “Late Nights with LEAD” series (topics included, but were not limited to, Working in Virtual Teams, Bridging the Gap between High School and College, and Developing Intentional Leadership Pathways) that offered virtual educational opportunities for students in all tracks.

Progress:
Completed

Marketing and Communications

I. Mission/Introduction

Essential Function(s) of department:

The mission of the communications and marketing department is to advertise, market and promote the programs, services and accomplishments of the Division of Student Life and its departments.

Progress:

Completed

II. Staffing

Current Staff:

Sara Warner is the director of this department (Director of Communications for Student Life). She has been with the Institute for 12 years serving the Division in multiple capacities and departments.

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

Job responsibilities are as follows:

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

New Staff:

Michaela Carter is the Communications Officer I for the Division of Student Life reporting to the Director of Communications. She is completing her first 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:**

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The mission of the communications and marketing department is to advertise, market and promote the programs, services and accomplishments of the Division of Student Life and its departments.

Significant Accomplishments:

Significant accomplishments for this department include:

Mental Health Resource Folder - the Division of Student Life worked with the directors of Center for Assessment, Referral, and Education (CARE), Counseling and Stamps Psychiatry to develop the faculty and staff Mental Health Resource Folder. We also partnered with Student Government Association (SGA) leadership to develop the overall look and content. Our team managed the content development, graphic design, content editing and printing and distribution. We also managed a content update, reprint and distribution to all new faculty.

Gold Resource Folder - the communications team worked with leadership from VOICE, Health Initiatives, SGA and the Women's Resource Center to update the content of the Sexual Violence Prevention (Gold) folder which was delivered to all staff and faculty.

Campus Life Newsletter - the communications department worked with leadership within Campus Services to include Student Life events, highlights and updates with the Campus Services Newsletter. We are working on plans to rebrand the newsletter under the Campus Life name, joining the two departments together.

Graphic design support - the communications and marketing office for the Division of Student Life assisted in the creation of brochures for 6 departments, tabletop and floor banners for 4 departments, promotional materials for 13 departments, and additional print materials (postcards, digital/web collateral) for 6 departments. This included the graphic design for both of the blue and gold resource folders, a new 'logo' for the

Media relations & article placement - the Division of Student Life was featured in the Daily Digest (the campus e-newsletter) and least once a week throughout the school year.

CARE Grand Opening - the communications team managed the communications planning, marketing, event planning and signage management for the August 2019 grand opening of the Center for Assessment, Referral & Education. This included media relations management for the Ribbon Cutting ceremony.

Communications & Program Development Support - the communications team supported the following offices develop the following programs (communications planning and program development planning support): Parent & Family Programs for FirstGen Day and GrandParents Day; Greek Life for Hazing Prevention Week; Tech Ends Suicide Together planning team for Suicide Prevention Week; Health Information for Culture of Respect, Bringing in the Bystander and the Body Positive GT Campaign; Counseling Center for Peer Coaching Program, Satellite Counseling Program launch; and the Student Life Assessment team for the National Survey of Student Engagement (NSSE) survey.

Progress:

Completed

V. Statistics

Unit Statistics:

The Division of Student Life Communications team developed a communications audit for all of the departments within the division to complete. We had 100% completion will all units reporting. The survey's goal was to learn how each of our units is communicating with their audiences and which are successful. Our plan was to use this information to make informed decisions on future communications with shared division audiences.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Sara Warner, Director of Communications for Student Life

- Institute Communications Communicators Council member
- Member of the Counseling Center's JED Foundation assessment team
- Member of the Mental Health Coalition
- Member of Health Initiatives Culture of Respect assessment team
- Georgia Tech Event Coordinators Network
- Division of Student Life Assessment Team/Committee
- Georgia Tech Alcohol and other Drug AOD Coalition Member
- Division of Student Life Ethics Committee
- Georgia Tech Health and Wellbeing Leadership Team/Workgroup
- Path Forward Health and Wellbeing working group & reporter
- Georgia Tech COVID Testing Planning Team
- Georgia Tech Working Parents Task Force Team

- Student Life Professional Development Workgroup
- Co-chair of the Student Life Multicultural Competence Committee

Michaela Carter, Communications Officer I

- Member of the Counseling Center's JED Foundation assessment team
- Member of Health Initiatives Culture of Respect assessment team
- Member of the Student Life Multicultural Competence Committee
- Member of the Student Life Fun Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Sara Warner, Director of Communications for Student Life

- Planned and attended all of the Division of Student Life's Professional Development series events
- Presented, as a part of the Division of Student Life's Professional Development series, a brownbag on communication styles and improving communication
- Attended the National Association of Student Personnel Administrators (NASPA) Digital Conference

Michaela Carter, Communications Officer I

- Attended all of the Division of Student Life's Professional Development series events
- Attended Social Media Day at the State Capitol
- Attended the NASPA Digital Conference

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable

Progress:

Completed

New Student and Transfer Programs

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 to 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 addition 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 accommodations. She also oversees all student employees 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 14 years.

Sarah Endicott - Sarah is a part-time Disability Services Coordinator (20 hours per week), and has been with ODS for 11 years in this role. Sarah meets with students to determine accommodations, and also converts documents to accessible formats for students with visual impairments.

New Staff:

Thao Duong - Thao is 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.

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.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Testing Center Procedure Changes

- At the start of Fall 2019, ODS moved from the policy to schedule exams 5 business days in advance to just 5 days in advance. This made a big difference for those scheduling exams over the weekend because 5 business days is really like scheduling 7 days in advance.
- Since using Accessible Information Management (AIM) in the beginning of Spring 2020, we moved from the policy to schedule exams 5 days in advance to 3 business days in advance. This allowed students more time to book exams during the week.
- Upon using AIM, ODS decided to require students to schedule final exams 10 business days in advance.

- ODS to send out emails each day to give students roughly 1 business day of notice as to where their test location should be.
- From August 2019 until now, ODS only need **2 business days** of notice, and the 1 late pass per semester still holds.
- Students who need scratch paper will need to use scratch paper stamped with the ODS stamp on it. No exceptions.
- ODS got rid of digital timers. We provide students with a sticky note that indicates their start and stop time. Proctors keep cover pages in order by time and monitor the students' stop time that way instead of relying on digital timers. I felt it was best because it keeps a record of things.

Main Office Procedure Changes

- ODS made the decision in Spring 2020 to shift from a peer notetaking model to one that emphasized the use of assistive technology as a notetaking support tool. Students are given an annual user ID and password to access the two software products ODS features.
- With the shift to the AIM information system, ODS gained the capability of directly notifying faculty of student accommodation needs. The student is still responsible to formally request their accommodations each semester, but no longer has to "deliver" those emails to their faculty. The student still has the responsibility to meet with each instructor to go over their accommodations.
- The AIM information system also enable automatic notification to faculty about accommodation needs. Although the student is still responsible to initiate direct contact with the faculty member to discuss their accommodations, this new process ensures that the faculty member has a written email trail of notification from ODS.

What type of policy?:

Departmental Policy/Procedure

Justification:

Testing Center

This change was due to the testing center not having consistent full time staff. We have since hired two full time staff, who have been able to really revamp the policies and procedures in the testing center, and thus far improved the (final) exam process overall.

Main Office

The decision to change the notetaker accommodation offering came after careful analysis of student utilization of the existing process, and research into emerging technologies. Although efficacy in accommodation offering and student independence in learning were the ultimate factors driving the model change, significant cost savings was realized as well.

Other changes were largely the result of the increased capabilities offered by the new information system (AIM) which went live at the beginning of Spring 2020.

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 as an aspect of diversity that is integral to society and Georgia Tech. If students encounter academic, physical, technological, or other barriers on campus, the Disability Services team is available to collaboratively find creative solutions and implement reasonable accommodations.

Significant Accomplishments:

Notetaking Accommodation Transition to Assistive Technology

Based on an analysis of utilization rate of students with the peer notetaker accommodation (as well as a review of peer institution offerings in this area), ODS took on the task of promoting, coaching, and implementing new notetaking technologies in place of peer notetakers.

The Baseline analysis yielded the following:

- During Fall 2019, 141 students were eligible for the accommodation of peer notetaker and made requests for a notetaker in 1,072 courses (a student needing a peer to take notes in class could request for multiple classes).
- ODS then considered the utilization rate of peer notetakers by analyzing how many times students accessed the provided notes. 117 of the 141 students were found to have only accessed notes 7 or less times over the course of the semester (i.e., less than once every two weeks, suggesting they did not need them). 24 students were accessing notes at a much higher rate, suggesting that the accommodation was on its face, appropriate.

ODS did extensive research into peer institutions as to how they were accommodating students who on paper appeared to need some assistance, but were not benefiting from the provision of a peer notetaker. Assistive technology was being offered at the vast majority of these universities. An ODS coordinator led efforts to contract with a provider and established GA Tech as a beta site for one of their new products, at no cost, merely to provide them with feedback. This product is called "Glean". ODS did also contract with them for their more robust product offered, known as "Sonocent"

The 141 students who did not utilize peer notetakers were offered Glean, and the peer notetaker accommodation was replaced with "Ability to Record Lecture" and the "Ability to use a laptop or device to take notes in class", both of which are necessary to operate Glean.

The remaining 24 students who were properly utilizing the notetaker accommodation were emailed and introduced to Glean, Note Taker Express (a similar offering to peer notetakers but generated by subject area experts), and were introduced (or re-introduced) to Sonocent for their consideration. They were also granted the additional accommodations needed for the technology to be functional.

Although the efficacy of the product as an accommodation and its ability to promote a student's independence in their learning was the ultimate goal, a significant cost savings was realized. As illustrated in the chart below, Over \$125,000 was saved in FY20 for the Division in the implementation of these technologies.

Disability Services Students Payment			
	FY19	FY20 YTD	FY20 vs FY19
Personal Services			
Graduate Teaching Assistant	\$ 1,745.83	\$ 4,401.00	\$2,655.17
Graduate Research Assistant	\$ 1,400.00	\$ 3,648.00	\$2,248.00
Research Scientist I	\$ 27,054.42	\$ 37,946.00	\$10,891.58
Student Assistant Federal Work Studies	\$ 3,834.06	\$ 3,501.00	(\$333.06)
Student Assistant Note Takers	\$ 208,162.05	\$ 66,631.28	(\$141,530.77)
Total Student Salary	\$ 242,196.36	\$ 116,127.28	\$ (126,069.08)

Testing Center Changes

- At the start of Fall 2019, ODS moved from the policy to schedule exams 5 business days in advance to just 5 days in advance. This made a big difference for those scheduling exams over the weekend because 5 business days is really like scheduling 7 days in advance.
- Since using AIM in the beginning of Spring 2020, we moved from the policy to schedule exams 5 days in advance to 3 business days in advance. This allowed students more time to book exams during the week.
- Upon using AIM, ODS decided to require students to schedule final exams 10 business days in advance.
- ODS to send out emails each day to give students roughly 1 business day of notice as to where their test location should be.
- From August 2019 until now, ODS only need **2 business days** of notice, and the 1 late pass per semester still holds.
- Students who need scratch paper will need to use scratch paper stamped with the ODS stamp on it. No exceptions.
- ODS got rid of digital timers. We provide students with a sticky note that indicates their start and stop time. Proctors keep cover pages in order by time and monitor

the students' stop time that way instead of relying on digital timers. I felt it was best because it keeps a record of things.

Fall 2019 Finals Week Accommodations

Never before has ODS proctored as many exams as they did in Fall, 2019. With the adept efforts of the new Test Center Coordinator, over 1,400 final exams were proctored with accommodations across 8 different sites on campus. Nearly 30 Division of Student Life employees volunteered to assist with the efforts, and the week went off smoothly.

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.

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

ODS had five full-time staff during 2019-20, and three part-time staff, all of whom were engaged in the Georgia Tech community (and at the state and national level representing GA Tech) in varying ways.

Staff Service:

Annie Jannarone

- Contributor/ODS representative - 2019 FASET parent breakfasts
- Member - ATP-IT Committee (policy development for accessible IT software purchasing)
- Presenter - 2019 New Faculty Training
- Presenter - GT 1000, multiple sections
- Member - RAC - Disability Services Providers (USG Group)
- Member - JED Foundation Campus Team
- Member - Multicultural Competence Committee (and workgroup)

- Co-Presenter - Tools to Facilitate Multiple Means of Assessment, Center for Teaching and Learning Spring 2020 Workshop series (with Dr. Vincent Spezzo)
- Member - Institute Instructional Workspace Committee
- Member - Housing Master Plan Working Group
- Presenter - 2020 Diversity Ambassador Training
- Member - 2020 Pedagogy and Teaching for Remote Learning Work Group
- Member - Campus Leadership Team, Culture of Respect Grant
- Member - Assistant Vice Provost Committee on Student Accommodations
- Member - Residential Aged Care (RAC) - Disability Service Providers - subgroup on clear masks
- Contributor - Teaching at Georgia Tech - A Guidebook for Faculty, Instructors, and Teaching Assistants (15th Edition)
- Member - Editorial Board, Journal of Postsecondary Education and Disability (Association on Higher Education and Disability)

Sarah O'Shea

- Member, search committee, ODS Disability Services Coordinator Search
- Member, search committee, ODS Testing Center Coordinator Search
- Advisor, Able Alliance
- Facilitator, ODS table, Summer 2019 new student and 2020 transfer student FASET resource fairs
- Facilitator, ODS table, GT 1000 resource fair
- Facilitator, ODS table, 2019 Pridefest
- Judge, Mr. and Mrs. GT 2019
- ODS Liason, Athletics
- Institute Liason, Sonocent and Glean Assistive Technology, Notetaker Express
- Student Life Representative at a football game
- Presenter, Georgia Tech Conf. Center with Type 1 Diabetes student group
- Facilitator, Three town halls for professors/students when AIM transition was approaching
- Member, Georgia Tech Women's Faculty Group
- Judge, Grand Challenges Living Learning Community Fall 2019 Poster Session
- Presentation, Weighted Blankets: Georgia Tech Counseling Center
- Member, Student Life Party Planning Committee with Debbie

Tina Allen

- Volunteer, Family Weekend 2019

Thao Duong and Salima Clark were new to the Institute, therefore, focused on their primary role before COVID moved staff off campus. Both did however, provide training during final exams week for new proctors and staff.

Progress:

Complete

VII. Professional Development

Staff Professional Development:

Annie Jannarone

- Attendee, 2019 AHEAD National Conference, Boston, MA (9 sessions and business meeting)
- Attendee, Fall 2019/Spring 2020 RAC-DSP (Residential Aged Care Disability Service Providers) quarterly meetings
- Attendee, Fall 2019/Spring 2020 GA State Regents Center for Learning Disorders (RCLD) quarterly meetings
- Association on Higher Education and Disability (AHEAD) webinar - Notetaking
- AHEAD webinar - Legal year in review
- Workshop - Sonocent and Cornell University

Sarah O'Shea

- Attendee, Ally for ABLE Alliance - attended Google Accessibility Workshop
- Attendee, GoToWebinar - How to Navigate the Changing Waters in Higher Education Using Read&Write and EquatIO
- Participant, case study for Glean with successful implementation of software within ODS
- Completed Trans 101
- Attendee, USG system for Manager Self Service
- Completed Safe Space Training
- GoToWebinar - How to Navigate the Changing Waters in Higher Education Using Read&Write and EquatIO
- Attendee, AHEAD Webinar: Note-taking presented by Margaret Camp from Clemson
- Attendee, USG system for Manager Self Service
- Attendee, RCLD, GA State Regional Meeting
- Attendee, AHEAD Webinar: Notetaking (Margaret Camp, Clemson)

Thao Duong

- Attendee, GT Office of Human Resources (OHR) New Employee Experience: Welcome to Tech
- Attendee, AHEAD: Methods and Strategies for Implementing Assistive Technology with Students
- Attendee, AHEAD: Accessible/Equitable Test Experiences During COVID-19
- Attendee, Recalibrate Your Expectations: Keep it Light, Staying Resilient
- Attendee, AHEAD: How to Make Online Learning Accessible for Deaf Students
- Attendee, The New Accessibility: Students with Disabilities and Access to Technology

- Attendee, AHEAD: Legal Year in Review
- Attendee, AHEAD: Assistive Technology for Students with Mental Health Conditions
- Attendee, GRIOT/Staff Council: 10 Tips for managing work-life balance

Salima Clark

- Completed Master's in Education Studies with a concentration in Educational Leadership and Policy from the University of Michigan in August 2019

Completed the following workshops/webinars:

- Methods and Strategies for Implementing Assistive Technology with Students
- Assistive Technology for Students with Mental Health Conditions
- The Legal Year in Review
- Deaf Services Unlimited
- AIM: Future of Note taking
- Gallup: How online Learning and Other COVID-19 Adaptations Will Shape Higher Ed
- GRIOT/GT Staff Council: Staying Connected during Social Distancing
- Content Accessibility in the online Era: Integrating AIM Features to Provide Accessible Online Class Content for Deaf and Hard of Hearing Students
- Demonstrating Care for Black Employees
- AIM: Using an Interactive Process During Conflict Resolution
- Effective Stress Management presented by USG Well-being
- Using AIM for Reporting and Improving Program Outcomes
"Taming the Beast: Using AIM to Manage Accommodations of Flexible Attendance and Deadlines"
- AIM: "Change Management"
- AIM: Let's Talk Alternative Testing: Sharing of Best Practices and Beyond
- AIM: It's Housing Accommodations Season! An Overview of AIM's Housing Module
- AIM: Improving Assistive Technology Engagement Through Inclusive Process
- AIM: Exploring Accommodations and Equal Access from a Social Justice Lens
- AHEAD: Open Plenary Address: A Conversation with Judith Heumann, International Disability Rights Activist and Leader
- AHEAD: Considerations for Online Course Testing and Remote Proctoring after the Pandemic
- AHEAD: The National Center for College Students with Disabilities (NCCSD) and COVID-19: Disability Services Issues from Students, Faculty and Staff

Tina Allen

Webinars attended:

- A Deep Dive into Note-taking as an Accommodation: Where Do We Go From Here?
Methods and Strategies for Implementing Assistive Technology with Students
- The New Accessibility: Students with Disabilities and Access to Technology
Student Life Professional Development
- Building Resilience During Changing Times
- AHEAD Webinar: Assistive Technology for Students The Future of Note Taking
- How Online Learning and Other COVID-19 Adaptions Will Shape Higher Ed
- Managing emotional support animals (ESAs) on Campus: Past, Present, and Future
- Adapting to Sudden Changes: How AIM is Supporting Online Instruction
- Georgia Tech Data Management: Security Fundamental
- It's Housing Accommodations Season! An Overview of AIMS Housing Module
Educate, Navigate, Self-Advocate: Improving Assistive Technology Engagement
Through Inclusive Processes
- Social Justice and Disability: Exploring Accommodation and Equal Access from a
Social Justice Lens

Professional Development Courses:

- Learning Excel 2016
- Subtle Shifts in Thinking for Tremendous Resilience
- Administrative Professional Tips
- Productivity Tips: Taking Control of Email
- Building Resilience During Changing Times
- AHEAD Webinar: Assistive Technology for Students
- Workforce Administration (WFA)
- Improving Your Memory
- Leading Virtual Meetings
- Photoshop for Beginners
- Supporting Your Mental Health While Working from Home
- Managing your Performance – The Georgia Tech Way
- Showing Up for Our Black Colleagues and Friends: A Dialogue Exploring Anti-Racist Allyship

Trainings:

- Accessible Documents Training
- Manager Self-Service (MSS): Position Management, Human Resources & Compensation Transaction
- AIM Training: Testing Center Module
- Direct Hire Training
- MSS: Recruiting and Hiring
- Introduction to Employee Self-Service
- MSS: Time and Absence Transactions

- Introduction to Manager Self-Service
- Approved Training
- Position Management & Hiring
- Time & Absence Transaction
- MSS Direct Hire Update Training
- Non-Graduate Student Employees in OneUSG Connect

Sarah Endicott

LoganTech AAC webinar
Few of Favorite Things (Vision, Hearing, Speech) webinar
FASET Resource Fair
FASET Resource Fair
Apple Device Management for Beginners seminar
TippyTalk webinar
CaptionMate webinar
AHEAD webinar: Notetaking
Let's Explore Implementing UDL Tools in a Digital Education World
SKOOG (Special Education Music) webinar
Accessible Documents webinar
Student Engagement and Use of Assistive Technology
RCLD meeting, Macon, GA
Grand Pad webinar
Built-in Features Microsoft Tools webinar
Communication Options When Hospitalized
Solutions for Living, Learning, Working, and Playing
Blackboard webinar
Assistive Technology for Students with Mental Health Conditions
Wired Wednesday webinar series
TFL/AATAP (Tools for Life/Association of Assistive Technology Act Programs) Live Demo webinar: Wearable AT for Vision
Accessible PDF Forms webinar

Mackenzie Deforest

Webinars/workshops:

- A COVID-19 information webinar for healthcare professionals (about 3-4 different sessions)
- A telemental health webinar provided by Georgia State University for master's in counseling students.
- A trauma informed care webinar series
- The executive functioning webinar hosted by AHEAD

Passed both the Certified Rehabilitation Counselor (CRC) and National Counselor Examination for Licensure and Certification (NCE) exams taken in March of this year.

Progress:
Completed

VIII. Institutional Effectiveness

Changes within Unit:

The largest change this year with the Office of Disability Services was the transition from Accommodate to AIM - software. This change was based off feedback from students, faculty and staff about the old software program. This software was transitioned at the end of the Fall semester to the beginning of the Spring semester. Thus far, the transition has been smooth and minimal challenges.

The other major change to institutional effectiveness was the transition of the note taking process within the Office of Disability Services. Staff within the office, transitioned the note taker services to assistive technology (where applicable). This change will save the office over \$120,000 yearly.

Progress:
Completed

New Student and Transition Programs

I. Mission/Introduction

Essential Function(s) of department:

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

Progress:

Completed

II. Staffing

Current Staff:

Cynthia Jennings – Assistant Dean and Director of New Student & Transition Programs

Cynthia is responsible for guiding the mission of the office in the areas of orientation and transition programs. She advises the Transfer Student Association and Tau Sigma. Cynthia is in the third year of her doctorate at the University of Georgia in the Student Affairs Leadership Program. Cynthia has been at Georgia Tech for almost 6 years.

Tim Edmonds-King-Assistant Director of New Student & Transition Programs

Tim's responsibilities include training FASET Cabinet Members and Leaders and managing the logistics of FASET (Familiarization and Adaptation to the Surroundings and Environments of Tech). Tim has been at Georgia Tech for five years.

Jasmine Lee-Budgeting Administrative Professional

Jasmine is responsible for managing the finances of the office and serving as the office manager. Jasmine has been at Georgia Tech for one year.

Megan Faulkner-Coordinator

Megan joined the team in June 2019. She assists with FASET planning, advises new First-Year Leadership Organization, Connect, and advised KNIT Mentoring Program.

Jordan Conway-Coordinator of New Student & Transition Programs

Jordan left her position in December 2019.

NODA Interns-Due to COVID 19, there were no interns for summer 2020.

New Staff:

James Allen Jr.-Coordinator

James joined the team in February 2020 as a coordinator. He formerly worked in GT Housing. His primary responsibility is advising and managing Wreck Camp.

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Due to COVID-19, FASET Summer orientation programs did not charge an orientation fee. This was a decision made by the University System of Georgia.

Initially, FASET Orientation was going to be a one-day, in-person due to Student Center construction. However, these sessions went online due to the nature of COVID. Eighteen total sessions were offered to new first-years and transfer students. Exchange FASET was cancelled due to COVID.

Initially, Wreck Camp was going to offer three, in-person Wreck Camps. Two were scheduled to happen on campus. The other was to happen at Camp Twin Lakes. Due to COVID-19, all sessions were cancelled. Wreck Camp went virtual, where they offered Wreck Camp: HIVE over three days to help new students acclimate to campus.

Progress:

Completed

IV. Significant Accomplishments

Significant Accomplishments:

New Student & Transition Programs

FASET Orientation

- Welcomed 3,315 new first-year students through our virtual orientation sessions.
- Hosted virtual sessions for 3,695 guests to attend over the course of the summer
- Selected 60 FASET Leaders from a pool of 80 applicants.

Wreck Camp

- Completed the eighth annual Wreck Camp in August 2019 with 125 student participants.
- Used a new site in Winder, Georgia, called Camp Twin Lakes.
- Shifted Wreck Camp to a virtual setting titled HIVE on Canvas due to COVID-19. Our goal was to have at least 120 students attend, and more than 120 students registered.

Transition Programs

KNIT (Knowledge. Nurture. Interaction. Tradition) Mentoring

- Selected an Executive board of eight campus leaders to continue the program's implementation

- Recruited and trained 38 KNIT Mentors who are paired and responsible for leading a small group of KNIT mentees.
- Planned and hosted monthly fall KNIT events including a Fall Tech Rec social, a registration assistance event, and a finals event.
- After many conversations with the executive team, exploring the variety of mentor programs offered at Tech, and reviewing the downward trend of involvement from all parties involved (Mentees, Mentors, and the Executive Board), NSTP decided 2019-2020 was going to be the last year for KNIT.

Connect (A First-Year Leadership Organization (FLO))

- Brought together a committee of 10 NSTP Student Leaders to develop the mission, vision, organizational structure, name, and constitution information to become a FLO.
- Submitted the Connect Application and Constitution to the FLO Advisor Board for consideration and was notified of our acceptance with a one year transition/probationary year.
- Recruited six advisors that will serve as Connect’s leadership team for the 2020-2021 academic year

Progress:
Completed

V. Statistics

Unit Statistics:

FASET Participation	2012	2013	2014	2015	2016	2017	2018	2019	2020*
Students Registered	3922	3515	3682	3807	3840	3843	3783	3854	4,423
Parents/Guests Registered	3474	2993	3231	3523	3305	3061	3398	3412	107**
FASET Leaders	90	90	75	90	90	84	87	96	60
FASET Cabinet	10	10	10	10	10	12	10	12	10
Professional Staff	7	7	7	7	7	8	8	7	5
Total Participation	7503	6615	7005	7437	7252	7008	7191	7381	

*As of July 20, 2020 **Parents only registered for the Spring FASET sessions

Wreck Camp Participation	2012	2013	2014	2015	2016	2017	2018	2019*	2020
Student Participants Registered	83	134	127	85	140	127	145	125	*
Student Leaders	30	36	36	38	38	38	38	44	36
Directors	3	4	5	4	4	4	4	5	6
Professional Staff Attending Camp	3	2	5	3	3	3	3	3	2
Total Participation	119	176	173	130	140	172	190	172	

*As of July1, 2019

Wreck Camp 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:

Cynthia Jennings, Assistant Dean/Director, New Student & Transition Programs

Member, Academic Advisors Task Force

Member, Registration Task Force

Member, Sophomore Speaker Selection Committee

Member, GT Academic Advisors Network (AAN)

Member, Vice Provost for Undergraduate Education Review Committee

Member, Transfer Student Advisory Group

Advisor, Transfer Student Association

Advisor, Tau Sigma

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

Tim Edmonds-King, Assistant Director-New Student & Transition Programs

Member, RFP Web Projects Committee

Member, College of Engineering Advisory Committee

Volunteer, Test Proctor for Disability Services

Member, Student Life on-call team

Volunteer, Family Weekend

Volunteer, Midnight Breakfast

Megan Faulkner, Coordinator, New Student & Transition Programs

Volunteer, Test Proctor for Disability Services

Volunteer, Family Weekend

Advisor, Winter Alternative Service Breaks

Member, First-Gen & Financially Under-Resourced Students Planning Team

Member, First-Year Leadership Organization Advisory Board

James Allen Jr., Coordinator, New Student & Transition Programs

Advisor, Phi Beta Sigma Fraternity Inc.

Member, Division of Student Life Multicultural Competence Committee

Member, "My Beloved Community" Committee

Volunteer and DJ, Midnight Breakfast

Judge, Miss Kappa Alpha Psi Fraternity Inc. Competition

Judge and DJ, Mr. Alpha Kappa Alpha Competition

Jasmine Lee, Budgeting Admin, New Student and Transition Programs

Volunteer, Test Proctor for Disability Services

Volunteer, Family Weekend

Member, Workday Transition Committee

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Cynthia Jennings, Assistant Dean/Director

Attendee, Universities Studying Slavery Conference

Attendee, University of Georgia (UGA) Student Affairs Conference

Tim Edmonds-King, Assistant Director-

Attendee/Volunteer, NODA Annual Conference (Association for Orientation, Transition, Retention in Higher Education)

Participant, Level Up, An Advanced LGBTQIA Allyship Course

Co-Chair, NODA GLBTA (Gay, Lesbian, Bisexual, Transgender & Ally) Network

Co-Chair, NODA State of Georgia Representative

Participant, Inclusive Leaders Academy

Participant, University Systems of Georgia Advising Academy

Megan Faulkner, Coordinator-

Attendee, NODA Annual Conference

Participant, NODA Orientation Professionals Institute

Participant, Level Up, An Advanced LGBTQIA Allyship Course

Participant, QPR Training

Attendee, UGA Collegiate Leadership Conference

James Allen Jr. Coordinator-

Participant, Question, Persuade, Refer (QPR) Training

Participant, Assessment Onboarding Training

Participant, "I am not okay" A conversation with Black Staff in the Division of Student Life

Participant, "Showing up for our Black colleagues and friends": A dialogue exploring anti-racist allyship

Jasmine Lee, Financial Admin-

Participant, Excel Workshop

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

The Office of New Student and Transition Programs will continue to provide resources and orientation for new and transfer students.

Progress:

Completed

Parents 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 Georgia Tech community and families feel connected to the Yellow Jacket Family.

Progress:

Completed

II. Staffing

Current Staff:

Laci Weeden – Laci has served as the Director of Parent & Family Programs (PFP) for six years. Laci is responsible for establishing and managing successful relationships with parents and families that result in increased student success and family affinity. From the recruiting/yield phase of the admissions process to commencement, Laci uses her extensive knowledge in student development and creativity to create on-going communications and programming for Georgia Tech students and families. Laci manages all of the large-scale events, such as Family Weekend, Sibs Day, and the newly created Grandparents & Friends Day. Laci manages the overall PFP budget and is responsible for the purchasing credit card for the unit. Laci also manages the Parent & Family Ambassadors and works closely with Parent Development to assist with the Parents Board and donations to the Parents Fund.

Tyler Barker – Tyler has served as the Coordinator for Parent & Family Programs for two years. Tyler is responsible for establishing and managing successful relationships with parents and families that result in increased student success and family affinity. Tyler supervises the 15 Parent Assistant Leaders (PALs) and student assistants. He also assists with the planning and facilitation of special events in the office. Tyler serves

as the financial liaison for PFP and manages all financial transactions. He is also responsible for the monthly Parent News e-newsletter and social media content. Tyler created and manages a new program (GT H.U.B.) which supports students that are in foster care, homeless/at-risk homeless, or without family support. He is also responsible for developing initiatives supporting first-generation families. Tyler also works closely with Parent Development to assist with the Parents Board and support to the Parents Fund.

Student Staff – There are currently 15 PALs and a student assistant that work in the office. Several of the student leaders will be returning for their second and third year with Parent & Family Programs. Madison Hunt graduated in December 2019 after working for the office for three years and nine other Parent Assistant Leaders graduated this year 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. Several new staff were offered positions for the upcoming school year and seven staff are returning.

Progress:
Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

N/A

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

1) 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.

2) “First Day of Class Pictures” occurred for a fourth year on the first day of class in August. Over 750 people from first year students to graduate students showed up to have their pictures taken. Pictures were posted on the PFP Facebook page, but pictures were also taken using the student’s cell phones.

3) For the second year in a row, Parent & Family Programs hosted an appreciation luncheon for 12 Faculty/Staff members and their spouses who are also parents of first-year Georgia Tech students for a second year. Along with Dean Stein, several other

members of the Division of Student Life were able to connect with the families and offer support on behalf of the Division.

4) GT H.U.B- The GT H.U.B. (GT Home. Unity. Belonging.) program was established and funded for the next 5 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 formed a working group of 11 individuals from different offices across campus who are committed to helping with establishment of the program and also mentoring students. This past year we have created a website and webform as way to be connected to the program and to learn more information. We were also able to work with NSTP to market the program within the FASET registration form. During the FY20 academic school year we have managed to make contact with two students as we head into the next academic school year.

5) First-Generation Student/Parent Outreach is a priority within the Office of Parent & Family Programs as it relates to the education of resources, awareness, and support. This year the Coordinator for PFP served on a special committee charged by the Institute and Provost, Undergraduate Education and Enrollment Services to establish a new initiative to support the academic success of first-generation and low-income undergraduate students. Our office in collaboration with New Student Transition Programs (NSTP), Student's Temporary Assistance and Resources (STAR), and the Office of Retention and Graduation Initiatives hosted the inaugural campus wide First-Generation Celebration Day in honor of National First-Generation on November 8, 2019 on Tech-Walkway passing out helpful information, snacks, first-gen stickers, and other various promotional items. The event was able to engage and bring awareness to over 200 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 and personnel are in place to help you succeed throughout your transition to college. The event featured 33 attendees via BlueJeans Events.

6) Our inaugural Grandparents & Friends Day was a success on March 7, 2020. We hosted 55 students and their families for the day. Our goal was 100 for our first time, but we were happy with the families that did attend and they had a great day, too! The schedule included a bus tour of Atlanta or a campus tour. Facilities loaned four golf carts to shuttle family members around during the day. A special catered lunch was served in Brittain Dining Hall for the students and their grandparents and family members. Buzz dropped by during lunch to take pictures with the families and the Glee Club performed as well. After lunch, some families headed over the watch a GT Baseball game, while others headed off campus to spend a little more time with their student. One grandmother told me she was taking her grandson to get his haircut, which was adorable. There were lots of hugs, smiles and pictures throughout the day.

7) The Georgia Tech Parent & Family Ambassador program is a parent volunteer program serving current and prospective Georgia Tech families. There are currently 110 Parent & Family Ambassadors from 23 states and 12 countries. This group, along with the Parents Board members, reached out to admitted students and families to welcome them to the Yellow Jacket Family and answer any questions. Ambassadors are happy to help when called upon for events in their region. New families appreciate the calls and a few families at FASET remark that the calls and emails are sometimes the final push the student and families need to decide to come to Georgia Tech. Families appreciate the personal touch from current families.

8) The Director and Coordinator both worked with Admissions, Parent Development and the Alumni Association to create the list of cities and hosts for the Meet & Greet Admitted Student events for March and April 2020. Unfortunately, due to COVID-19, all events were cancelled. Parent & Family Programs, Parent Development and Admissions did work together on a video for incoming families to help with yield.

9) Commencement continues to be a very popular event for Parent & Family Programs and is such a special moment for the students and families to reflect on their time at Georgia Tech. Our congratulations message and the Proud Parent, Proud Grandparent, Proud Sibling, and Proud Spouse buttons and Proud of our Grad stickers allow families to feel special and proud to celebrate with their graduate. The buttons cost an estimated \$8,000 each year to meet the demand for these special buttons. Items were provided at December 2019 Commencement, but May 2020 Commencement was postponed due to COVID-19.

Progress:
Completed

V. Statistics

Unit Statistics:

Burdell's Brunch:

Burdell's Brunch had over 240 people register, down from 340 in 2018. President Peterson welcomed the new Georgia Tech families and the Director of PFP shared some closing remarks. One Staff matched the attendees to 40 faculty and staff hosting each table to maximize the opportunities for connecting with new families. New Student Convocation streamed live for families to watch from home, but families were still able to attend if they wanted to do so. Registration fees from guests and the PFP budget pay for Burdell's Brunch. Due to attendance dropping consistently for the last couple of years and because we have a new President, we will be taking the opportunity to sunset this program. 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

Family Weekend:

Family Weekend 2019 was a success with over 24,000 family members and students (680 families) registered 38 states, 1 territory, and 10 countries. Held over three days, from October 4 – 6, 2019, students and families attended 58 events for the 31st Family Weekend at Georgia Tech. The tailgate was slightly larger than past years with 1350 people in attendance. Family Weekend is supported by registration fees, sponsorship dollars, and the Parent & Family Programs budget.

Families responded to the following question "My involvement with Family Weekend 2019 makes me feel more connected to Georgia Tech," through the Family Weekend Survey. Survey respondents, 91.67% (204/341 families), either agreed or strongly agreed with this statement regarding connectedness.

Of the 204 respondents to the survey, 77.67% strongly agreed or agreed that "Information and/or connections gained during Family Weekend 2019 will help me better support my Georgia Tech student(s) toward graduation."

Of the 223 respondents, 78.92% said this was the first Family Weekend they have attended and only 3.14% of respondents had been to three or more Family Weekends.

Per the recommendation of several staff, the campus-wide Family Weekend Committee will return to help plan. This decision was made to help spread out the work load for Laci, Tyler, and the student leaders. This will also allow other support staff to be more knowledgeable about specific details of the weekend. This decision was made, pre-COVID-19. Due to COVID-19, Family Weekend 2020 will be postponed until the spring semester 2021.

Sibs Day

The Sixth Annual Sibs Day, held on February 27, 2020. Georgia Tech students hosted family and friends (ages 7-18) to experience campus life for the day. With 426 people registered for the event - 166 siblings, 53 parents/aunts/uncles, 34 cousins, and 173 Georgia Tech students. Siblings came from 22 states. Normally, our cap is around 500 guests, but numbers were a little lower this year because it didn't fall on a President's Day, as it has in the past, when several school systems around the country have that day off. Registration fees and a small funding amount came from the Office of the Vice President for Student Life/Dean of Students supported Sibs Day 2020.

Sibs Day Survey respondents consisted of 10 GT students, 28 parents, and 9 siblings and guests. Based on the 47 responses, this summary presents selected results.

Highlights from the GT Sibs Day 2020 surveys include:

- After participating in Sibs Day, respondents reported having a more positive view of Georgia Tech (Agree/Strongly Agree): Students (80%), Parents (78.57%), and Siblings (100%).
- GT students and their sibling(s) reported they enjoyed Sibs Day (Agree/Strongly Agree): Students (100%), and Siblings (100%).
- Among the sibling(s) their top three favorite Sibs Day activities were: 1) GT Men's Basketball game; 2) Bowling, Billiards & Buzz; 3) Paper & Clay
- When asked if, "As a result of attending Sibs Day, my family member(s) has/have a better understanding of Georgia Tech campus life and my student's college experience" (Yes/No) almost all parents (89.29%) reported that their younger child had a better idea of what their older sibling was doing at college.
- As a result, 75% reported that they are very likely or likely to apply for admission to Georgia Tech because of attending Sibs Day.

Volunteers

Parent & Family Programs had 57 Georgia Tech parents volunteer throughout the year with various activities, both on and off campus. A total of 31 parents served on the FASET Parent Panels, 14 parents helped with Family Weekend prep, 12 parents helped with December Commencement and 0 parents helped with May Commencement due to Covid-19. A total of 0 Parents Board Members and Parent & Family Ambassadors made phone calls to incoming families in the spring, due to Covid-19 as well. We hope to resume normal business operations fully next spring, which resume our volunteer total exceeding 200 parents yearly.

Communications:

ParentNews (MailChimp):

We had some challenges with our email lists this fall, but finally got everyone merged correctly into one list. The current email database of parents and family members stands at 36,256 subscribed members. The open rate, on average, is 34.4%. The click rate varies, but it averages 2.71%. 91.2% are from the U.S. and 8.8% are outside of the United States.

Facebook:

There are currently 6,034 Facebook followers, which is up from 4,948 Facebook followers in 2019. Over 5,436 are families from the United States. There are also families following us from 45 countries. More than 42% of our followers are between the ages of 45-54, with 78% of them being women.

Instagram:

We are in our second year of our Parent & Family Programs Instagram account. We are currently at 784 followers. This is up from 280 Instagram followers in 2019. We achieved our goal of doubling our number of followers and reaching over 600 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, the Director and Coordinator received 25-30 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, September, February, and April are an exception as we received 40-45 calls weekly due to parent concerns about move-in, Family Weekend, Sibs Day, Grandparents and Friends Day, Commencement, and move-out/storage. This year, the Director, Coordinator, and the student staff received an estimated 1500 calls in total. With the help of the Coordinator of PFP 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 298 emails in the fall semester (August - December) and 597 emails in the spring semester (January - June) to the parents@gatech.edu inbox on various topics from Family Weekend, Sibs Day, Grandparents & Friends Day, student birthdays, transition issues, and student concerns. Our spring numbers doubled from last year due to COVID-19 related questions. These email totals do not include emails sent directly the Director of PFP or the Coordinator of PFP from families throughout the year.

Progress:

Completed

VI. Service to the Institute

Service to the Institute:

Laci Weeden -

- Co-Presented four different presentations at the AHEPPP (Family Engagement in Higher Education) National Conference in Portland, Oregon in November 2019
- Researched new software company, CampusESP, to improve overall campus communications with parents and families and improve special event registration. Funding was approved by the Division of Student Life and Office of Information Technology. Unfortunately, due to the budget concerns because of COVID-19, we delayed signing the contract for one to two years.

Tyler Barker -

- Volunteer, End of Year Student Life Planning Committee
- Committee Member- Student Life Award Selection Committee

- Committee Member- First-Gen & Financially Under-Resourced Students Planning Team
- Committee Member- New Student & Transition Programs Coordinator Search
- Committee Member- National AHEPPP Conference Committee (Marketing/Social Media Chair)
- Diversity Training Facilitator- Housing & Residence Life
- Co-Presenter – AHEPPP: Family Engagement in Higher Education National Conference

Progress:

Completed

VII. Professional Development

Staff Professional Development:

Laci Weeden -

- Laci finished her first year in the Student Affairs Leadership Ed.D. Program at University of Georgia and started her second year in May 2020.
- AHEPPP: Family Engagement in Higher Education Conference, November 2019

Tyler Barker –

- AHEPPP: Family Engagement in Higher Education Conference, November 2019
- Tyler finished this year as a newly selected Leadership Fellow focused on mentoring two GT Graduate Students the upcoming 2020-2021 academic school year.

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

Office of the Arts

I. Mission/Introduction

Essential Function(s) of department:

Vision

Georgia Tech will be an internationally recognized destination that invites everyone to experience and benefit from the integration of arts with the learning and research that takes place across the Institute through performances, exhibitions, installations, residencies, and creative encounters.

Mission

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 & faculty ideas, Georgia Tech Arts places art at the epicenter of supporting the Strategic Objectives of the entire Institute.

Core Values

Equity, Inclusion, & Accessibility

We believe in including many voices and bodies in our spaces and on our stage, particularly those that have been historically excluded from institutional spaces. We strive for students and wider communities to feel that all identities are valued and celebrated, and for our spaces and experiences to be accessible to all.

Arts Integration & Generosity

We believe in the importance of incorporating arts with the areas, expertise, and experiences of Georgia Tech and our community. We believe that all artistic experiences include meaningful connections with the campus and community through mutually impactful conversations and interactions. These build upon a generous approach by all involved, and a recognition of shared value for everyone.

Exploration & Curiosity

We believe the arts are a form of exploration, and we are continually curious to discover what results from creative encounters. We believe that curiosity and exploration are at the core of Georgia Tech's mission, and that artists create experiences that cannot be easily replicated in the classroom. We continually collect data, seek new approaches and new processes to enhance the impact and value of these arts experiences.

Student focused

We believe that the creative learning, and lives, of the students of Georgia Tech (and other institutions in the region) should inspire and inform our programs. We view all students as creative individuals and strive to amplify their academic and artistic work.

Art focused

We believe that artists, here in Atlanta or anywhere in the world, should act as our guides. Our work seeks to amplify and celebrate their artistic vision. We act as a catalyst to enable their creations and connect them with the resources, collaborators, and audiences to enhance the impact of these artistic pursuits.

Community Focused

We believe that the arts and artists, as well as students, could be our avenue to reach out and connect with the communities of Atlanta. We aim to listen to these communities and invite them to meaningfully join in our work.

Progress:

Completed

II. Staffing

Current Staff:

- Justin Camp: Theater Production Assistant
- Paul Cottongim: Theater Production Manager
- Joseph Davis: Stage Audio Tech
- Benjermin Dostal: Theater Operations Manager
- Esther Famojure: Student & Artist Engagement Coordinator
- Dorcas Ford Jones: Admin Professional I
- Elizabeth Geiger: Marketing Specialist
- Rachel Haage: Event Coordinator I
- Almelida Merriweather Baker: Patron & Event Services Assistant
- Holly Mitchell: Box Office Coordinator
- Kelly Pierce: Marketing Manager
- Brenda Porter: Patron & Event Services Assistant
- Twanesia Rucker: Box Office Assistant
- Aaron Shackelford: Director
- Thomas Torrent: Patron & Event Services Coordinator
- Sarah Van Buskirk: Patron & Event Services Assistant

New Staff:

- Kelly Pierce: Marketing Manager
 - Pierce comes to Georgia Tech from the Atlanta Ballet where she served as the Associate Director of Marketing
- Twanesia Rucker: Box Office Assistant
 - Rucker comes to Georgia Tech from Theatrical Outfit, where she served as the Assistant Box Office and Concession Manager
- Aaron Shackelford: Director

- Shackelford comes to Georgia Tech from the University of Massachusetts, where he served as the Director of Programming for the Fine Arts Center.

Progress: Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

1. Implemented a Recovery Task Force with weekly meetings, plus ad hoc committees
2. Implemented a transition to Microsoft Teams for collaborative planning, and Dropbox for digital file storage

What type of policy?:

Departmental Policy/Procedure

Justification:

Both of these policies were a direct result of COVID-19. The Recovery Task Force developed safe plans and procedures for re-opening and safely operating the Ferst Center in the current health crisis. The shift to Teams and Dropbox allowed for collaborative work and communication while operating remotely.

Progress: Completed

IV. Significant Accomplishments

Unit Description:

The Office of the Arts (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 & faculty ideas, Georgia Tech Arts places art at the epicenter of supporting the Strategic Objectives of the entire Institute. Georgia Tech Arts also operates the Ferst Center for the Arts and provides support and collaboration for internal and external clients putting on events in this space.

Significant Accomplishments:

- Collaborated with Institute Communications & the Office of the President to successfully conduct the Investiture of President Cabrera
- Launched TECHnically Creative, a series of on-line conversations with Tech alum in the creative fields

- Hosted a Town Hall conversation on Art & Community with President Cabrera, Bill T. Jones, and Radio Station, WABE's, Lois Reitzes
- Held multiple sold-out performances, the first set of sold-out performances presented by the Office of the Arts in several years
- Established a Faculty Insight Group to continue the work of Creative Curricular Initiatives (CCI)
- Increased our media presence and attention

Progress: Completed

V. Statistics

Unit Statistics:

- Engagement
 - 15 events with students and faculty
- Marketing
 - 471 student tickets sold for GT Arts performances
 - Average number of opens for emails: 7741
 - Average clicks: 159
 - Facebook reach increased by 24.9%
 - Instagram reach increased by 132.4%
 - Collaborative partnerships
 - Email and cross/promotional efforts with community partners including Atlanta Ballet, Full Radius Dance, CORE Dance, Dance Canvas, Atlanta Jewish Film Festivals, Atlanta Film Festival, Emory, Atlanta Botanical Garden, Alliance Theater and Atlanta Fringe Festival
- Event Coordination
 - Total event days: 174
 - Ferst Center events: 89
 - Days used by campus clients: 113
 - Number of external events: 18
 - Events cancelled due to COVID-19: 27
 - Event highlights:
 - Institute Address, Carreker Lecture featuring TI Harris, Malcolm Gladwell, Investiture of President Cabrera, Creative Mornings, Atlanta Science Festival, Guthman Musical Instrument Competition, GT Inventure Prize

Progress: Completed

VI. Service to the Institute

Service to the Institute:

- Plan and execute Investiture of President Cabrera
- Develop COVID-19 recovery plans for safely operating Ferst Center
- Consult and develop virtual platforms for campus services

Staff Service:

- Dostal
 - Presented at Association of Performing Arts Professionals (APAP) National Conference
- Ford Jones
 - Division Family Weekend Planning Committee
- Haage
 - Served on Investiture Planning Committee
- Mitchell
 - Served on University System of Georgia (USG) Presenters Box Office & Administration Recovery Planning Team
- Shackelford
 - Served on Institute Strategic Plan Working Group
 - Served on Investiture Planning Committee
 - Served on Diversity Symposium Planning Committee
 - Served on Public Service & Outreach Recovery Task Force
 - Served on USG Presenters Directors Recovery Planning Team
 - Hosted Division Professional Development Workshop
 - Presented at APAP National Conference
- Torrent
 - Chair USG Presenters Operations Recovery Planning Team

Progress: Completed

VII. Professional Development

- Dostal
 - Completed Workday for Cost Center Managers
- Haage
 - Event Coordinators Network Conference
- Geiger
 - Office Of Human Resources Classes & Trainings:
 - New Employee Experience
 - Welcome to Tech (8/14/19)
 - Managing Your Performance the Georgia Tech Way (11/14/19)
 - Georgia Tech Leaders Panel (12/10/19)
 - Seizing Your Career the Georgia Tech Way (virtual, 4/14/20)
 - Giving and Receiving Feedback (OHR - in-person, 11/22/20)
 - Habits: A Framework to Reach Your Potential (OHR - in-person, 1/16/20)
 - Emotional Intelligence Chat (virtual conversation, 4/29/20)

- Radical Acceptance (OHR - virtual conversation, 5/28/10)
- Service Excellence: One Interaction at a Time (OHR - virtual conversation, 6/17/20)
- GT Human Resources Training:
- HR for Managers meetings on 12/4/19, 1/29/20, 2/25/20, 3/17/20, 3/31/20, 4/28/20, 5/21/20
- Info Session: Time & Labor, Absence Management, Time Clocks, and Payroll (webinar, 9/3/19)
- Critical Hire Justification Overview and Best Practices for Managers on 3/4/20
- Georgia Tech Data Management: Security Fundamental (online, required)
- Intro to Manager Self-Service (online, required)
- New Hire Learning and Compliance (online, required)
- Absence Request in Employee Self-Service (online)
- Intro to Employee Self-Service (online)
- Manager Self-Service: Position Management, HR & Compensation Transactions (online)
- Manager Self-Service: Time & Absence Transactions (online)
- Workday Overview & Basics (online)
- Workday PCard Process and Approvals (online)
- Student Life Division Trainings & Events:
- Question Persuade Refer (QPR) training on 9/9/19
- Safe Space training on 9/24/19
- Assessment Onboarding with Dr. Brenda “B” Woods (10/22/20)
- Finding Passion in Your Career Path with Aaron Shackelford on 12/18/19 (SL Professional Development)
- Multicultural Competence 101 on 1/10/20
- Second Friday with President Cabrera on 2/14/20 (SL Professional Development)
- Communications Styles with Sara Warner about communication styles on 2/19/19 (SL Professional Development)
- Professional Development Keynote with Dene Sheheane on 3/5/20 (SL Professional Development)
- Other Georgia Tech Webinars & Events:
- Trailblazers sculpture unveiling (9/4/19)
- Global Climate Action Symposium: Art & Climate Change Session (9/27/19).
- Africa & New Technologies with Oulimata Gueye, critic and curator from France/Senegal (France-Atlanta panel, 10/9/19)
- GT Women's Program Reception (10/17/19)
- Visited the Art & AI VIP program to review projects with students (10/22/19, 12/3/19, and 12/10/19)
- President Cabrera Investiture (10/28/19)

- When Women Lead: Insights and Experiences (Scheller in-person panel, 3/6/20)
- Building Resilience During Changing Times (Scheller webinar, 5/1/20)
- Impact of the Current Environment on Financial Markets/Investing (Scheller webinar, 5/6/20)
- "The Art of Telecommuting: Productivity versus Inefficiency" (GRIOT/GT Staff Council Seminar, 5/13/20)
- Resume Building in Uncertain Times (GRIOT/GT Staff Council Seminar, 5/27/20)
- External webinars/classes:
- Organized department outing to see Refinery 29's 29 Rooms interactive exhibit (9/4/19)
- Women, Wealth, and Well-Being Webinar (UVA webinar, 9/10/19)
- Creative Mornings with Fabian Williams (theme: justice, in-person, 8/30/19), Shirley Franklin (theme: invest, in-person, 2/28/20), Dr. Jerome Lubbe (theme: identity, virtual, 3/27/20), and Shanqua Gay (theme: purpose, virtual, 4/24/20)
- Electrical Computer Engineering Fireside Chat with Texas Instruments (10/7/19)
- Predict Content Performance Through Visual Intelligence: Deeper Engagement Across Channels (Adweek webinar, 10/31/2019)
- TRG Arts Roundtable Webinars:
- Best Practices for Remote Work (UVA webinar, 3/25/20)
- Women Lead: Executive Presence - Developing the Gravitas of A Leader (Fort© Foundation webinar, 4/28/20)
- On Air: UVA's Greg Fairchild on Resilience of Businesses During the Covid-19 Pandemic (phone call, 4/16/20)
- On Air: Phil Bourne UVA's School of Data Science (phone call, 4/30/20)
- A Conversation with Marty Cagan, Founder of Silicon Valley Product Group & Author of INSPIRED: How to Create Tech Products Customers Love (UVA webinar, 5/8/20)
- Women Lead: Leveraging Diversity and Inclusion for a Competitive Advantage (Fort© Foundation webinar, 5/14/20)
- CI to Eye: Behind the Scenes: Bootcamp Livestream (Capacity Interactive podcast/video, 5/14/20)
- TECHtimonials (5/28/20)
- CI to Eye Live: Don't Kill Your Marketing in the Age of Coronavirus (Capacity Interactive podcast/video, 5/28/20)
- Emma U: Email Best Practices for Higher Education (Emma webinar, 6/4/20)
- CI to Eye: Perspectives on Anti-racism from 6 Leaders (Capacity Interactive podcast, 6/19/20)

- Coursera: Design Thinking for Innovation by University of Virginia (did not seek certificate, 6/20)
- Conferences:
 - MarTech 2020 3rd Annual Conference: Using Technology to Understand Customers & Drive Marketing Decisions (Scheller in-person, 2/21/20)
 - Capacity Interactive Bootcamp Livestream for Arts Organizations in Crisis attendee (Capacity Interactive virtual, 4/23/20)
 - 2020 Fort√© MBA Women's Leadership Conference attendee (Fort√© Foundation virtual, 6/12/20 -6/13/20)
- Mitchell
 - Georgia Tech Police Active Shooter Training
- Rucker
 - Georgia Tech Police Active Shooter Training
- Porter
 - Georgia Tech Police Active Shooter Training
- Ford Jones
 - July 2019 – “Clifton Strengths” seminar with Division
 - October 2019 – Marketing Webnair
 - December 2019 – PR Brainstorm seminar in Clough
 - February – March 2020 – USG Connect Classes, Topics for Employees
 - March 2020 – Professional Development w/keynote speaker Dene Sheheane
 - March 2020 – One USG Classes – MSS Position Mgr, HR, and Compensation Transactions
 - April 2020 – HR Topics for Mgrs classes
 - May 2020 – Conflict Management, HR course
 - May 2020- Giving & Receiving Feedback, HR course
 - June 2020 – Pay Changes webnair
 - July 2020 – Virtual Boot Camp, (Microsoft Teams) Live Event Training
- Pierce
 - OHR Classes & Trainings:
 - New Employee Experience
 - Welcome to Tech (8/14/19)
 - Managing Your Performance the Georgia Tech Way (11/14/19)
 - Georgia Tech Leaders Panel (12/10/19)
 - Seizing Your Career the Georgia Tech Way (virtual, 4/14/20)
 - Giving and Receiving Feedback (OHR – in-person, 11/22/20)
 - Habits: A Framework to Reach Your Potential (OHR – in-person, 1/16/20)
 - Emotional Intelligence Chat (virtual conversation, 4/29/20)
 - Radical Acceptance (OHR – virtual conversation, 5/28/10)
 - Service Excellence: One Interaction at a Time (OHR – virtual conversation, 6/17/20)
 - GTHR Training:

- HR for Managers meetings on 12/4/19, 1/29/20, 2/25/20, 3/17/20, 3/31/20, 4/28/20, 5/21/20
- Info Session: Time & Labor, Absence Management, Time Clocks, and Payroll (webinar, 9/3/19)
- Critical Hire Justification Overview and Best Practices for Managers on 3/4/20
- Georgia Tech Data Management: Security Fundamental (online, required)
- Intro to Manager Self-Service (online, required)
- New Hire Learning and Compliance (online, required)
- Absence Request in Employee Self-Service (online)
- Intro to Employee Self-Service (online)
- Manager Self-Service: Position Management, HR & Compensation Transactions (online)
- Manager Self-Service: Time & Absence Transactions (online)
- Workday Overview & Basics (online)
- Workday PCard Process and Approvals (online)
- Student Life Division Trainings & Events:
- QPR training on 9/9/19
- Safe Space training on 9/24/19
- Assessment Onboarding with B Woods (10/22/20)
- Finding Passion in Your Career Path with Aaron Shackelford on 12/18/19 (SL Professional Development)
- Multicultural Competence 101 on 1/10/20
- Second Friday with President Cabrera on 2/14/20 (SL Professional Development)
- Communications Styles with Sara Warner about communication styles on 2/19/19 (SL Professional Development)
- Professional Development Keynote with Dene Sheheane on 3/5/20 (SL Professional Development)
- External webinars/classes:
- Organized department outing to see Refinery 29's 29 Rooms interactive exhibit (9/4/19)
- Women, Wealth, and Well-Being Webinar (UVA webinar, 9/10/19)
- Creative Mornings with Fabian Williams (theme: justice, in-person, 8/30/19), Shirley Franklin (theme: invest, in-person, 2/28/20), Dr. Jerome Lubbe (theme: identity, virtual, 3/27/20), and Shanqua Gay (theme: purpose, virtual, 4/24/20)
- ECE Fireside Chat with T.I. (10/7/19)
- Predict Content Performance Through Visual Intelligence: Deeper Engagement Across Channels (Adweek webinar, 10/31/2019)
- TRG Arts Roundtable Webinars:
- Best Practices for Remote Work (UVA webinar, 3/25/20)

- Women Lead: Executive Presence – Developing the Gravitas of A Leader (Forté Foundation webinar, 4/28/20)
- On Air: UVA's Greg Fairchild on Resilience of Businesses During the Covid-19 Pandemic (phone call, 4/16/20)
- On Air: Phil Bourne UVA's School of Data Science (phone call, 4/30/20)
- A Conversation with Marty Cagan, Founder of Silicon Valley Product Group & Author of INSPIRED: How to Create Tech Products Customers Love (UVA webinar, 5/8/20)
- Women Lead: Leveraging Diversity and Inclusion for a Competitive Advantage (Forté Foundation webinar, 5/14/20)
- CI to Eye: Behind the Scenes: Bootcamp Livestream (Capacity Interactive podcast/video, 5/14/20)
- TECHtimonials (5/28/20)
- CI to Eye Live: Don't Kill Your Marketing in the Age of Coronavirus (Capacity Interactive podcast/video, 5/28/20)
- Emma U: Email Best Practices for Higher Education (Emma webinar, 6/4/20)
- CI to Eye: Perspectives on Anti-racism from 6 Leaders (Capacity Interactive podcast, 6/19/20)
- Coursera: Design Thinking for Innovation by University of Virginia (did not seek certificate, 6/20)
- Conferences:
- MarTech 2020 3rd Annual Conference: Using Technology to Understand Customers & Drive Marketing Decisions (Scheller in-person, 2/21/20)
- Capacity Interactive Bootcamp Livestream for Arts Organizations in Crisis attendee (Capacity Interactive virtual, 4/23/20)
- 2020 Forté MBA Women's Leadership Conference attendee (Forté Foundation virtual, 6/12/20 -6/13/20)

VIII. Institutional Effectiveness

Changes within Unit:

This was a year of major transition, with new staff in key leadership positions and a year that took a radical turn with COVID-19. New approaches to social media and general communications led to a dramatic increase in digital engagement and ticket sales, driven in part from a recognition that previous efforts were insufficient. The heavy use of campus partners for rental events has guided our efforts to plan for operations in the fall semester during COVID.

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 Affairs.

Progress:

Completed

II. Staffing

Current Staff:

Bonnie Taylor

- Bonnie Taylor served as the Associate Dean/ Director of Student Integrity August 2016 to May 2020. Bonnie served as the leadership for OSI, setting the vision and strategic plan for office efficiency and new initiatives. She oversaw the OSI staff, outreach efforts, and provides strategic leadership for the Office of Student Integrity.

Andrew Lawrence

- Andrew serves as the Assistant Director for OSI. Andrew joined the OSI staff in February 2017. Andy previously served as the Conduct Coordinator for the Department of Residence Life coordinating and resolving allegations of misconduct in the residence halls and partnering with OSI in various investigations of allegations. Andy brings over 15 years of student affairs experience ranging from educational training to management of conduct

processes. He manages the case management process for the office and oversees strategic plan implementation efforts.

Dallas Flint

- Dallas serves as the Coordinator for Student Integrity and joined the office in August 2016. Dallas advises the Undergraduate Judiciary Cabinet and Honor Advisory Council as well as serves as the liaison for various committees to represent OSI.

Ericka McGarity

- Ericka serves as a Coordinator for Student Integrity. Ericka joined the OSI staff in February 2016 as a part-time Coordinator. Ericka brings over 20 years of student affairs and student conduct experience to OSI. Ericka's primary role is resolve referrals of misconduct and investigate larger level allegations in accordance with the Code of Conduct.

Mandy Hambleton

- Mandy joined OSI as a part-time Coordinator in April 2020. She brings over a decade of experience in creating accessible and inclusive policies and processes for addressing concerning behavior, resolving reported incidents of misconduct and/or discrimination, and supporting individuals in distress.

Wyshawn Terrell

- Wyshawn joined the OSI staff in April 2019 as OSI Administrative Professional II. In her role, Shawn manages the administrative processes associated with the appeals process, performs disciplinary checks for internal and external stakeholders, and serves as the central point of contact for OSI. Shawn previously served in an administrative capacity at the Public Defenders office for the City of Atlanta

New Staff:

Mandy Hambleton

- See Current Staff

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Progress:

Completed

IV. Significant Accomplishments

Unit Description:

The Office of Student Integrity inspires students to strengthen their personal character by promoting and upholding Georgia Tech's core value of integrity in a community of trust where every decision is made with integrity.

Significant Accomplishments:

OSI advises the Undergraduate and Graduate Judiciary Cabinets, as well as, the Honor Advisory Council. Their accomplishments are as follows:

Undergraduate Judiciary Cabinet

- Members served as student justices on the Student Honor Committee

Graduate Judiciary Cabinet

- Members served as student justices on the Student Honor Committee

Honor Advisory Council

- Facilitated Ethics Seminars and advised students through the completion of Action Plans for ethical development

Progress:

Completed

V. Statistics

Unit Statistics:

The Office of Student Integrity received 1,797 incident referrals during the 2019-2020 academic year. 1,667 referrals were for academic misconduct, and 130 referrals were for non-academic misconduct

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

See Staff Service below.

Staff Service:

Bonnie Taylor

- Member, Academic Integrity Committee
- Volunteer, Family Weekend
- Trainer, served as a Question, Persuade, Refer (QPR) trainer for campus community

Andy Lawrence

- Member, Academic Integrity Committee
- Member, Alcohol and Other Drug Committee

Dallas Flint

- Member, Academic Integrity Committee
- Volunteer, Family Weekend

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Bonnie Taylor

- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training
- GT Representative Regent's Advisory Council for Student Conduct Officers
- Attendee, Hazing Prevention Institute
- Served as Chair and faculty member for the 2019 Association for Student Conduct Administration (ASCA) Donald Gehring Institute

Andy Lawrence

- GT Representative, Regent's Advisory Council for Student Conduct Officers
- Attendee, Hazing Prevention Institute
- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training

Dallas Flint

- GT Representative, Regent's Advisory Council for Student Conduct Officers
- Attendee, Hazing Prevention Institute
- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training
- Attendee, Association for Student Conduct Administrator's Annual Conference

Ericka McGarity

- Attendee, Georgia Tech's Annual Title IX Hearing Panel Training
- Attendee, Association for Student Conduct Administrator's Annual Conference

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

Not Applicable due to no Policy or Procedure changes.

Progress:

Completed

Student Temporary Assistance Program (STAR)

I. Mission/Introduction

Essential Function(s) of department:

Students' Temporary Assistance and Resources (STAR) is an organization that provides stability for students to pursue a fulfilling college experience. It does this by facilitating collaboration between organizations offering student support and increasing campus awareness of these programs. The five points of the star are food, finances, clothing, housing, and connections.

Progress:

Completed

II. Staffing

Current Staff:

Steve Fazenbaker, Program Director

New Staff:

Steve Fazenbaker, who previously served as part-time STAR Program Coordinator, became the full-time STAR Program Director on September 12, 2019. Prior to joining the Student Life staff, Steve served as the director of the Wesley Foundation at Georgia Tech (July 2000 - June 2018).

Steve's responsibilities include:

- Counseling under-resourced students to identify the resources they need to be successful in their studies
- Collaborating with campus departments, student organizations, etc., to provide resources for under-resourced students

Progress:

Completed

III. Policy/Procedure

New or Changed Policy/Procedure:

Not Applicable

Justification:
Not Applicable

Progress:
Completed

IV. Significant Accomplishments

Unit Description:

Students' Temporary Assistance and Resources (STAR) is an organization that provides stability for students to pursue a fulfilling college experience. It does this by facilitating collaboration between organizations offering student support and increasing campus awareness of these programs. The five points of the star are food, finances, clothing, housing, and connections.

Significant Accomplishments:

- **Goal 1: Increasing awareness**
We employed three strategies for increasing awareness of Klemis Kitchen on campus. First of all, we became more intentional about posting on social media (primarily Facebook). Secondly, we tabled each Wednesday at Georgia Tech's Community Market. By giving away free bamboo plants (in exchange for "liking" us on Facebook!), we were able to reach a lot of students. Finally, we engaged with students by sponsoring volunteer/service events. For the academic year, we increased our number of Facebook followers from 42 to 332 (an increase of 690%)
- **Goal 2: Increasing number of Klemis Kitchen clients**
Over the course of the academic year, we increased the number of persons with Klemis Kitchen access from 102 to 167 (an increase of 64%).
- **Goal 3: Increasing amount of donations**
At the beginning of the academic year, our two primary sources of donations were: 1) leftover food recovered from the Georgia Tech dining halls by a student organization called Campus Kitchen Project; and 2) monthly department-wide shelf-stable food drives coordinated by a volunteer in the Office of Development. During the academic year, the following sources of donations were added: 1) leftover food recovered from fraternity/sorority houses; 2) shelf-stable food donations from students as they moved out of the residence halls; 3) doubled the donations from Whole Foods, coordinated by the food ministry at Lutheran Church of the Redeemer, Atlanta; 4) donations of fresh produce from the Georgia Tech Community Garden, coordinated by the student organization Students Organizing for Sustainability (S.O.S.); and 5) donations of fresh produce from Food4Lives. (Unfortunately, we do not have accurate data reflecting the percentage of increase in food donations.)

Progress:
Completed

V. Statistics

Unit Statistics:

For the academic year, we increased our number of Facebook followers from 42 to 332 (an increase of 690%).

Over the course of the academic year, we increased the number of persons with Klemis Kitchen access from 102 to 167 (an increase of 64%).

Progress:
Completed

VI. Service to the Institute

Service to the Institute:

Steve Fazenbaker, Program Director

- Family Weekend
- Student Life Winter Holiday Planning Committee
- Suicide Prevention Week
- GT Community Market Committee

Staff Service:

Steve Fazenbaker, Program Director

- Presentation of STAR Program
 - Residence Hall Association
 - Health Initiatives
 - GT 1000
 - IPaT (Institute for People and Technology)
- Ethics training for Student Life

Progress:
Completed

VII. Professional Development

Staff Professional Development:

Steve Fazenbaker, Program Director

Certificate, Advance Leadership Workshop (Scheller College of Business)

Progress:

Completed

VIII. Institutional Effectiveness

Changes within Unit:

During the 2019-2020 academic year, the STAR Program leadership transitioned from part-time Coordinator to full-time Director. This was done so the STAR Program could serve an increased number of under-resourced students. With a full-time Director, the STAR Program was able to create a Student Leadership Team that helped with increasing awareness of the resources available through STAR, as well as coordinating volunteer opportunities on campus.

Progress:

Completed

End of Report