



# End-of-Year Report FY 2015

Compiled by the Office of Research and Assessment for Student Life

September 2015

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## Executive Summary

The rationale for the provision of services intended to promote student learning and enhance the development of students at Georgia Tech is in alignment with Goal 1 of the Institute's Strategic Plan to "Be among the most highly respected technology-focused learning institutions in the world." It further serves as the basis for strategic values in the Division of Student Life including integrated learning advanced and experienced both inside and outside the classroom. The Division is comprised of 23 departments that strive to foster the intellectual, social and emotional growth of our students including: 1) Administrative Services; 2) Counseling Center; 3) Dean of Students Main Office; 4) Development, Parent Giving & Student Life; 5) Disability Services; 6) Finance and Operations; 7) Greek Affairs; 8) Information Technology; 9) Leadership and Civic Engagement; 10) Leadership, Education and Development; 11) Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA) Resource Center; 12) Marketing and Communications; 13) New Student and Sophomore Programs; 14) Office of the Arts; 15) OHR Business Partner; 16) Office of Student Integrity (OSI); 17) Parents Program; 18) Research and Assessment; 19) Student Diversity Programs; 20) Student Organization Finance Office; 21) Student Publications and Media; 22) Veterans Resource Center and 23) Women's Resource Center.

## Highlights from the End-of-Year Report FY 2015 include:

- The Counseling Center continuously aspires to improve the overall mental and emotional health of the Georgia Tech student body through campaigns such as, "The Campaign to Change Direction", "Know the 5 signs", and "GT Dare2Care". Notably, the Counseling Center earned the 2015 Student Alumni Association Gift to Tech Award.
- As evidenced by the statistics, the Main Office staff was increasingly taxed this year with a 24% increase in students making contact with the office. Working with increasingly complex matters, including a student suicide and non-student suicide (who lived with students) the Main Office navigated these matters with families, students, faculty, staff, and external communities to ensure clear communication and focused administrative handling.
- The Office of Development, Parent Giving & Student Life held prospect identification activities centered on parents of the incoming freshman class. A demographic screening project jumpstarted research efforts and enabled the team to focus on 280 potential major gift prospects during the summer FASETs. Cultivation activities are taking place to qualify these individuals for solicitation. Of this group, 39 have been personally qualified and are being cultivated for a major gift. Additional prospects were identified by staff attending six Admitted Students events in the spring.
- The Office of Disabilities Service has been able to better fulfill the needs of students by creating a career development series called, Suits and Jackets. The series was established for students registered with the Office of Disability Services. The program series consisted of resume writing, self-disclosure, and workplace accommodations as well as establishing virtual classroom and testing access as a customized accommodation using Tegrity, T-Square, and ProctorU.

- The Student Organization Finance Office plays an integral role in helping more than 400 chartered student organizations and the Student Government Association with financial administration and accounting. The vast majority of students receiving services from SOFO reported being assisted within 24 hours with their inquiry or request. Majority of students who completed the SOFO survey perceive the staff as 1) Knowledgeable; 2) Active listeners; 3) Responsiveness; and 4) Having the ability to effectively answer questions and resolve problems.
- The Collegiate Panhellenic Council was able to increase the total membership of all the chapters increased from 1,139 to 1,215. The Interfraternity Council received six awards: Outstanding Educational Programming, Outstanding Interfraternal Relations, Outstanding Alumni Development, Outstanding Publication, Outstanding Recruitment, and the Fraternal Excellence Award. The Multicultural Greek Council has been approached by many organizations wishing to expand to Georgia Tech's campus. The council invited Omega Delta Phi Fraternity to expand in the Spring, 2016 semester. In the Fall, 2014 academic report the top two highest organization GPAs were from the NPHC.
- Assisted the Marketing and Communications Manager in assuring that all online content for the division meets accessibility guidelines. Migrated both Campus Recreation and the rest of the division from Zimbra to Office365 in December 2014 and in May 2015. Assisted the Director of Research & Assessment in the implementation of the web-based application CampusLabs. Implemented the new Georgia Tech web theme on all division web sites, adhering to all 508 standards. Completed work on Phase II of the CRC Fusion Project, allowing patrons to register for courses, classes and trips through the portal mycrc.gatech.edu. Integrated the FormTools software into the web content management system, which will grant site authors the ability to independently create the forms they need.
- The Office of Leadership and Civic Engagement focused on increasing capacity to effectively train student assistants and conduct constitution reviews. Additional student assistants were hired and student assistants who had been with the office for two years or more focused on training new team members, and conducting constitution reviews as appropriate. These increased responsibilities on the part of seasoned student assistants allowed office staff and student assistants to advise more students each day and answer their questions effectively.
- Events and programs held this academic year through the LGBTQIA Resource Center included: LGBTQIA Resource Center Open House and Grand Opening Ceremony, Queer Atlanta Bus Tour, Alumni Open House, Queer Women's Coffee Hour (co-sponsored with the Women's Resource Center and Women's Awareness Month), World AIDS Day Study Break (co-sponsored with Health Promotion and Pride Alliance), Trans 101 Trainings/Consultations for the CRC and Stamps Health Services, Trans Women's Writers Workshop (co-sponsored with Dr. Marty Fink's Queer New Media class), and Ask Aby.

- The Office of Marketing and Communication produced an article highlighting a Division program, service or staff member was carried in the Daily Digest, Whistle or Technique every month if not weekly. All Division websites were converted to the Georgia Tech template and passed accessibility tests. All Division website managers were trained in website accessibility. All videos on Division websites were closed captioned and reposted and a Division policy was created to ensure all future videos would be captioned for accessibility. A two-sided Division flyer was created to promote all departments and distributed at FASET on all Division tables.
- The New Student and Sophomore Programs welcomed 3,327 new Georgia Tech Students (including first year and transfer students) and 3,129 new Georgia Tech parents and guests, Developed and taught a leadership training course (CETL 3801: Fundamentals of Peer Mentorship) during Spring, 2015 for Wreck Camp staff members, as well as create a workgroup to assess and address needs of transfer students, approximately 20 staff, faculty, and student members serve on the group.
- In the Office of Student Integrity, the addition of the discriminatory conduct policy was a very significant accomplishment. Discussions on this topic began three years ago and have lingered, but this spring the office was able to move the proposal through the process and gain approval from Faculty Senate.
- The Office of the Arts has worked with the Provost to develop the Arts Acquisition Committee of the Georgia Tech Arts Advisory Board to develop and support the new Visual Art Program across campus to include both permanent and temporary exhibits. Began negotiations with the widow of sculptor Robert Berks to locate a sculpture of Albert Einstein on campus.
- OHR Business Partner has assisted with the recruitment and hiring of 38 permanent employees from July 1, 2014 – June 30, 2015, partnered with Workplace Learning and Development to implement several Division wide training sessions on Collaborate Performance Planning, and has increased effectiveness, accuracy and understanding of OHR transactions and functions by acting as Liaison between Division employees and OHR.
- The Parents Program has created a new undergraduate leadership position, Parents Program Student Leaders, to assist students and families during major events throughout the year, updated the parent calendar to include more tips and important dates, sharper campus images, the tandem bicycle analogy, and ads from campus partners, and enhanced the bi-annual parent survey to learn more about Georgia Tech families and their needs.
- The Office of Research and Assessment for Student Life served on the GT Compliance Steering Committee for the 2015 GT Reaffirmation/Reaccreditation and authored 3 SACSCOC Compliance Narratives: 1) Student Support Services (2.10); 2) Qualified Staff (3.9.3); and Student Rights (3.9.1), served as chairperson of the Biennial Review Committee and co-authored the Institute's 2012-2013 and 2013-2014 Biennial Review

Report (2015), co-authored Assessment in Student Affairs book to be published in December 2015, established and served as chairperson of the 11 member Student Affairs Assessment Team, introduced the Campus Labs Baseline module and trained 67 Division and CRC staff, and introduced the Campus Labs Compliance Assist module and trained 46 Division and CRC staff.

- In the Office of Student Diversity Programs hosted the 5th annual MLK Jr. Student Celebration with the theme, “Civil Rights to Human Rights: The Courage to Act.” The event took place in the Student Center Ballroom and was attended by 300 students, faculty, staff, and parents. Every year the student celebration aims to commemorate the continuation of Dr. King’s dream. In addition, 50 student organization representatives lit candles to symbolize that Dr. King’s dream continues, and the light must be carried forward for generations to come. The highlight for the evening was the four student speakers who spoke to the theme of putting King’s dream into action. Each student speaker received a \$200 stipend to spend at Barnes & Noble.
- In the Office of Student Publications and Media the Blueprint yearbook won the Walsworth Publishing Company’s 2014 Gallery of Excellence award and the Technique student newspaper won eight Georgia Collegiate Press Association (GCPA) awards as well as successfully continued a 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 Veteran’s Resource Center coordinated a campus Veterans Day Celebration with GTMAG and Emergency Preparedness Office, hosted a Fall semester reception and luncheon for student veterans, information was provided regarding on ORGT, and coordinated campus Memorial Day Recognition Ceremony by holding a ceremony to remember the men and women who lost their lives in service to the United States.
- The Women’s Resource Center held the Women’s Leadership Conference, hosted events during Women’s Awareness Month such as the Women’s Day of Service and the Queer Women’s Social and Coffee Hour, led the campus-wide GT Campaign for EveryBody, as well as educated students about sexual violence through VOICE.

## End of Year Reports

Department: I. Student Life  
Georgia Institute of Technology

I. Student Life

Administrative Services

Section I – Student Life

Providing Department: Administrative Services

Start: 7/1/2014

End: 6/30/2015

Essential Function(s) of department

Section I – Mission/Introduction

- The Division of Student Life is committed to enriching the academic, personal and professional growth of all Georgia Tech students.
- The essential functions of the VPSL office staff are to provide the necessary support for and on behalf of the Vice President for Student Life.

**Progress: Completed**

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### Section II – Staffing

Providing Department: Administrative Services

**Start: 7/1/2014**

**End: 6/30/2015**

**Current Staff**

Section II – Staffing

- **Debbie Dorsey, Director of Administration for Student Affairs**
  - Debbie has held this position since October, 2010 and her key responsibilities are:
    - Provide leadership on Division Initiatives
    - Serve as Chair of Division committees as appropriate
    - Represent office and serve on committees and task forces as assigned on behalf of the VPSA
    - Attend meetings on behalf of the VPSA
    - Act as a liaison in the VPSA's absence or as assigned, serve as an advisor
    - Facilitate communication and collaboration with the leadership and executive management team of the Office of the VPSA
    - Coordinate construction and space logistics and allocations for Division; provide oversight for new facility and renovation projects within the Division
    - Develop policies and strategies related to Student Affairs initiatives and resource allocations; assist with the coordination and development of division and department policies and procedures, provide as needed review and implementation assistance
    - Coordinate division-wide employee related programs and procedures to include (but not limited to) new employee on-boarding, recognition and rewards programs, division meetings, division events, cabinet retreats, and program reviews.
    - Trouble shooting and problem-solving for the Division staff
- **Leslie O'Neill, Assistant to the Vice President for Student Affairs**

- Leslie is the newest staff member to support the Vice President coming from the National Nanotechnology Infrastructure Network (NNIN) where she worked for the past seven years, most recently serving as an Administrative Manager and REU Coordinator.
  - Her primary responsibilities for the VPSA office are:
    - Serving as main POC for the VPSA office
    - Coordinating the VPSA schedule with senior level campus administrations, external stakeholders and other executives
    - Managing the VPSA travel; maintain VPSA calendar
    - Planning, organizing, and implementing special events and visits on behalf of the VPSA
    - Preparing materials and documents
    - Maintaining and updating VPSA files, data bases, records and resource information
    - Assist HR Business Partner with administrative tasks related to the Human Resources, and specifically the hiring process
    - Develop special presentations as directed by the VPSA
    - Input bi-weekly payroll
    - Communicate and interpret administrative polices; develop internal office related procedures as appropriate
    - Purchase materials, supplies, registrations as needed
    - Process payments for invoices, check requests, reimbursements
    - Maintain office supply inventory
  
  - **Mary Brunson, Administrative Professional/Building Manager**
  - Mary serves as the Administrative Professional for the Office of the Vice President for Student Affairs and Building Manager for the Smithgall Student Services building. Her key responsibilities are:
    - Building Manager for the Smithgall Student Services building
    - Assist HR Business Partner with administrative processes
    - Schedule conference room and auditorium
    - Liaison to Custodial Supervisor/Staff
    - Liaison to Facilities
    - Purchase for VPSA and the following offices – Research and Assessment, Finance, HR, Administration, and Counseling Center.
    - Submit operations/maintenance work orders, and telephone work requests
    - Send Division communication
    - Maintains Continuum Webserver System (Buzzcard) for building access for students/faculty/staff and related contractors
    - POC for VPSA surplus requests
    - Coordinates building needs as necessary such as annual furniture cleaning, plant contract, break room maintenance (in addition to Facilities/Custodial)
- Progress: Completed**
- 

### III. Policy/Procedure



**Providing Department: Administrative Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

Section III - Policy/Procedure

Not Applicable

**Progress: Completed**

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**IV. Significant Accomplishments**

**Providing Department: Administrative Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

**Section IV – Significant Accomplishments**

- Debbie Dorsey
  - Conducted highly successful Division events – annual winter celebration held at the High Museum in December, Administrative Professionals Day in April, and End of the Year Celebration in June
  - Successfully conducted the 5th annual CRC International Spring Break SCUBA trip enhancing Georgia Tech’s educational mission through this experiential education and experience. In partnership with Georgia Tech Professional Education, the trip’s mission is to educate and inspire environmental and multicultural awareness through the training and certification activities taking place while on the trip.
  - Aligns with the Institute’s Strategic Plan – Goal #4 - *Expand our global footprint and influence to ensure that we are graduating good global citizens.*
  - Effectively coordinated the first Administrative Professionals day-long retreat for the 20 Division administrative staff
  - Organized the submissions of the Division award nominees for the GT campus awards with exceptionally positive results; of the seven possible staff categories VPSA staff won four with a total of 8 staff being recognized
  - Successfully met the Division’s space needs for expansion and growth through creative construction to accommodate the new counselors in the Counseling Center, addition of the HR Business Partner, and renovation of the staff break room
  - Neutral Inclusive restrooms – Positively impacted the physical environment of the Smithgall Student Services building with the renovation of existing restrooms to create a neutral inclusive restroom.
  - Positively impacted the students studying environment in the Smithgall Student Services building. Through successful collaborating with Campus Services the atrium was completely modernized by replacing all the furniture, carpet, and floor tile. The end result is a more welcoming atmosphere with a noticeable increase in student use.
- Leslie O’Neill
  - Established filing system for VPSA (after several years with no system)
- Mary Brunson
  - Created an On-Boarding Emergency Response Guidebook
  - Smithgall Student Services evacuation, building operation, and maintenance protocol brochure

- Developed Daily Calendar Recap Sheet for VPSA
- Developed and coordinated Student Services Customer Satisfaction Survey

**Progress: Completed**

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**Providing Department: Administrative Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

**Section V – Statistics**

- Mary Brunson – Building Manager
  - Submitted 389 operations and maintenance work requests to Facilities
  - Scheduled 279 room reservations
  - Sent 80 announcements on behalf of the Division of Student Affairs staff
  - Submitted 64 telephone work requests
  - Processed 11 Non-inventory property surplus reports totaling 272 items

**Progress: Completed**

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**Providing Department: Administrative Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

**Section VI – Service to the Institute**

- Debbie Dorsey
  - Elected to the first Staff Council – serve as Vice Chair
  - Volunteer for campus-wide events and committees such as Family Weekend, Graduate Student Picnic, Corporate Challenge, and the Campus Landscaping Committee
  - Collaborated with the Office of Government and Community Relations to lead the ACC schools in planning the annual ACC Student Advocacy Day in Washington DC
- Leslie O’Neill
  - Volunteered to teach Science Communication Workshop to NNIN REU participants for the 2015 summer program

**Progress: Completed**

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**VII. Professional Development**

**Providing Department: Administrative Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

**Section VII – Professional Development**

- Debbie Dorsey
  - Completion of level 1 of the MC Certificate and serve on the MC Committee
  - Attended the all-day MC workshop conducted by Dr. Amy Reynolds hosted by the Division of Student Affairs
  - Developed and conducted the monthly Administrative Professionals meetings
  - Serve on the Division Fun Committee
- Leslie O’Neill
  - Participated on Visioning Project Steering Committee
  - Attended 3 day ACC Advocacy Conference with Students
  - Organized ACC Advocacy Day conference calls in preparation for the trip
  - Current volunteer on Division Fun committee
- Mary Brunson
  - Attended the following:
    - Division Administrative Professionals retreat
    - Division MC Workshop with Dr. Amy Reynolds
    - AP Refresher Training
    - Collaborative Performance Planning review session
    - Monthly Student Affairs Administrative Professionals meetings
  - Successfully completed and received certificates for the following:
    - Fred Pryor seminar, “Communication Skills for Women”
    - “Effective Coaching Conversations”
  - Served in the interim role of the Assistant to the Vice President for Student Affairs
  - Assisted in training the two Assistants to the VPSA

**Progress: Completed**

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**VIII. Institutional Effectiveness**

**Providing Department: Administrative Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

**Section VIII – Institute Effectiveness**

- Debbie Dorsey
  - Admin Professional meetings – Collaborate with the HR Business Partner to develop and conduct the monthly meetings for the Administrative Professionals in the Division to improve and enhance their work knowledge and skills
  - Participate in the Quarterly Business Partner meetings
- Mary Brunson
  - Designed a Student Services Customer Satisfaction Questionnaire to address upkeep of the Smithgall Student Services building

- Data collected was shared with the Zone 1 Area Supervisor resulting in a reduced response time from 48 to 24 hours on most general work requests.
- A convex mirror was installed on the east side of the building alley-way to prevent bicyclers and skateboarders from colliding with staff when exiting the building.
- Exterior building lights replaced to make them operational for safety

**Progress: Completed**

## **Counseling Center**

### **I. Mission/Introduction**

**Providing Department: Counseling Center**

**Start: 5/15/2014**

**End: 5/15/2015**

### **Essential Function(s) of department**

#### Section I: Mission/Introduction

The Georgia Tech Counseling Center is a unit of the Division of Student Affairs. The mission of the Georgia Tech Counseling Center is the dedication of its services to enhance the academic experience and success of all students by providing a variety of counseling and psychological services to students and the greater campus community. The

Counseling Center accomplishes its mission by offering services to students that facilitate personal development, assist in the alleviation, remediation, and prevention of distress, and educate students in ways that develop self-awareness, self-reliance, and self-confidence.

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

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

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

#### Overview of Counseling Services

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

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

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

**Emergency & Crisis Services.** The counseling staff provides crisis and emergency services during regular office hours as well as after-hours and during the weekend. Emergency

walk-in times are available during the week for students experiencing a personal crisis. In addition, after-hours consultation and crisis service is available through the counselor on-duty. The counseling staff is also available to provide emergency response to campus incidents and events.

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

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

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**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**Current Staff**

Administration

Ruperto M. Perez, Ph.D.

Position: Director, Licensed Psychologist

Key Responsibilities:

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

Mack S. Bowers, Ph.D.

Position: Associate Director/Training Director, Licensed Psychologist

Key Responsibilities:

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

Michelle K. Lyn, Ph.D.

Position: Associate Director/Clinical Services Director, Licensed Psychologist

Key Responsibilities:

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

Senior Staff

Lacy Currie, Ph.D.

Position: Suicide Prevention and Crisis Response Coordinator, Licensed Psychologist

Key Responsibilities:

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

Irene Dalton, Ph.D.

Position: Practicum Coordinator, Licensed Psychologist

Key Responsibilities:

- Responsible for direct coordination of the practicum training program.
- Provide direct service and supervision.

Tiffany Hughes-Troutman, Ph.D.

Position: Outreach Coordinator, Licensed Psychologist

Key Responsibilities:

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

Administrative Professional Staff

Nadine Robinson

Position: Administrative Professional I (Secretary/Receptionist).

Key Responsibilities:

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

Eric Neville

Position: Administrative Professional I

Key Responsibilities:

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

Detanya Celestine

Position: Administrative III

Key Responsibilities:

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

- Post-doctoral Resident  
Krystal Meares, Ph.D.

University of Georgia

Counseling Psychology

Key Responsibilities:

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

- Pre-doctoral Interns  
Carrie Caoili

Brigham Young University

Counseling Psychology

Key Responsibilities:

- Provide direct services and supervision

Kiran Neelarambam

Georgia State University



## Counseling Psychology

### Key Responsibilities:

- Provide direct services and supervision

Pei-Chun Tsai

Iowa State University

Counseling Psychology

### Key Responsibilities:

- Provide direct services and supervision

## New Staff Additions

Drew Adelman, Ph.D.

Ph.D., counseling psychology, University of Texas

Former postdoctoral resident, University of Pennsylvania Counseling and Psychological Services

Position: Coordinator for Diversity Programs, Staff Psychologist

### Key Responsibilities:

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

Steven Allwood, Ph.D.

Ph.D. clinical psychology, Rutgers University

Former staff psychologist, Morehouse College Counseling Center

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

### Key Responsibilities:

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

Jason Braun, Psy.D.

Psy.D. clinical psychology, Wright State University

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

Position: Coordinator Peer Counseling Program, Licensed Psychologist

Key Responsibilities:

- Responsible for coordinating the Center's peer counseling program.
- Provide direct service and supervision.

Erin English, Ph.D.

Ph.D. counseling psychology, Auburn University

Former pre-doctoral intern, Georgia Tech Counseling Center

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

Key Responsibilities:

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

Janice Harewood, Ph.D.

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

Former staff psychologist, University of Georgia Counseling and Psychiatric Services

Position: Coordinator for International Student Services, Licensed Psychologist

Key Responsibilities:

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

Lisa Korey, Psy.D.

Psy.D. clinical psychology, Argosy University-Atlanta

Former postdoctoral fellow, Georgia Pediatric Psychology

Position: Coordinator for Testing and Assessment, Licensed Psychologist

Key Responsibilities:

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

Andy Smith, Psy.D.

Psy.D. clinical psychology, Argosy University-Atlanta

Former staff psychologist, Georgia Gwinnett College Counseling Center

Position: Coordinator Groups Program, Licensed Psychologist

Key Responsibilities:

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

**Progress: Completed**

**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**New or Changed Policy/Procedure**

Not applicable.

**Progress: Completed**

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

**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**Significant Accomplishments**

**Section IV: Significant Accomplishments**

Fall, 2014:

The Center was given approval for 2 new staff psychologist positions and a successful hire for these positions was completed.

Transitioned to paperless client records management system

Continued to increase the Center’s referral database and build relationships with clinicians in the community, especially those close to campus

Established Burdell’s Buddies, a student-driven mental health initiative in collaboration with the Counseling Center to support the Georgia Tech Counseling Center in serving the Tech community

The Counseling Center was granted approval as a continuing education sponsor by the American Psychological Association.

Spring, 2015:  
Decreased wait for Initial Consultations in Spring 2015

Coordinated campus-wide programing for GT Dare2Care

First college/university counseling center to pledge as a partner to the national mental health campaign, “The Campaign to Change Direction” (Changedirection.org).

Coordinated and participated in national social networking campaign to promote, “Know the 5 Signs” of emotional distress in collaboration with Changedirection.org

The Center’s Recovery Program was the recipient of the “Matter of Degree” Award for the Recovery Program

The Counseling Center was the recipient of the 2015 Student Alumni Association Gift to Tech Award

**Progress: Completed**

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**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**Unit Statistics**

**Client Demographics**

Client Demographics – Student Status	
Student Status:	Percent:
1 <sup>st</sup> year	17.1
2 <sup>nd</sup> year	18.0
3 <sup>rd</sup> year	18.2
4 <sup>th</sup> year	14.8
5 <sup>th</sup> year	7.0
> 5 <sup>th</sup> year	3.6
Undergraduate	78.7
Graduate	21.3

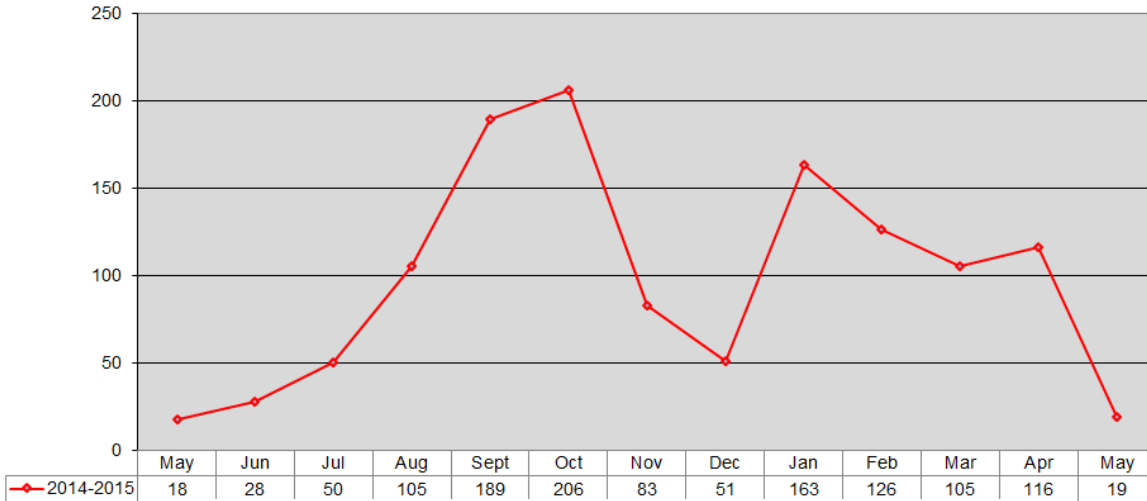
Client Demographics	
Gender Identity:	Percent:
Male	56.6
Female	41.2
Transgender	.19
Race/Ethnicity:	Percent:
African American/Black	8.2
American Indian or Alaskan Native	.08
Asian American/Asian	20.6
Hispanic/Latino(a)	7.4
White	58.9
International	17.1
Sexual Orientation (self-identified):	Percent:
Heterosexual	87.5
Lesbian	.71
Gay	3.5
Bisexual	6.1
Questioning	2.3

### Clinical Services

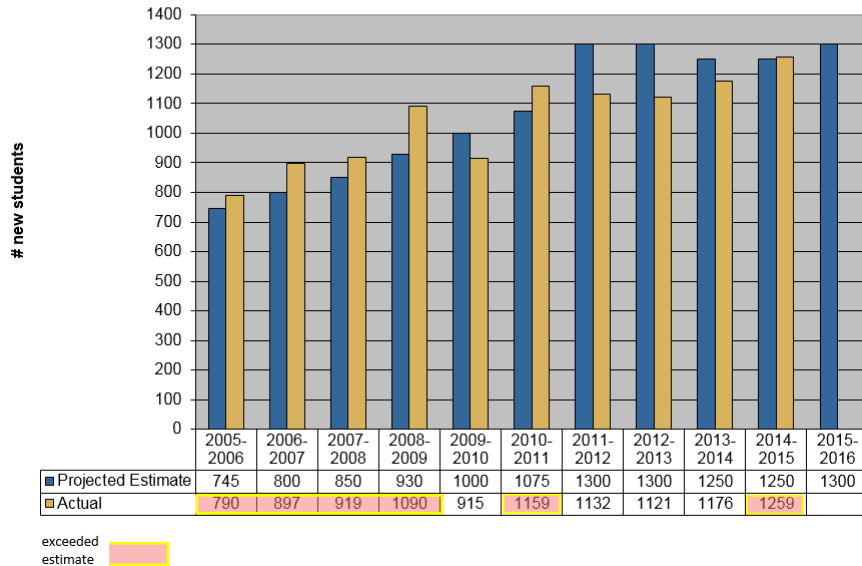
Clinical services include short-term consultation, individual counseling, couples counseling, group counseling, initial consultation, crisis intervention, testing and assessment. The stepped-care model is utilized to guide the delivery of these services. Under the stepped-care model, students receive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

Summary of Counseling Services	
Total Number of New Students	1,259
Total Number of Counseling Appointments	9,630
Total Number of Counseling Hours Provided	8,808.80
Average Number of Sessions per Client	6.96
Most Frequently Assessed Client Concerns (Top 5)	Depression (28%) Anxiety (23%) Relationships (16%) Academic Stress (10%) Stress (7%)
Total Number of Client Hospitalizations	13

Counseling Center Data 2014-2015  
# New Clients by Month



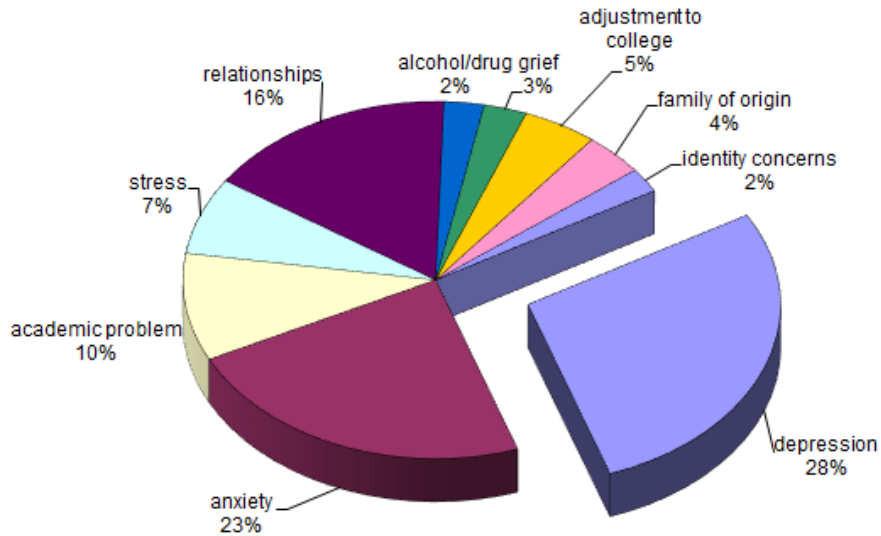
Counseling Center Data  
Projected vs. Actual # New Students



*Client Outcome Data.*

The Counseling Center engages in ongoing assessment of client experiences at the Center. Each year, the Center randomly surveys its clients during 2 weeks in the Fall and Spring semesters to assess the degree of their satisfaction with the Counseling Center, the degree of satisfaction of their progress during counseling, and the degree to which counseling has been helpful to them in their academic success. The survey is based on a 5-point Likert-scale rating from 1 (not at all satisfied) to 5 (very satisfied). In sum, clients (N=345) indicated that they were satisfied with their overall counseling experience and that counseling was helpful in improving or maintaining their academic performance.

Counseling Center Annual Data 2014-2015  
 Clients by Assessed Concern (Top 10)



	Avg. Rating
How satisfied are you with the services you have received at the Counseling Center?	4.26
How satisfied were you with you initial screening appointment?	4.10
How satisfied are you on your progress with the concerns that brought you to counseling?	3.87
How satisfied have you been with your counselor?	4.49
How satisfied are you that your counselor understands the nature of your concerns?	4.44
How satisfied are you with how your counselor respects your culture and identity?	4.82
How satisfied are you with the assistance of the Front Desk staff?	4.56
How helpful has counseling been to you in supporting your academic progress?	3.82
How Helpful has counseling been to you in remaining at Tech?	4.03
How likely would you be to recommend our services to a friend?	4.50

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

- “The counseling center has saved my life”
- “Thank you for your help! Still making progress figuring out this part of my life, but (counselor’s name) and everyone else at the Counseling Center have been fantastic!”
- “The service here is so great, I wish I started coming sooner.”
- “Ideally, there would be more counselors so more students could come in for help sooner.”
- “Always felt like we were making progress even from day 1.”
- “Shorter wait time for initial consultation apt (sic).”
- “I would recommend counseling to everyone who needs it.”

*Group counseling.* Group counseling continued to be offered by the Counseling Center. For 2014-2015, the Center was successful in offering a total of 12 groups in the Fall and 14 groups in the Spring semester. The groups program resulted in a total of 2,073 client hours. Senior staff facilitated a number of groups throughout the year. Groups were also facilitated/co-facilitated by interns and practicum students. A limited number of groups were also offered during the Summer semester based on student demand.

Group Counseling Summary	
Total Number of Groups Offered	12 (Fall)/14 (Spring)
Total Number of Clients	131
Total Number of Contact Hours	2,073

Group Counseling Outcome Data. In 2014-2015, 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?	4.40
How satisfied were you with you initial consultation appointment?	4.24
How satisfied are you with the assistance of the Front Desk staff?	4.41
How satisfied have you been with your group counselor(s)?	4.63



How satisfied are you that your group counselor(s) understand(s) the nature of your concerns?	4.44
How satisfied are you with how your group counselor(s) respects your culture and identity?	4.87
How satisfied are you on your progress with the concerns that brought you to group counseling?	3.87
From your experience in group therapy, how satisfied are you with your ability to connect with others in the group?	4.03
From your experience in group therapy, how satisfied are you with the degree of safety to explore your concerns in the group?	4.39
How helpful has counseling been to you in improving or maintaining your academic progress?	3.78
How helpful has counseling been to you in remaining at Tech?	4.03
How likely would you be to recommend our services to a friend?	4.63

*AOD Treatment Team.* The Alcohol and Other Drug Treatment Team provides client care, staffing, consultation and support for clinicians providing AOD services (both voluntary and mandated) through the GTCC. Facilitated by the Coordinator for Recovery and AOD Programs, the team is multidisciplinary and comprised of psychologists, a Stamps psychiatrist, and pre-doctoral psychology interns. The team offers treatment recommendations for clients who present with substance use concerns, even in cases where alcohol and/or other drug use is not perceived by the client to be a primary presenting issue. The team's recommendations are based upon the American Society of Addiction Medicine's Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions, published in 2013. The AOD Treatment team also offers ongoing education/training related to substance use; as an example, Dr. Weinshenk, a Stamps Psychiatrist, provided a training for staff on commonly misused stimulant medications in the spring 2015 semester.

Members of the AOD Treatment Team complete comprehensive mandated evaluations for students who are referred to the GTCC from the ODOS or Housing for alcohol and drug-related infractions. Recommendations based on the results of these evaluations may range from simple education to referrals for inpatient treatment, depending on the client's needs. Between May 2014 and May 2015, 45 mandated evaluations were completed.

*Testing and Assessment.* The Counseling Center continued to provide a variety of assessment services through 2014-2015, including screenings and psychoeducational evaluations for Attention-Deficit/Hyperactivity Disorder and Learning Disabilities. In addition, a range of other assessment services, including interest inventories, personality, and psychological testing are available based on students' needs. Mandatory assessments (e.g., stress, anger, psychological) are also provided via referrals from the Office of Student Integrity.

Significant accomplishments:

Established partnerships and liaisons with ADAPTS, Office of Academic Success, the Regents Center for Learning Disabilities, and The Student Athletic Association

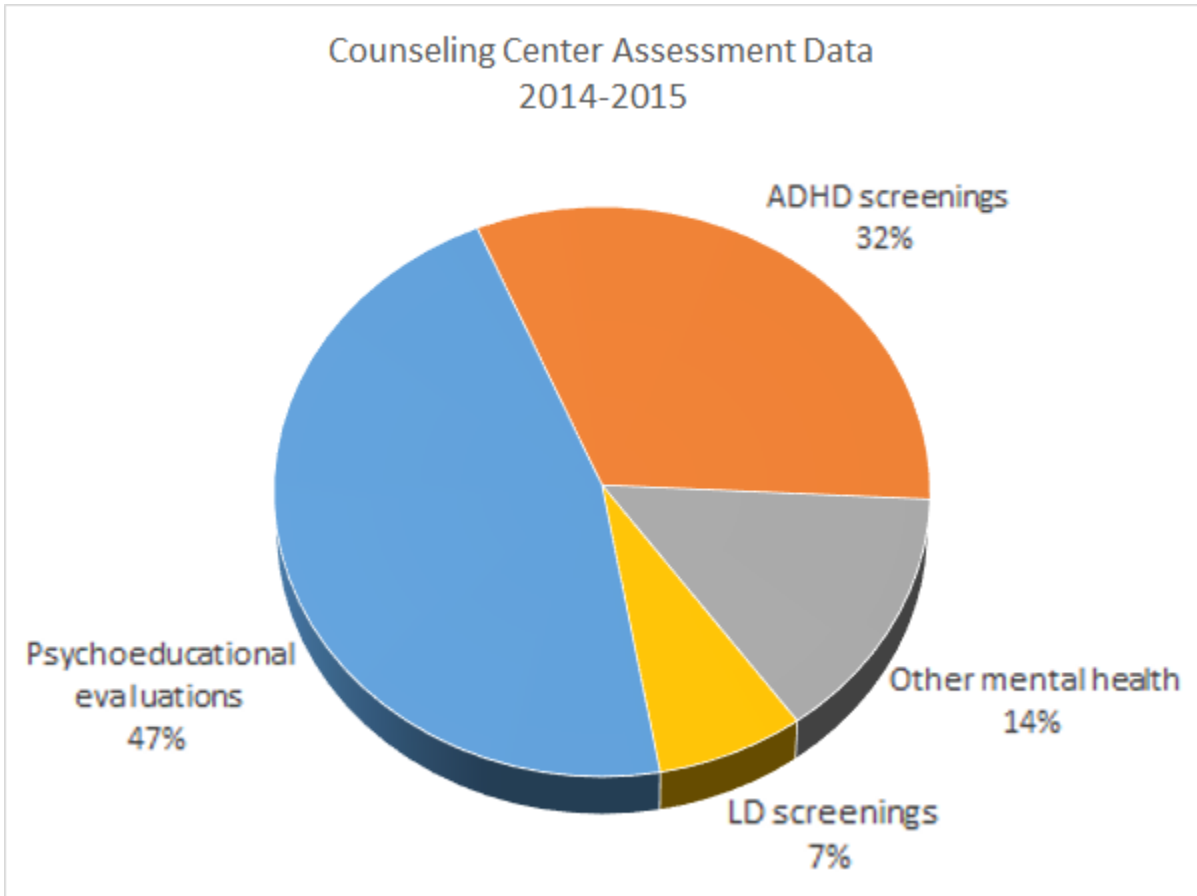
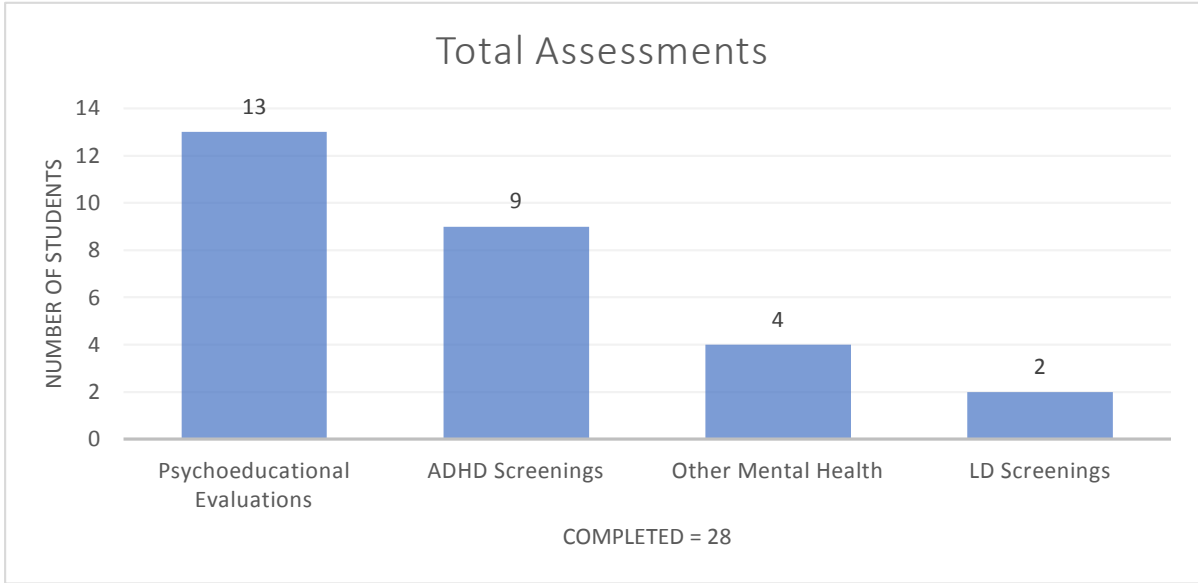
Increased the number of students we are able to serve in this area by hiring a new staff psychologist to coordinate the Assessment services.

Hired a postdoctoral fellow to assist with conducting psychoeducational evaluations to student athletes, as well as provide assessment services to students of the Counseling Center.

Increased the assessment library through purchase of new assessment instruments.

During the year 2014-2015, a total of 42 students presented to GTCC for an initial assessment consultation. Students presented to the Counseling Center with a variety of concerns. Of the concerns presented by students, the most frequently presented concerns were: ADHD (22 evaluations), other mental health concerns (e.g., stress, depression, anxiety, Autism Spectrum Disorder) (4 evaluations), and LD (2 evaluations). Of the 42 students presented: the Center provided 28 evaluations, 11 did not require additional testing following the testing consultation, and 3 students were referred to the Regents Center for Learning Disabilities.

Assessments provided:	
Psychoeducational Evaluations (ADHD)	13
ADHD Screenings	9
Other Mental Health	4
LD Screenings	2
Total Assessments	28
Referral Source:	
GA Tech Student Athletic Association	9
Self-referred	7
GTCC Staff	5
ADAPTS	4
Office of Academic Success	2
Office of Student Integrity	1



## Outreach

Outreach & Consultation Summary	
Total Number of Programs Offered	234
Total Number of Contact Hours	5429

Outreach and consultation services are an integral part of the Counseling Center's mission to serve the needs of students, faculty and staff through the provision of educational programming and workshops. The Counseling Center continued its service in the area of outreach and consultation, providing a wide variety of programs and workshops to students and the campus community. Outreach programs were offered from a core set of offerings each year that focused on college mental health, wellness, and stress management. Additionally, special programs for national and monthly/weekly events, such as National Depression Screening Day and Eating Disorder Awareness Week, were offered throughout the year. In addition to the proactive provision of outreach programs, the Center responded to individual outreach requests from consultation contacts, student groups, faculty and staff, organizations, and departments. The Counseling Center was very successful in its efforts to provide quality outreach and consultation to the campus community. A total of 234 educational workshops and outreach programs were presented to the campus community which served a total of 5,429 individuals on campus.

Selected outreach programs and workshops:

How to Respond to a Student in Distress

Overcoming the Stressors of Perfectionism & Procrastination

Staying Healthy as a Graduate Student Scholar

Mind-Body Fitness: Exercise for Wellness

Stress Management for International Students

Exploring Spiritual Wellness

Mindfulness and Meditation

Using Logic to Overcome Stress

Managing Stress for Ethnic Minorities

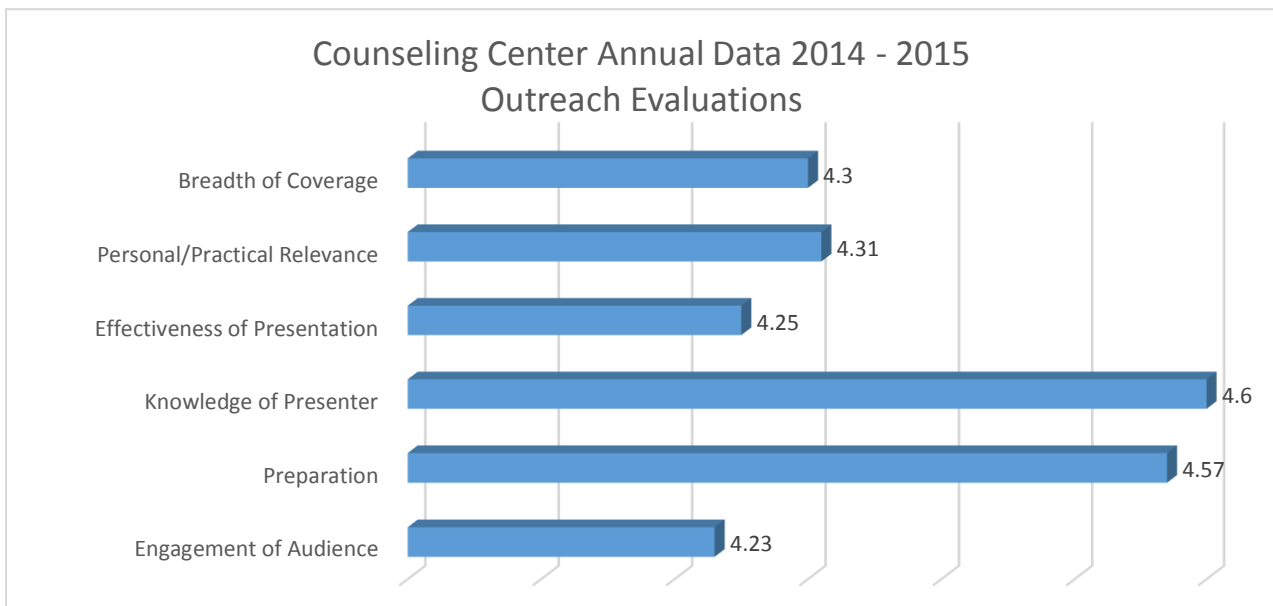
Creating Healthy Relationships

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

*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). Overall, this year's evaluation results indicate that the Center's outreach programs for the campus were very effective. These results reflect the ongoing and increased efforts of our

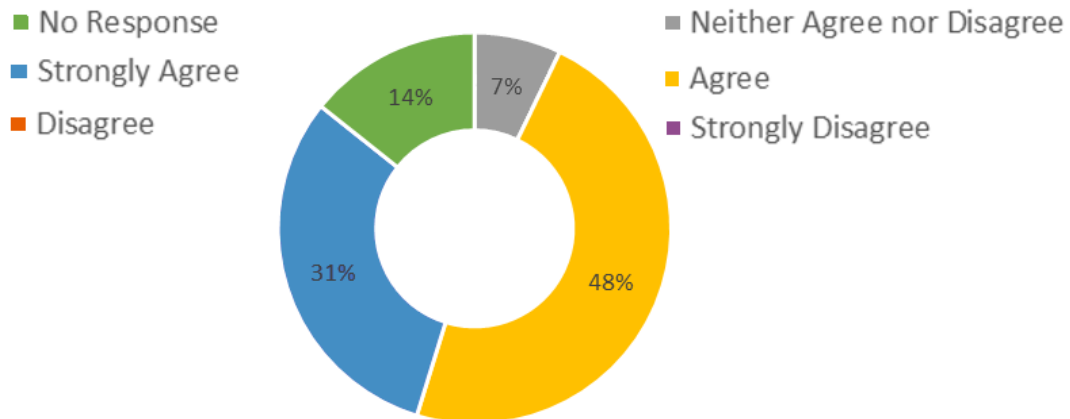
outreach program to intentionally target students and campus needs and the Center’s efforts in effectively meeting those needs.

	Avg. Rating ( 1 – 5 scale )
Workshop Evaluation	
Breadth of Coverage	4.30
Personal/Practical Relevance	4.31
Effectiveness of Presentation	4.25
Presenter	
Knowledge of Presenter	4.60
Preparation	4.57
Engagement of Audience	4.23
Avg. Goal Accomplishment	4.25
Arrangements	
Convenience	4.39
Notification of Event	4.08
Location/Room Environment	4.38
Format/Multimedia Use	4.35



In 2015, the Counseling Center added items to the outreach evaluation to determine the extent to which the programs were related to academic enhancement (e.g., student success and retention). Overall, the results from these items indicated that an overwhelming majority of students believed that the programs provided skills to help them become better students and to persist. Seventy-nine percent (79%) of students agreed or strongly agreed that the outreach program provided skills to help with their success as a student. Seventy-two percent (72%) of students agreed or strongly agreed that the outreach program will help them remain at Tech until graduation.

"This program provides skills to help me become a more successful student at Tech."



*Social Media.* Twitter: The Counseling Center maintains a Twitter account (@GTCounseling) to provide information regarding available services and upcoming programs. In addition, The Center provides information regarding mental health issues and topics pertinent to Tech. Since its establishment in 2011, the Center has gained a following of 379 subscribers, including Georgia Tech (@georgiatech), Georgia Tech SGA (@gtsga), and the Georgia Tech Student Alumni Association (@GTSAA).

YouTube: The Counseling Center maintains a series of topical videos designed to provide additional information to students, faculty, and staff related to various topic areas. Topic areas ranged from providing an overview of counseling and how to make an initial appointment to addressing stress and adjustment issues for international students. The videos are accessible via the Counseling Center's webpage or the Counseling Center's YouTube channel ([youtube.com/user/GTCounseling](https://youtube.com/user/GTCounseling)).

UStream: After a successful pilot, the Counseling Center continued to live stream selected outreach presentations in order to increase access to outreach programming to students off campus or student unable to attend (e.g., graduate students, distance learners, students with disabilities). The Wellness & Stress Management workshop series were recorded a shred via USTREAM, an on-line web-based video streaming service. In addition, notice of the workshops were promoted via Twitter to followers of the Counseling Center's Twitter account. Workshops were live-streamed and then later archived to the Center's YouTube account where students may view past program presentations.

In all:

- 5 workshops were streamed live in Fall 2014
- 5 workshops were streamed live in Spring 2015
- Response to the live streaming format has been positive and the Center will continue to live stream selected programs for the upcoming year.

*Collegiate Recovery Program.* The Collegiate Recovery program offers a safe and welcoming community for undergraduate and graduate students in recovery from alcohol and drug addictions. Recognizing that social isolation and high levels of stress may threaten sobriety and trigger relapse into high-risk drinking or drug use, the Collegiate Recovery Program provides social and emotional support, recovery-focused educational seminars, and connections with other

campus resources. The values of the Collegiate Recovery Program include wellness through sober and healthy living, academic excellence, leadership and civic engagement, and connection through meaningful relationships. Involvement in the Collegiate Recovery Program requires that students maintain a minimum of six months' sobriety, demonstrate a commitment to academic progress, consistently attend the weekly educational seminar, and actively participate in a community 12-step program.

Students who are actively involved in the GT Collegiate Recovery Program have expressed their appreciation for the opportunity to build community, develop meaningful relationships, and hold themselves and each other accountable for working their recovery programs. Since its inception in the fall of 2013, 10 students in recovery have benefited from the program. During the 2014-2015 academic year, 6 students attended weekly seminars focused on relapse prevention, spirituality and recovery, mindfulness practice in recovery, healthy nutrition, time management/balance, goal-setting, family and intimate partner relationships. GT students have built connections with students enrolled in other collegiate recovery programs by attending Kennesaw State University's Celebration of Recovery meeting. They attended Alcoholics Anonymous meetings together in the greater Atlanta area. In May 2015, two students traveled to the Association of Recovery in Higher Education's national meeting in Reno, NV with the expectation that they will take the lead in implementing a recovery-focused initiative at Georgia Tech based upon what they learn. This will provide a good opportunity for these students to develop and demonstrate leadership skills while remaining engaged in the Collegiate Recovery Program.

National estimates from the traditional collegiate age cohort suggest that only 4% of students with alcohol or drug-related problems will seek help (Clements, 1999). At best, 50% of these students will remain sober six months after seeking help. Involvement in Collegiate Recovery Programs, however, leads to greater success in recovery and greater academic success. Since August 2014, 100% of students involved in the Georgia Tech Collegiate Recovery Program have maintained their sobriety, with one student celebrating 7 years of continuous sobriety in the fall of 2014. In addition, substance abuse, and high-risk drinking in particular, affects the retention of university students. An estimated 40% of student attrition cases involve substance abuse (Sullivan & Risler, 2002). At Georgia Tech, 100% of students involved in the Collegiate Recovery Program over the past academic year have sustained satisfactory academic progress, defined as progress toward students' respective degree programs. Virtually all students in recovery report doing better academically after getting sober. As an example, a December 2014 graduate enthusiastically shared with the group that her greatest achievement (to date) was maintaining a cumulative 4.0GPA since getting sober, two years prior to her graduation.

Accomplishments:

Four student members completed their bachelor's degrees (2 in December 2014; 2 in May 2015), and a graduation reception was held to honor the May 2015 CRP program graduates;

Two student members traveled to the Association of Recovery in Higher Education's national conference in Reno, NV in May 2015; they will submit papers summarizing what they gained from the experience with recommendations for enhancing the GT CRP;

The CRP was awarded the 2015 "A Matter of Degree Award" from the ODOS in the spring of 2015.

*Burdell's Buddies.* Established in Fall 2014, Burdell's Buddies is a student-driven mental health initiative, in collaboration with the Counseling Center, whose mission is to support the Counseling Center in serving the Tech community through:

Raising awareness of mental health issues,

Promoting the use of campus, professional, and personal resources, and

Providing peer-to-peer support and education.

Members of Burdell's Buddies, with support and assistance from Counseling Center staff, designed, promoted and executed two outreach events during the Spring, including a Mental Health workshop discussing common mental health concerns college students face and how to support and assist them and a Stress Management and Relaxation workshop held the week before finals

Under the umbrella of the Burdell's Buddies initiative, the Counseling Center developed the Peer Counseling program, which will focus on training Tech students to provide one-on-one support and education to their GT peers and provide peer counselors ongoing supervision in the provision of these supportive services. A pilot Peer Counselor training was completed in the Spring, with session topics including College Student Development, Cultural Awareness, Ethics, Interpersonal and Helping Skills, and Crisis Intervention and Suicide Prevention. The Center received 30 completed applications and accepted 15 trainees for the inaugural, 14-session Peer Counselor Training, scheduled for Fall 2015.

*Diversity Programs and Services.* Diversity Programs and Services is an area within the Counseling Center charged with providing education and advocacy for the mental health needs of students at Georgia Tech from a diverse background of social identity. 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.

A number of programs and other activities were provided during this past year, including:

“Black Lives Matter” event providing a space for GT community to come together and process police brutality against African Americans. Approximately 50 people in attendance.

Assessment of center paperwork to ensure that it used inclusive language.

Entire Counseling Center staff completed Safe Space training through the LGBTQIA Resource Center.

Majority of Counseling Center staff are working towards certification.

Completed the 2014-2015 Invited Dialogue series for staff development around themes of social identity.

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

Significant accomplishments by the ISS Coordinator are as follows:

Attended OIE meeting with GTCC interns, August 2014

Presentation made at International Student Orientation, August 2014

Administrative meeting held with Katie Tudini and re. consultation about GTCC and international student Services, August 2014

Networking at OIE's Cultural Transitions movie screening, September 2014



Presented Stress Management for International students workshop, October 2014  
Presented practicum seminar re. international student services, October 2014  
Attended International Coffee Hour (networking), January 2015  
Provided Study Abroad Training with OIE, January 2015  
Arranged for GTCC staff ACIREMA training, February 2015  
Provided Study Abroad Training with OIE, March 2015  
Attended International Coffee Hour, April 2015  
Met with GT student to discuss international student issues on campus, re: student's academic project, April 2015

*Suicide Education/Prevention and Crisis Response.* The Counseling Center engaged in campus-wide suicide education and prevention efforts through a number of programs and initiatives throughout 2014-2015. The Question, Persuade, Refer (QPR) Gatekeeper Training (an educational program designed to teach individuals to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help) was offered to faculty, staff, and students as requested. Thirteen QPR trainings were provided to a total of 148 faculty/staff and 22 students. Although quantitative assessment data was not collected, individuals were provided contact information to give open feedback as desired. Below is a sample of the comments:

“We really learned quite a bit and I feel like it is such a great conversation and training to have on this campus.”

“Your session with us was absolutely amazing, and I know it opened up a lot of discussion for days to come about a topic that we don't normally talk about within police work.”

“You did an amazing job with the chaplains. I think you were able to reach them where they were in a very personal way. I do feel this work is a calling for you. We are so lucky to have you here.”

“Just a quick note to say how much I appreciated your training yesterday. It was a much-needed refresher for me and I learned a lot.”

In addition to QPR Training, the Counseling Center, in conjunction with various student groups, hosted 3 campus-wide suicide prevention events, attended by an estimated total of 650 students, faculty, and staff. The Counseling Center is also available to provide emergency response to campus incidents and events as needed. During the 2013-2014 academic year, the Center also provided support services to the campus community following a crisis event.

### Training

During 2014-2015, the Counseling Center's training program continued its pre-doctoral training program in psychology. In addition, the Counseling Center also accepted a number of graduate students in counseling and psychology from area institutions for its practicum training program.

*Internship.* Mack Bowers, PhD serves as the Internship Training Director in coordinating the selection of intern candidates, serving as liaison to academic training directors, and coordinating the orientation, training and supervision of interns, and evaluation of the internship. Three pre-doctoral positions were matched with the Counseling Center via the 2014 APPIC Match process from a national applicant pool to become the Center's seventh internship class:

Carrie Caoili (Brigham Young University)

Kiran Neelarambam (Georgia State University)

Pei-Chun Tsai (Iowa State University)

Evaluation of the internship program and assessment of the training experience was conducted on a 5-point Likert scale (1=Very Dissatisfied, 5=Very Satisfied). Overall, interns indicated a high level of satisfaction (avg.=4.67) their overall internship training experience.

*Practicum Training.* In addition to the internship program, the Center continues to sponsor a practicum training program for graduate students in counseling and psychology. Irene Dalton, PhD serves as the Practicum Coordinator in recruitment and selection of practicum candidates, serving as liaison to academic training directors, and coordinating the orientation, training and supervision of practicum students, and evaluation of the program. During 2014-2015, 4 graduate students were accepted as practicum trainees:

Theresa Chan (Auburn University)

Kandi Felmet (Georgia State University)

Andrea Pusser (Mercer University)

Vanessa Vargas (Argosy University)

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

Evaluation of the practicum program and assessment of the training experience was conducted based on a 5-point Likert scale (1=Dissatisfied, 5=Very Satisfied). Overall, practicum students indicated a high level of satisfaction of their direct service experiences and supervision (avg. = 4.83), didactic training (avg. = 4.5), and relationships with staff (4.3).

**Progress: Completed**

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## **VI. Service to the Institute**

**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**Staff Service**

Section VI: Service to the Institute

Drew Adelman, Ph.D.

- Member of the Division of Student Affairs Multicultural Competence Committee.
- Trained as a Safe Space Facilitator, and completed two trainings with students and members of the OHR Partners.

Jason Braun, Psy.D.

- Developed Burdell's Buddies and Peer Counseling Program Family Weekend volunteer

Lacy Currie, Ph.D.

- Faculty Advisor for Alternative Service Breaks (ASB) International Trip to Guatemala
- Certified Question, Persuade, Refer (QPR) Gatekeeper Trainer: provided multiple trainings to faculty, staff, and students
- Member, Division of Student Affairs Creating Connections Committee (C3)
- Member, Students Affairs End of Year Celebration Planning Committee Family Weekend

Erin English, Ph.D.

- Member, Body Image Committee
- Member, Eating Disorders Treatment Team
- Member, Alcohol and Other Drug Education Task Force

Janice Harewood, Ph.D.

- Provided assistance with Family Weekend event, September 2014

Tiffany Hughes-Troutman, Ph.D.

- Member, Staff Council Health and Well-being Committee
- Member, Division of Student Affairs Visioning Committee
- Member, Division of Student Affairs Assessment Team Committee

Lisa Korey, Psy.D.

- Family Weekend volunteer

Michelle Lyn, Ph.D.

- Member, Voice Sexual Violence and Prevention Alliance
- Member, Students of Concern Committee
- Member, Sexual Violence Task Force

Ruperto M. Perez, Ph.D.

- Search Committee Member, Executive Director of Community Health and Wellness
- Co-chair, Division of Student Affairs Multicultural Competence Strategic Plan Committee

Andy Smith, Psy.D.

- VOICE initiative member-Preventing Sexual Violence on Campus Family Weekend

**Progress: Completed**

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**VII. Professional Development**

**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**Staff Professional Development**

Section VII: Professional Development

Drew Adelman, Ph.D.

*Meetings/Conferences Attended*

- Biennial 2015 National Multicultural Conference and Summit.

Mack Bowers, Ph.D.

*Continuing Education*

- The Ethics of Sex, Lies, and Social Media
- Psychopharmacology - Advances in Transcranial Magnetic Stimulation

*Meetings/Conferences Attended*

- National Multicultural Conference and Summit
- Association of Counseling Center Training Agencies

Jason Braun, Psy.D.

*Continuing Education*

- Acirema Simulation – Office of International Education
- Basic Assessment Workshop – Research and Assessment for Student Affairs Safe Space Training – LGBTQIA Resource Center
- Meetings/Conferences Attended
- Multicultural Competence Division Workshop
- Emotionally Intelligent Psychotherapy: Integrating Power, Love, & Mindfulness

Lacy Currie, Ph.D.

*Continuing Education:*

- Hard Pressed but Not Crushed: Incorporating Spirituality & Religious Coping into Interpersonal Trauma Recovery
- No Easy Answers: Ethics and Social Justice in the Practice of Psychotherapy
- Religion and Legitimizing Opinions of Sexual Orientation
- Film Screening, “Trans: The Movie”: Exploring Family-Building and Suicide in Trans Communities
- Untold Histories of LGBT People of Color and Their Contributions
- Using Advances in Technology & Computing to Improve the Understanding, Prediction, and Prevention of Suicidal Behavior
- The Ideation-to-Action Framework: A Next-Generation Approach for Suicide Theory, Research, and Prevention
- Clinical Care of Self-Harm Patients: A Critical Appraisal
- My Personal Story of Dialectical Behavior Therapy

- Creating Safe, Effective & Prevention-Focused Suicide Prevention Communications: Connecting Research to Practice
- Building a Suicide-Safer Community in Rural Areas: Strategies for Incorporating ASIST into School and University
- Systems & Findings on a Large Scale Empirical Study
- Healing Suicide Loss: Postvention as Prevention
- Acute Suicidal Affective Disturbance (ASAD): A New and Needed Diagnostic Entity
- The Death with Dignity Movement: What Does it Mean?, What are the Issues?
- Youth Suicide Prevention: Latest Findings from the Field
- Recent Quantitative Findings in Ethnic Minority Suicide

*Meetings/Conferences Attended*

- National Multicultural Conference and Summit (Atlanta, GA)
- 48th American Association of Suicidology Annual Conference (Atlanta, GA)

*Professional Accomplishments*

- Obtained licensure as a Psychologist in the state of Georgia

Erin English, Ph.D.

*Meetings and Conferences Attended:*

- Pathways to Understanding: Neuroscience, Addiction, and Treatment (April 2015), Kennesaw State University, Kennesaw, GA

*Research Publications/Conference Presentations:*

- Kluck, A. S., Carriere, L., Dallesasse, S., Bvuwzawabaya, B., English, E., Cobb, M., Borges, T., Zhuzha, K., & Fry, D. (2014). Pathways of Family Influence: Alcohol Use and Disordered Eating in Daughters. *Addictive Behaviors*, 39, 1404-1407. doi: 10.1016/j.addbeh.2014.05.015
- Miles, A.C., Lee, M.T., Kerzin, E., Turchan, J., Chan, T.K., Scott, A.D., Kirklewski, S., Barnes, A., Fox, S., English, E.M., Zhuzha, K., & Kluck, A.S. (2014, August). Rape Beliefs and Acceptability of Consensual Unwanted Sex. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Crozier, E., Turchan, J., Kerzin, E., Lee, M., Miles, A., Chan, T., Scott, A., Kirklewski, S., Barnes, A, Fox, S., English, E., Zhuzha, K., & Kluck, A. (2014, August). The Effects of Racist and Sexist Biases on Perceived Enjoyment of Sexual Encounters. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Janice Harewood, Ph.D.

*Meetings and Conferences Attended:*

- Multicultural Competence: Creating leverage for multicultural change on campus Training, October 2014 Georgia Psychological Association Annual Meeting, April 2015

*Professional memberships:*

- Georgia Psychological Association Public Education Committee, May 2015

Tiffany Hughes-Troutman, Ph.D.

- Served on the Georgia Psychological Association Diversity Council and Continuing Education Committee

*Continuing education*

- Completed level 1 of the Multicultural Competence Certificate.
- Received continuing education certification on the following topics (selected):
- Ethics, Social Media, and the Internet
- Threat Assessment and Treatment
- Structured Interview for Violence Risk Assessment (SIVRA-35)
- Ethical Considerations in the Treatment of Diverse Sexual Relationships
- The Treatment of Adolescent Marijuana Addiction within a Recovery Management Model
- Multicultural Psychotherapy Supervision
- Culturally-Informed Treatment for African American Women with Histories of Suicidality and Abuse
- Advances in Technology and Computing to Predict Suicidal Behavior
- Dialectical Behavior Therapy
- Safety Planning with Suicidal Patients
- Evidence-Based Practices for Suicidal Risk
- New National Guidelines for Responding to Grief and Trauma
- Role of Public Messaging in Addressing Mental Health Stigma

*Meetings/conferences attended*

- National Multicultural Conference and Summit
- American Association of Suicidology Annual Conference
- Georgia Psychological Association Annual Meeting

*Professional memberships*

- Member, American Psychological Association
- Fellow, Georgia Psychological Association
- Member, NASPA

Lisa Korey, Psy.D.

*Continuing Education*

- Workshop on Acceptance and Commitment Therapy (ACT)
- Webinar on How to Conquer Overwhelm and Reduce Stress in Adults with ADHD
- Online training on Integrative Treatment for Adult ADHD
- Hard Pressed, But Not Crushed: Incorporating Spirituality and Religious Coping Into Interpersonal Trauma Recovery Multicultural Psychotherapy Supervision: A Rearview Look with Forward Thinking Vision
- Religion and Legitimizing Opinions on Sexual Orientation
- Understanding the Intersectionality of LGBTQ and Faith Identity development
- Counseling South Asian Immigrants: Social Justice and Culturally Responsive Interventions

- Chinese Femininities and Masculinities: A Contemporary Exploration of Chinese Females and Male Roles, relationships and Gender Dynamics

#### *Meetings/Conferences Attended*

- National Multicultural Conference and Summit
- ACIREMA – An Intercultural Simulation
- Diversity Roundtable

#### *Professional memberships*

- American Psychological Association (APA), Division 33 - Intellectual and Developmental Disabilities/Autism Spectrum Disorders
- Learning Disabilities Association of Georgia (LDAG)
- Learning Disabilities Association of America (LDA)

#### Michelle Lyn, Ph.D.

##### *Continuing Education*

- Sexual Violence 101 training with Brett Sokolow – August 2014
- Psychopharmacology and the Use of Natural Therapies in the Management of Psychiatric Disorders – October 2014
- Ethical Best Practices for Psychologists in 2014: Decision Making and Resources – October 2014
- 2015 National Multicultural Conference and Summit – January 2015
- Association for the Coordination of Counseling Center Clinical Services Annual Conference - May 2015 Georgia Institute of Technology Diversity Roundtable – June 2015

##### *Publications*

- Hodges, S., Shelton, K., & Lyn, M. (in press). *The college and university manual: Integrating essential services across the campus*. New York: Springer.

#### Ruperto M. Perez, Ph.D.

- Crisis Response Network Coordinator, Counseling Center Directors Association, University System of Georgia
- Member, APA Committee for the Advancement of Professional Practice (CAPP)  
Member, APA Board of Educational Affairs Standing Appeal Panel

##### *Presentations*

- Perez, R.M., Lee-Barber, J., Yang, J., & Slaughter, A. (2014, June). Mental health concerns and their intersection with student conduct professionals. Panel presentation presented at the Association for
- Student Conduct Administration Georgia/Tennessee Summer Drive-In Conference, Atlanta, GA.

- Perez, R.M., Thomas, L. (2014, September). Gender and academic climate: Students of concern. Program presented at the Georgia Tech Center for the Enhancement of Teaching and Learning workshop, Atlanta, GA
- Perez, R.M., Stein, J.M., & Roseen, D. (2015, January). A model for student-administration collaboration for mental health services. Program presented at the annual National Association of Student Affairs Professionals Mental Health Conference, National Harbor, MD.

#### *Conferences Attended*

- Association for Student Conduct Administration Georgia/Tennessee Summer Drive-In Conference, Atlanta, GA
- American Psychological Association annual convention, Washington, DC
- Association of University and College Counseling Center Directors annual conference, Chicago, IL
- National Association of Student Affairs Professionals (NASPA) Mental Health Conference, National Harbor, MD
- American College Personnel Association annual convention, Tampa, FL
- Quarterly meetings of the Counseling Center Directors Association, University System of Georgia

#### *Publications*

- DeBord, K.A., Fischer, A., Bieschke, K.J., & Perez, R.M. (in press). *Handbook of sexual orientation and gender diversity in counseling and psychotherapy*. Washington, DC: American Psychological Association.

#### *Professional memberships*

- Fellow, American Psychological Association (APA)
- Member, American College Personnel Association (ACPA)
- Member, National Association of Student Personnel Administrators (NASPA)
- Member, Asian American Psychological Association (AAPA)
- Member, Georgia Psychological Association (GPA)

#### Andy Smith, Psy.D.

#### *Continuing Education*

- The Ethics of Sex, Lies, and Social Media
- Fluent and Flexible ACT-Online Course

#### *Invited Presentations*

- “Big Boys Don’t Cry” Working with Men and Masculinity in Therapy-Symposium presented to Georgia School of Professional Psychology
- Working with Men and Masculinity-Workshop for GGC trainees



*Professional Memberships and Positions Held*

- Member, Georgia Psychological Association (GPA)
- Member, GPA CE Committee

**Progress: Completed**

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**VIII. Institutional Effectiveness**

**Providing Department: Counseling Center**

**Start: 5/16/2014**

**End: 5/15/2015**

**Changes within Unit**

**Section VIII: Institute Effectiveness**

None to report for this cycle. Current revisions to the Center's policies and practices are being developed for next reporting year based on review of the annual data and pending senior staff planning meeting discussions in July.

**Progress: Completed**

## **Dean of Students Main Office**

### **I: Mission/Introduction**

**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

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

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

**Progress: Completed**

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**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

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

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

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

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

John Stein – John has been at Georgia Tech for 13 years and served as the Assistant/Associate Vice President/Dean of Students for the last nine years. Recently, John was appointed Vice President for Student Life & Dean of Students. In this capacity John manages the Division’s 18 departments. In addition, he oversees the budget for the Division and serves as a liaison to

faculty, parents/families, and other administrative staff. John serves as the Emergency Response representative for the Institute regarding students in crisis. He advocates for students and student life issues by serving on a number of Institute committees, including the President's Cabinet.

New Staff N/A

**Progress: Completed**

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**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

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

Justification N/A

**Progress: Completed**

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

**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Significant Accomplishments**

As evidenced by the statistics, the Main Office staff was increasingly taxed this year with a 24% increase in students making contact with the office. Working with increasingly complex matters, including a student suicide and non-student suicide (who lived with students) the Main Office navigated these matters with families, students, faculty, staff, and external communities to ensure clear communication and focused administrative handling.

While managing the day to day contact, the Main Office staff also adjusted to a new organizational structure and staff responsibilities. With the departure of Vice President of Student Affairs, William Schaffer, John Stein was named Interim Vice President for Student Affairs and Dean of Students. This appointment necessitated a re-organization of the Office of the Dean of Students, redistributing four of the departments to the Associate Deans. Therefore, administrative staff were charged with organizing new meetings, involvements, and other scheduling in addition to the day to day functioning of the office.

**Progress: Completed**

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**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

Main Office

Deans Appointments/Contacts\*

The chart below represents the total number of appointments or contacts with the Deans and staff members in the Office of the Dean of Students. The first number represents the total cases seen solely by a Dean, the second number in parenthesis notes student cases “co-managed” with another staff person. Percentages are based on both the cases solely managed and co-managed. *Adjusted based on recalculation from the 2013 – 2014 report*

Total Student Contacts (General Appointments, Office Contact, Faculty Online Referrals)		
Academic Year	Total Student Contacts	Total Increase/Decrease
2007- 2008	962	
2008– 2009	998	4% á
2009– 2010	1092	9% á
2010– 2011	1062	3% â
2011– 2012	1210	14% á
2012– 2013	1371	13% á
2013– 2014	1570^	15% á
2014– 2015	1947	24% á

Grade Substitutions Processed	
2012 – 2013	60
2013 – 2014	523
2014 – 2015	445

Online Referrals		
Academic Year	Total Referrals	Total Increase/Decrease
2010 – 2011	180	
2011 – 2012	141	21% â
2012 – 2013	229	62% á
2013 – 2014	185	19% â
2014 – 2015	291	57% á

Dean/Staff Member	Total Summer 2014	Total Fall 2014	Total Spring 2015	Percentage of Total Summer/Fall/Spring

John Stein	72	171	113	33%/23%/16%
Stephanie Ray	28 (2)	76	90 (2)	14%/10%/13%
Cara Appel-Silbaugh	38 (4)**	157 (12)	166 (9)	19%/23%/25%
Tanner Marcantel	1	3	9	<1%/<1%/1%
Denise Johnson-Marshall	0	0	4	0%/0%/<1%
Colleen Riggle	3 (1)	17 (1)	17	<1%/2%/2%
Peter Paquette	0	0	4	0%/0%/<1%
Julia Whitfield	14	73 (1)	46 (1)	6%/10%/6%
Carol Kinsey	56	232	249 (1)	26%/31%/35%
Cynthia Jennings	3	0	8	<1%/0%/1%
Melanie DeMaeyer	1	0	1	<1%/0%/<1%
<b>Total</b>	<b>216</b>	<b>731</b>	<b>709</b>	
Total Unique Students Seen*	197	650	636	

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

\*\*Maternity Leave

#### *Additional Demographic Statistics*

##### **Deans Appointments/Contacts**

A total of 1338 students had contact with the Office of the Dean of Students. The information below represents the demographic information of those students calculated at the conclusion of Spring, 2015.

Average Grade Point Average of students seen	2.85
<b>Reason for Meeting/Contact</b>	<b>Total Students</b>

Academic I (Drop, Withdrawal, Incompletes)	170
Academic II (Study Skills, Struggling Academically)	63
Arrest/Jail	7
Class Absence	324
Domestic Matters	14
Emergency Transport	116
Faculty/Staff Referral	188
Family Emergency	18
Financial Distress	9
General Questions	29
Harassment/Discrimination	4
Hip Pocket Loan	16
Issue of Concern (Academic)	132
Issue of concern (Non-Academic)	93
Klemis Kitchen	16
Personal Matters	92
Re-Enrollment Advice	17
Wellness Check	30
<b>Sex</b>	<b>Total Students</b>
Female	525
Male	813
<b>Top Majors</b>	<b>Total Students</b>
ME	176
CS	156
IE	140
BMED	121
<b>Class</b>	<b>Total Students</b>
Doctoral	60
Masters	68
Senior	567
Junior	325
Sophomore	249
Freshman	62

Unknown	7
<b>Ethnicity</b>	<b>Total students</b>
Hispanic	95
White	731
Black	126
Asian	323
American Indian or Alaska Native	1
Two or more Races	50
Native Hawaiian or Other Pacific Islander	0
Unknown	12
<b>Academic Standing</b>	<b>Total Students</b>
Academic Dismissal/Drop	72
Dismissal From Review	1
Good Standing	1019
Probation	135
Probation from Dismissal	7
Probation from Review	1
Review	18
Review to Probation	2
Warning	83
<b>Degree Candidate</b>	<b>Total Students</b>
No	1335
Yes	3
<b>Athletes</b>	<b>31</b>
<b>Fraternity/Sorority Members</b>	<b>386</b>

#### Dean on Call

During Summer, 2014 seven Associate Deans, Assistant Deans, and the Director, Student Media & Publications served in the Dean on Call capacity. During Fall, 2014 and Spring, 2015 eight Associate Deans, Assistant Deans, and the Director, Student Media & Publications served in the Dean on Call capacity. A total of 216 calls were received Summer, 2014, Fall, 2014, and Spring, 2015. Below is a detailing of calls received.

Category/Classification of Call Summer, 2014 (May 5 – August 17, 2014)	Number of Calls
Emergency Abroad - Study Abroad	1
Information/Inquiry - NO ACTION REQUIRED - GTPD	2
Robbery	2
Transport - Alcohol	6
Transport - Jail/Arrest	2
Transport - Medical	6
<b>Total Summer, 2014</b>	<b>20</b>

Category/Classification of Call Fall, 2014 (August 18, 2014 – January 4, 2015)	Number of Calls
Information/Inquiry - ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - ACTION REQUIRED - Faculty	1
Information/Inquiry - ACTION REQUIRED - GTPD	7
Information/Inquiry - NO ACTION REQUIRED - Counselor on Call	1
Information/Inquiry - NO ACTION REQUIRED - Faculty	1
Information/Inquiry - NO ACTION REQUIRED - GTPD	10
Information/Inquiry - NO ACTION REQUIRED - Housing	3
Robbery	6
Transport - Alcohol	26
Transport - Jail/Arrest	4
Transport - Medical	32
Transport - Mental Health	4
<b>Total, Fall 2014</b>	<b>96</b>

Category/Classification of Call  
Spring, 2015 (January 5, 2015 – May 3,  
2015)



Information/Inquiry - ACTION REQUIRED - GTPD	5
Information/Inquiry - ACTION REQUIRED - Housing	1
Information/Inquiry - ACTION REQUIRED - Staff	2
Information/Inquiry - NO ACTION REQUIRED - Faculty	1
Information/Inquiry - NO ACTION REQUIRED - GTPD	18
Information/Inquiry - NO ACTION REQUIRED - Housing	4
Information/Inquiry - NO ACTION REQUIRED - Staff	1
Robbery	2
Suicide	1
Transport - Alcohol	17
Transport - Jail/Arrest	14
Transport - Medical	26
Transport - Mental Health	8
<b>Total, Spring 2015</b>	<b>100</b>

The following chart represents the distribution of calls among the Associate Deans, Assistant Deans, and the Director, Student Media & Publications that served in Dean on Call capacity:

Staff Member	Total Summer 2014	Total Fall 2014	Total Spring 2015	Total Per Person
Cara Appel-Silbaugh	**	21	20	41
Colleen Riggle	3	5	13	21
Mac Pitts	2	11	9	22
Tanner Marcantel	4	12	9	25
Denise Johnson-Marshall	3	16	12	31
Stephanie Ray	4	8	16	28
Cynthia Jennings	2	6	15	23
Peter Paquette				

	2	17	6	25
<b>Total Dean on Call Contacts:</b>	<b>20</b>	<b>96</b>	<b>100</b>	<b>Overall Total: 216</b>

\*\* *Maternity Leave*

**Progress: Completed**

**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

*John Stein, Interim Vice President for Student Affairs/Dean of Students*

Co-Chair, Alcohol and Drug Education Task Force

Member, GT 1000 Review Committee

Member, QEP Advisory Committee

Member, Athletic Academic Steering Committee

Member, Advisory Board for the Center for Ethics and Technology

Member, Tobacco Free Planning Committee

Member, Institute Policy Task Force

Member, Compliance and Risk Management Network

Member, Statues Committee

Member, Continuity Work Group

Member, Institute Undergraduate Curriculum Committee

Member, Study Abroad Program Review Committee

Member, Study/Work Abroad Travel Warning Committee

Member, Diversity Symposium Planning Committee

Member, Diversity Roundtable Planning Committee

Member, Commencement Reflection Selection Committee

Member, Parent Advisory Board

Member, Alvin Ferst Leadership Selection Committee

Member, Various Search Committees

Member, Klemis Kitchen Planning Committee

Member, GT Advisory Board

Member, Strategic Technology Investment Committee

Member, Rules & Regulations Committee

Member, Selection Committee – Diversity Champion Award

Member, Academic Affairs Policy Library Committee

Member, CETL Faculty Retreat Planning Committee

Member, Student of Concern Committee

Member, ORGT 2015 Expeditions Selection Committee

Volunteer, Family Weekend

Participant, Student Affairs Fundraising Events

Instructor, GT 1000

*Cara Appel-Silbaugh, Associate Dean of Students*

Chair, Student of Concern Meeting  
Chair, Campus Update Meeting  
Chair, Professional Development Committee  
Chair, 135 Competency Workgroup  
Lead Trainer, CARE Network  
Interim Appellate Officer, Office of Student Integrity  
Member, Student Veteran Workgroup  
Member, Staff Council Committee on Health and Wellbeing  
Member, Compliance Partners Group  
Member, Divisional Assessment Workgroup  
Member, Biennial Review Workgroup  
Member, Institute Undergraduate Curriculum Committee  
Member, Emergency Preparedness Working Group  
Member, Women's Resource Center Advisory Board  
Alumni Advisor, Omicron Delta Kappa  
Faculty/Staff Advisor, Phi Mu  
Volunteer, Family Weekend

*Teresa Forts, Financial Coordinator*

Volunteer, Graduate Student Picnic  
Volunteer, Family Weekend  
Participant, 2015 President's Campus Walk  
Participant, Spiral wave research with the School of Physics.  
Committee Member, ERG – Women of GT, Retention and Recruitment Committee *Julia Whitfield, Secretary to the Dean of Students*  
Member, Employee Engagement Staff Council  
Volunteer, Family Weekend  
Volunteer, FASET Orientation  
Volunteer, Sophomore Fair  
Volunteer, Housing PL/ RA Fair

*Carol Kinsey, Administrative Assistant*

Volunteer, Family Weekend  
Volunteer, FASET Orientation (Market Place Table)  
Visuals Facilitator, Division Bulletin Board Display

**Progress: Completed**

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**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

John Stein, Interim Vice President for Student Affairs/Dean of Students

Co-Presenter/Attendee, NASPA Mental Health Conference

Panelist, GRIOT African Heritage Employee Resource Group, Professional Development Workshop

Attendee, President's Leadership Retreat

Presenter, GT Admissions High School Counselor Luncheon

Presenter, New Faculty Orientation

Presenter, Brittan Fellows Orientation

Presenter, Lunch/Learn – Admissions Office

Presenter, GT Foundation Board

Presenter, Professor Diane Leader's class

Presenter, Dr. Horton's GT 1000 class

Presenter, Lynn Durham's GT 1000 class

Presenter, Diversity Roundtable

Cara Appel-Silbaugh, Associate Dean of Students

Presenter/Attendee, ACPA Annual Convention

Presenter/Attendee, NASPA Annual Convention

Appointee, Region III Regional Knowledge Community Coordinator (NASPA)

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

Conference Program Reviewer, ACPA; NASPA

Principal Investigator, Within Scope but Out of Site (research study)

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

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

Grant Recipient, NASPA Foundation Channing Briggs Small Research Grant

Grant Recipient, NASPA Region III Research Award

Grant Recipient, NODA Catalyst Grant

Teresa Forts, Financial Coordinator

Completed Certificate of Multicultural Competence (Level 1)

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

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

Attendee, "Ethical Leadership for the 21st Century"

Attendee, Diversity Symposium

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

Julia Whitfield, Secretary to the Dean

Attendee, FERPA Training

Attendee, Skill Path Workshop (Improving Supervisory Skills)

Trained Gatekeeper, QPR Suicide Prevention

Carol Kinsey, Administrative Assistant

Attendee, Division of Student Affairs Administrative Staff workshop  
Attendee, Multicultural Competence Workshop  
Participant, Division of Student Affairs Visionary Project

**Progress: Completed**

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**VIII: Institutional Effectiveness**

**Providing Department: Dean of Students Main Office**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

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

**Progress: Completed**

## **Development, Parent Giving & Student Life**

### **I. Mission/Introduction**

**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

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

**Progress: Completed**

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**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Joan Roeber-Jones

Director of Development Parent Giving and Student Affairs

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

Michele Kresge

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

**Progress: Completed**

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**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

### **New or Changed Policy/Procedure**

I. Policy/Procedure

- Developed departmental procedure for acknowledging gifts within the Division of Student Affairs
- Revised Student Organization Fundraising manual

**What type of policy?**

Departmental Policy/Procedure

**Justification**

No previous procedure existed.

**Progress: Completed**

**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Significant Accomplishments**

Parent Giving

- Parent giving to the Institute increased 307% from \$ 691,917 in FY14 to \$ 2,125,017 in FY15. The number of donors increased 61.8%, from 2,079 in FY14 to 3,362 in FY15.
- The \$12 million campaign goal for parent giving was surpassed in April 2015. With seven months remaining until the campaign concludes, parent contributions total \$13,125,905 at the end of May 2015.
- Prospect identification activities centered on parents of the incoming freshman class. A demographic screening project jumpstarted research efforts and enabled the team to focus on 280 potential major gift prospects during the summer FASETs. Cultivation activities are taking place to qualify these individuals for solicitation. Of this group, 39 have been personally qualified and are being cultivated for a major gift. Additional prospects were identified by staff attending six Admitted Students events in the spring.
- Donations of \$1,000 or more to the Parents Fund increased to an all-time high of 79, up from the previous record of 62, in FY12. 17 gifts of \$2,500 or more were received.
- 2,039 donors contributed \$283,980 to the *Parents Fund for Student Life and Leadership*. This is a 17% increase over FY14 in dollars, and a 106% increase in donors. (\$242,571 from 987 donors) Several new initiatives led to increased results. These include:
  - A low-cost solicitation letter from the Dean of Students to all solicitable addresses in the fall, resulting in \$48,655. This has been the best return from a direct mail piece to date.
  - \$ 25,322 received as a result of FASET solicitations. This amount exceeded the previous year's total even though we did not offer a challenge gift as had been done in the past two years.
  - The Grand Challenges program worked with Development to solicit all parents of their current students with an end-of year letter, resulting in \$2,086 from 17 donors.
  - During the spring, an external fundraising firm was hired to conduct solicitation phone calls to parents who had not donated in the previous year. They were provided with 9,841 names and the resulting calls brought in \$95,392 pledged from 1,034 donors, with 710

first-time donors. While these gifts are still arriving, \$64,566 has been received to date. Final results will be reported in FY16.

#### Student Affairs Giving

- The Division of Student Affairs had its best year ever, with \$7,862,448 raised from 2,616 donors. This is a significant increase from FY14, when \$1,096,195 was raised from 1,412 donors. (FY14 was the first year the division exceeded the \$1 million mark.)
- The dollar amount was skewed by a single \$5 million donation, however, even if this donation is excluded from the total, the remaining dollars raised more than double the previous year's total.
- The \$15 million Student Affairs campaign goal was also exceeded, with \$17,090,606 raised as of May 31, with seven months remaining in the campaign.
- Several departments within the Division have taken an active role in working with development to identify prospects for major gift cultivation and solicitation. Most areas are starting from scratch as this kind of activity has never taken place at Georgia Tech before. The CRC has worked diligently to provide lists of students who participated in club sports and ORGT. The LGBT Center is also working to compile a list of constituents, and has begun cultivating several for larger gifts.
- Several significant gifts were received in FY15. These include:
  - A \$5 million commitment to name the Aquatic Center in the CRC after former GA Tech swim coach, Herbert McAuley. Funds received will create an endowment to sustain aquatic programming, as well as facility maintenance. A portion of the donation will be used to upgrade existing scoreboards and timing systems in preparation of the 2016 NCAA Swimming and Diving championships in March 2016.
  - A \$250,000 endowment gift for ORGT, which brings their total endowment to \$1 million.
  - A \$100,000 gift to support wellness initiatives in the Counseling Center and the Office of Greek Affairs.
  - The Lacrosse Parents group partnered with the Lacrosse Alumni Affinity group to lead an effort to secure \$300,000 in private donations to construct a bleacher and storage facility on Roe Stamps Field. The effort was completed, thanks to matching donations from the CRC Reserves and a \$75,000 contribution from the Student Government Association. Construction is set to begin in the fall of 2015. The facility will be dedicated in memory of former lacrosse player Alex Kiehl in the spring of 2016.

#### **Progress: Completed**

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**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Unit Statistics**

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



By Program	Count	Amount
Overall	3,362	\$2,125,017
College of Architecture	4	\$10,000
College of Computing	11	\$8,521
Aerospace Engineering	1	\$0
Biomedical Engineering	6	\$50,550
Chemical and Biomolecular Engineering	9	\$25,000
Civil and Environmental Engineering	4	\$25
Electrical and Computer Engineering	4	\$5,075
Mechanical Engineering	5	\$1,005
College of Engineering	4	\$3,500
-		
General Scheller College of Business	10	\$2,850
College of Sciences	5	\$2,250
Ivan Allen College of Liberal Arts	1	\$150
Institute Wide Restricted	2191	\$1,762,816
Institute Wide Unrestricted	674	\$11,448
Athletics	430	\$241,677
Designation	3	\$150
Undetermined		

Student Affairs gifts were designated to the following departments.

Department Overview		
Department	Count	Amount
Overall	2,616	\$7,682,448.22
Campus Recreation Center	79	\$6,243,763.25
Student Affairs - General	317	\$511,859.14
Parent's Fund	2155	\$350,983.10
ORGT	3	\$270,000.00

Office of the Arts	31	\$193,922.73
Career Services	31	\$111,920.00

**Progress: Completed**

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**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

- Michele Kresge, Parent Fund Coordinator
- Taught 2 sessions on Student Organization Fundraising Policies and Procedures to student leaders in the Fall
- Member of the C3 committee within Student Affairs
- Member of the Event Coordinators Network
- Attended the Diversity Roundtable
- Joan Roeber-Jones, Director of Development Parent Giving and Student Affairs
- Visioning Committee member, Division of Student Affairs
- Taught 1 session on Student Organization Fundraising Policies and Procedures to student leaders in the Fall
- Provided two training sessions on Student Affairs and Parent Fundraising for Regional Development Officers, and
- College of Engineering Development Officers

**Progress: Completed**

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**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

- Michele Kresge, Parent Fund Coordinator
- Attended Direct Mail workshop, June 2015
- Member of the Event Coordinators Network
- Attended the Diversity Roundtable
- Joan Roeber-Jones, Director of Development Parent Giving and Student Affairs
- Attended Parents Fundraising Conference in San Francisco, Summer 2014
- Attended Direct Mail workshop, June 2015
- Attended LGBT workshop on Creating a Welcoming Workplace Environment, June 2015

**Progress: Completed**

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**Providing Department: Development, Parent Giving & Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

New procedures were developed to manage the acknowledgment letter process to enhance our ability to properly steward our donors. By revising the Student Organization Fundraising manual and participating in biannual training sessions for student leaders, we were better able to provide useful information to assist current students with their fundraising efforts.

With respect to the Division of Student Life 2015-2016 Assessment Plans it has been determined that for the Director of Development, Parent Giving & Student Life will fall under the GT Office of the Vice President for Development.

**Progress: Completed**

## **Disability Services**

### **I. Mission/Introduction**

**Providing Department: Disability Services**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

**Disability Services**

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

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

**Progress: Completed**

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### **Providing Department: Disability Services**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

**Disability Services**

J. Denise Johnson Marshall – Denise has served in the role as Assistant Dean/Director, Disability Services at Georgia

Tech for 13 years. Her primary responsibility is to provide supervision and administrative oversight for all aspects of the Office of Disability Services including planning, analyzing, and developing effective policies, budgeting, and methods of service provision. Denise also performs intake interviews with students with disabilities, identifies reasonable accommodations, facilitates connections with appropriate support services, and recommends appropriate accommodation(s) to departments within the Institute.

Mallory Joynt – Mallory joined the Office of Disability Services staff in August, 2013. Her main responsibilities include evaluating student requests for disability related accommodations, providing direct support to students with disabilities, providing Institute wide consultation and outreach, and managing the note taking service.

Marilyn Glasper Butler – Marilyn has worked as a Coordinator in the Office of Disability Services for nearly two years. In this capacity, she manages the provision of accommodations for students with disabilities. She also facilitates career focused trainings to educate students on the disability related aspects of career planning.

Tina M. Allen – Tina has been with the Office of Disability Services for almost nine years. Tina is responsible for providing administrative services to the Assistant Dean of Students/Director of Disability Services and two Disability Services Coordinators.

Alysha Brown – Alysha has been a part of the Office of the Dean of Students for over seven years and has served as the Testing Center Coordinator. She oversees all the day to day operations of the Testing Center as well as training, mentoring, scheduling, and directing the work of the other Testing Center staff, including hiring and supervision of work study personnel. Alysha provides input to Director concerning part-time and student employee performance for evaluation purposes.

**Progress: Completed**

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**Providing Department: Disability Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

Disability Services

Service and Assistance Animal Policy

In the Spring, 2015 a new Service and Assistance Animal Policy was created to clarify the procedure to request animals as an accommodation in the residence halls for individuals with documented disabilities. A review committee comprised of the Director of Compliance Programs, Assistant Dean/Director, Disability Services, Director of Housing, Director of Residence Life, and a representative from the GT Counseling Center will convene as needed to approve requests. The Office of Disability Services will receive all documentation and convene the committee. This policy was created to ensure the Institute's compliance under the Fair Housing Act.

Testing Center Policies

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

**Progress: Completed**

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#### IV. Significant Accomplishments

Providing Department: Disability Services

Start: 7/1/2014

End: 6/30/2015

#### Unit Description

Disability Services

- The J. Denise Johnson Marshall Scholarship Fund was established by an anonymous donor. This award will be given to a deserving student under the Tech Promise program in honor of Denise Johnson Marshall's service to students.
- The office created a career development series called, Suits and Jackets. The series was established for students registered with the Office of Disability Services. The program series consisted of resume writing, self-disclosure, and workplace accommodations
- The Shell Corporation renewed their award to the office to provide career development education and opportunities for students.
- Seventeen students were accepted into the Full Access Summit sponsored by Career Opportunities for Students with Disabilities (COSD). Students were given the opportunity to network and attend small group sessions with corporate representatives.
- The office participated in the Workforce Recruitment Program with the U.S. Department of Labor. Nine students participated in interviews and one student was offered full time employment.
- The office formed a partnership with Lime Connect to provide information to students through webinar and scholarship opportunities. One student received a fellowship award through this alliance.
- The office established virtual classroom and testing access as a customized accommodation using Tegrity, T-Square, and ProctorU.

Progress: Completed

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Providing Department: Disability Services

Start: 7/1/2014

End: 6/30/2015

#### Unit Statistics

Temporary Accommodations

The staff coordinated services for 80 students with temporary medical conditions such as broken limbs, surgery, sports related injuries, and concussions.

Service	Total Requests
Stingerette Services	41 requests/51.3%
Testing Services*	21 requests/26.2%
Note Taker Services	18 requests/22.5%

*\*Number includes tests administered in the testing center and arrangements made in the classroom)*

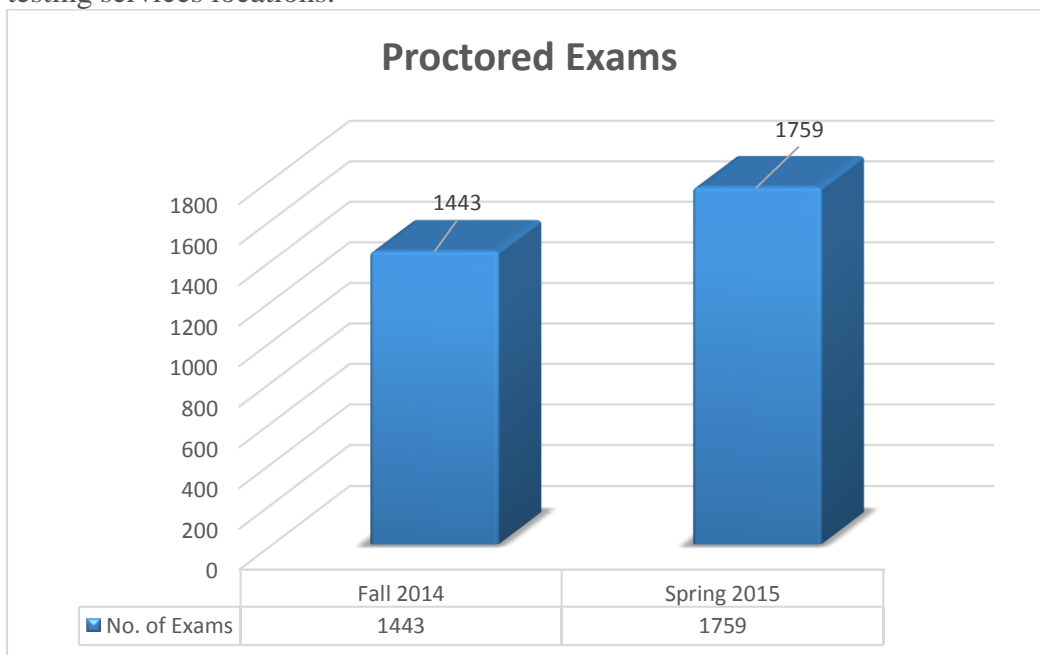
### Note Taking Services

Overall, the staff has maintained and improved the retention rate of note takers through online training and a paperless delivery method. The \$25.00 incentive for typed, timely, and accurate notes was continued this academic year

Fall, 2014		Spring, 2015	
Description	Number	Description	Number
No. of Requests	313	No. of Requests	286
Students Using Service	92	Students Using Service	86
Note takers Hired	176	Notetakers Hired	175

### Testing Center

During the 2014 – 2015 academic year semester 59 out of 124 testing days or 47.5% of proctoring days were spent outside of the Testing Center due to lack of space to accommodate the number of students testing. Four students utilized private proctoring conducted outside of testing services locations.



### Disability Type

Disability	Number
AD/HD	203
Blind/Visual Impairment	13
Deaf/Hard of Hearing	14

Learning Disability	142
Psychological/Psychiatric	136
Speech Impairment	1
Autism/Aspergers	32
Chronic Illness/Medical	122
Expressive/Receptive Language Disorder	3
Motor/Mobility	23
Sleep Disorder	2
TBI (Brain Injury)	6
<b>Total</b>	<b>697</b>

AD/HD still accounts for the majority of the students registered with the program. Growing categories include Autism Spectrum Disorder (category contains Aspergers Syndrome and Pervasive Developmental Disorder), Psychological Disabilities (Post Traumatic Stress Disorder (PTSD), Bipolar Disorder, Obsessive Compulsive Disorder, Major Depressive Disorder and Anxiety Disorder), Chronic Health Conditions (autoimmune disease, Fibromyalgia, Lyme’s Disease, Rheumatoid arthritis), and Visual Impairments have increased at the same rate of psychological disabilities.

**Progress: Completed**

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**VI. Service to the Institute**

**Providing Department: Disability Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Disability Services

J. Denise Johnson Marshall, Assistant Dean & Director

Member, President's Committee on Disability and Access

Member, Faculty Services Committee

Member, Student Affairs Accessibility Guidelines Committee

Member, Director of Compliance Programs Search Committee

Member, GT Accessibility Group

Host/Planning Committee Member, National Council on Disability

Panelist, Diversity Symposium

Host, Full Access Colleague Meeting

Consultant, Invention Studio; Study Abroad



Mallory Joynt, Coordinator  
Member, Division of Student Affairs Professional Development Committee  
Facilitator, Safe Space training  
Instructor, GT 1000  
Volunteer, Small Act, Big Impact  
Volunteer, LGBTQIA Center – grand opening  
Volunteer, Family Weekend  
Volunteer, ODOS football game  
Volunteer, Ferst Center Arts Open House  
Advisor, Best Buddies  
Advisor, Eye-to-Eye  
Advisor, Phi Gamma Delta Fraternity  
Advisor, Alpha Phi sorority  
Member, Student Affairs Creating Connections Committee  
Volunteer, Graduate Student Picnic  
Volunteer, FASET Cabinet interviews  
Volunteer Interviewer, Mr. and Ms. Georgia Tech  
Judge, Window display  
Judge, Greek banner competition  
Panelist, Admission “Explore Tech” event  
Volunteer, Parent’s Program Sib’s Day  
Volunteer, Sting Break event  
Reader, Greek Panhellenic Chapter Awards  
Reader, ACC Leadership Symposium Applications  
Information Table Volunteer, MOVE Disabilities Awareness Committee  
Information Table Volunteer, Sophomore Year Welcome  
Presenter, FASET leader training  
Presenter, Admissions Office training

Marilyn Glasper Butler, Coordinator  
Facilitator, “Suits and Jackets” Resume Writing  
Volunteer, Family Weekend

Alysha Brown, Testing Center  
Participant, Quilt Making Project  
Volunteer, Family Weekend

Tina Allen, Administrative Assistant  
Volunteer, Family Weekend

**Progress: Completed**

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**VII. Professional Development**  
**Providing Department: Disability Services**  
**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development Disability Services**

J. Denise Johnson Marshall, Assistant Dean/Director

Attendee/Presenter, SACSA Conference

Attendee, Accessible Power Point Presentations, AMAC

Webinar Participant, College Students with Autism in the Residence Halls

Attendee, First Responders and Autism

Attendee, SACSA Town Hall Meeting, Current Trends in Higher Education

Mallory Joynt, Coordinator

Attendee, AHEAD National Conference

Attendee, Sexual Violence 101

Participant, GT CERT

Webinar Participant, College Students with Autism in the Residence Halls

Attendee, National Council on Disability Reception and Georgia Tech Poster Session

Participant, Center for Academic Success “Academic Coaching Best Practices” Training

Volunteer, Career Opportunities for Students with Disabilities Full Access Summit

Marilyn Glasper Butler, Coordinator

Attendee, demonstration for virtual classroom access with AMAC

Participant, ProctorU orientation

Attendee, RCLD Fall Workshop

Attendee, National Council on Disability and GT Poster Reception

Attendee, Introduction to Difficult Dialogues

Attendee, Orientation with Center for Academic Success and OMED

Attendee, RACDS Meeting

Attendee, Diversity Symposium

Attendee, 6th Annual Diversity and Leadership Conference

Attendee, Diversity Roundtable

Webinar Participant, College Students with Autism in the Residence Halls

Attendee, RCLD Statewide Conference

Attendee, Self-Disclosing Disability in the Workplace

Attendee, The Four Ethical Corners

Attendee, QPR for Suicide Prevention

Tina Allen, Administrative Assistant

Attendee, “To Drop or Not?” Workshop

Attendee, Organization=Success

Attendee, Siteimprove – Review the Web Accessibility Demo

Webinar Participant, College Students with Autism in the Residence Halls

Attendee, FERPA Compliance

Attendee Competing Revolutions: How Technology Advancement and Disability Advocacy Can Coexist

Attendee, Note taking Overview

Attendee, Testing Center cross-training update

Attendee, P-Card Compliance Training

Attendee, ProctorU Orientation  
**Progress: Completed**

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**VIII. Institutional Effectiveness**

**Providing Department: Disability Services**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Disability Services

The Office of Disability Services provided training to five of the Office of the Dean of Students departments regarding accessible event planning. As a result of the presentation, staff indicated having gained knowledge to ensure events were accessible across disability. Disability Services published an event planning checklist which will be accessible for Institute wide event planning.

**Progress: Completed**

## **Finance and Operations**

### **I. Mission/Introduction**

**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

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

**Progress: Completed**

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**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Betsey Kidwell – Director HR & Finance

Budget for the Division including amendments

Ensuring Departments & Division maintaining compliance with Institute Policies & Procedures when making purchases

PCard Coordinator for Division

Financial Approver for Division

Attend SGA meetings to track SGA Budget

Process JEs and Cost Transfers for division

Process budget amendments

Process Salary, Planning and Distribution corrections, reports Supervise SOFO staff

Ninh Tran – Financial Analyst I

- Oversee SGA budget & budget amendments for Dept. 551
- Process all purchasing transactions for Tier III Student Organizations
- Attend SGA Meetings to track bills & budget for SGA

Latonya Culberson – Accountant III

- Process all purchasing transactions for Student Organizations Agency & Foundation projects. Process all deposits for Agency & Foundation projects.
- Attend SGA Meetings to track bills & budget for SGA

Edo Diabaka – Accountant II

- Process all purchasing transactions for Tier II and Sport Clubs Student Organizations

**Progress: Completed**

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**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

SOFO follows all policies and procedures set by Georgia Institute of Technology and JFC and SGA policies. For FY 2015 there were no new or changed policies or procedures.

**Progress: Completed**

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**IV. Significant Accomplishments**

**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

- The Student Organization Finance Office plays an integral role in helping more than 400 chartered student organizations and the Student Government Association with financial administration and accounting.
- The vast majority of students receiving services from SOFO reported being assisted within 24 hours with their inquiry or request.
- Majority of students who completed the SOFO survey perceive the staff as 1) Knowledgeable; 2) Active listeners; 3) Responsiveness; and 4) Having the ability to effectively answer questions and resolve problems.

**Progress: Completed**

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**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

- 86% of student survey respondents reported that it took SOFO staff 24 hours or less to assist them with their inquiry and/or request.
- Buzzmart Requisitions – 162 transactions
- Check Requests – 774 transactions
- Pcard Purchases – 762 transactions
- Petty Cash -315
- Deposits - 216

**Progress: Completed**

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**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Betsey Kidwell – Finance Council (formerly Business Partners Network)

Edo Diabaka – Assessment Team member, Division of Student Life

**Progress: Completed**

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**VII. Professional Development**

**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Betsey Kidwell:

6<sup>th</sup> Annual Diversity & Leadership Conference-Clayton State University-10/09/14

Pcard Training and Certification – 01/2015

Women Who Lead – 03/04/2015

Leading at the Speed of Trust – 04/14/15

Round Table Diversity – 06/10/15

Edo Diabaka:

Navigation Tutorial – 01/12/15

Financial Administration Overview – 01/12/15

Pcard Training and Certification – 01/12/15

Asset Management for Campus Administrators – 03/12/15

Communication with Tack, Diplomacy and Professionalism – 06/2, 3/15

GT Financial Specialist Questionnaire – 06/15/15

Latonya Culberson:

6<sup>th</sup> Annual Diversity & Leadership Conference-Clayton State University-10/09/14

Becoming a Better Communicator - Skillpath Seminars-April 27, 2015

Ninh Tran:

Team Conversations - 02/06/15

Conflict Management - 03/25/15

Four Ethical Corners - 04/02/15

Delegation Conversations - 05/05/15

**Progress: Completed**

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**VIII. Institutional Effectiveness**

**Providing Department: Finance and Operations**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

SOFO will continue to provide high level of support, service and satisfaction to students.

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

**Progress: Completed**

### **Greek Affairs**

#### **I. Mission/Introduction**

**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Essential Function(s) of department**

Greek Affairs

The Office of Greek Affairs provides support, advising, and advocacy for the members of the Greek community. The fraternity and sorority community at GT includes 56 different organizations which are divided into four governing boards. The staff members in Greek Affairs advise the leadership of the individual chapters and the executive boards of the four councils regarding basic operations, leadership development, risk management, hazing, event planning, recruitment, and membership development.

**Progress: Completed**

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**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

Current Staff Greek Affairs

Tanner Marcantel – Tanner serves as the Assistant Dean/Director for Greek Affairs. Tanner's primary duties include advising the Collegiate Panhellenic Council, National Pan-Hellenic Council, Greek Week board, Greek Programming Board, and maintaining partnerships with constituents. Tanner has been employed in this role for five years.

Kylie Corcoran – Kylie serves as the Coordinator for Greek Affairs. Kylie's primary duties include advising the Interfraternity Council and coordinating all housing and facility initiatives. Kylie has been employed in this role for two years.

Dustin Page – Dustin served as a full-time, temporary employee for the department March 13, 2014 – January 2, 2015. Dustin's primary responsibilities included providing educational programming in the areas of alcohol and other drug prevention education, and the training and advising of peer facilitators.

Tawanna Wilson – Tawanna serves as the administrative professional for Greek Affairs. Tawanna has been employed in this role for 10 years.

Collette Toney – Collette served as the graduate assistant for Greek Affairs for two years. Collette’s primary duties included advising the Multicultural Greek Council and supporting educational programming initiatives for all student groups.

Abby Callahan – Abby served as a practicum student for the department. Abby’s primary duties included assessing needs and creating programming recommendations to meet the needs of upper class students involved in fraternities and sororities. Abby served in this role for the spring, 2015 semester.

**Progress: Completed**

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**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

Greek Affairs

Of the student organizations advised by staff, the Interfraternity Council adopted one new policy of note regarding sexual assault within fraternities. In October, 2014, the IFC voted to adopt the Organizational Sexual Misconduct Policy into their bylaws that states:

The Interfraternity Council will not tolerate or condone any form of sexist or sexually abusive behavior, whether physical, mental or emotional. This is to include any actions, activities, or events, whether on chapter premises or an off-site location which allows involvement in an incident of sexual misconduct, and/or promotes a culture of sexual misconduct within a Chapter. For examples of sexual misconduct, please reference the Georgia Tech Student Sexual Harassment and Misconduct Policy.

In accordance with Georgia Tech’s policy regarding sexual misconduct, the Interfraternity Council will not tolerate any organization which allows involvement in an incident of sexual misconduct, and/or promotes a culture of sexual misconduct within a Chapter. Any chapter found responsible of violating this policy will be suspended from the Interfraternity Council and cannot apply for the Dean Dull Award. The Interfraternity Council will also recommend the Chapter is removed from campus in a letter to Headquarters.

While this change does not pertain to policy/procedure it is of utmost importance to include in this end of year report that the Sigma Gamma Rho Sorority, Inc. lost their charter through the Student Government Association due to lack of membership.

**Progress: Completed**

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**IV. Significant Accomplishments**

**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**



## Unit Description

### Greek Affairs

The fraternities and sororities at Georgia Tech are led by four governing bodies: The Collegiate Panhellenic Council (CPC) to manage the affairs of the seven National Panhellenic Conference women's fraternities and sororities and the two associate member chapters, the Interfraternity Council (IFC) to manage the 32 men's fraternal organizations, the Multicultural Greek Council (MGC) to manage the seven culturally-based fraternities and sororities, and the National PanHellenic Council (NPHC) to lead the eight historically African American Greek organizations. Each council demonstrates extraordinary leadership to address the issues facing Greek Life on campus. The following section highlights the accomplishments and initiatives for each governing council and the newly formed Greek Programming Board.

### Collegiate Panhellenic Council

The National Panhellenic Conference recognized the CPC at Georgia Tech with their National College Panhellenic Award of Excellence for the second year in a row. This award is bestowed upon eleven councils in North America for excellence in overall operations and programming. Thirteen council leaders (CPC executive board members, chapter delegates, etc.) attended the Southeastern Panhellenic Conference, held annually in Atlanta, GA.

All seven of the chapters that participate in the formal recruitment process achieved quota, set at 52 women.

Total membership of all the chapters increased from 1,139 to 1,215.

The council executive officers worked closely with senior women administrators in the GT Athletic Association and women on the GT Women's sports teams to plan events to benefit both groups. Partnerships included supporting Girls on the Run 5k and the Judson Women's Leadership Conference, both held on Tech's campus.

### Interfraternity Council

Eight council leaders attended the Southeastern Interfraternity Conference, held annually in Atlanta, GA. The IFC received six awards: Outstanding Educational Programming for their work with continuing Man Up Week and Fraternity Men Against Violence Training, Outstanding Interfraternal Relations for collaborating with the three other councils for a Habitat for Humanity Build, Outstanding Alumni Development for supporting the Hall of Fame initiative and advisors workshops, Outstanding Publication for the changes for the IFC section of the Guide to Greek Life that included accomplishments for each fraternity, Outstanding Recruitment for using software during recruitment to give feedback to chapters based on community wide statistics, and the Fraternal Excellence Award, which is an overall measure of best practices of aspects related to the fraternity community.

The IFC continued to host Man Up Week, a program to open dialogue about the roles men play in the campus community. Programming focused on masculinity and personal development, bystander intervention, sexual assault prevention, and men's role in campus safety. Michael Kaufman, a nationally recognized speaker, delivered the keynote address during the week's programming.

For the fourth year in a row, member fraternities partnered with American Haircuts and the St. Baldrick's Foundation to raise money and awareness for children's cancer research. The fraternities from Georgia Tech contributed over \$65,110, accounting for about 40% of the total amount raised by the Atlanta community this year.

IFC fraternities addressed social policy and alcohol issues more proactively this year. Policy enforcement for registered and non-registered social events continues to be a focus for the current IFC executive board.

The Fraternity Men Against Violence program saw increased participation in 2014 – 2015. A total of 271 men from 32 fraternities were trained on sexual assault prevention, victim advocacy, consent, and intervention techniques. This is a significant increase to over 13% of the IFC community receiving training, as compared with 5.75% receiving training last year.

During the Fall rush process the council used the Intercollegiate Solutions (ICS) online recruitment management system to register interested men, monitor invitations/bids extended, and engage freshmen men in the process. Thirty-two IFC fraternities participated in Fall Rush activities, with 459 new members joining the fraternity community. In addition to Fall rush, many chapters conducted a Spring recruitment process. Twenty-six of the 32 fraternities took new members in the Spring semester, with 133 new members added to the community.

Therefore, a total of 592 men joined fraternities in the 2014 – 2015 academic year.

### Multicultural Greek Council

Over the past year, MGC has been approached by many organizations wishing to expand to Georgia Tech's campus. The council invited Omega Delta Phi Fraternity to expand in the Spring, 2016 semester.

Delta Phi Lambda and Sigma Beta Rho hosted the 8th annual Night of Diversity which showcased the diversity of

Georgia Tech's many, and varied culturally-based organizations.

In an effort to increase council unity and recruitment of new members, the council held a cookout at the Curran Parking deck.

Members from chapters participated in the first MGC field day where members spent an entire day engaging in teambuilding activities.

The seven members of the MGC executive board went to the South Eastern Greek Leadership Summit for the first time.

### National Pan-Hellenic Council

NPHC welcomed new members to four of the member organizations during the Fall and Spring semesters.

In September, 2014, NPHC sponsored its second annual convocation informational session, Meet the Greeks, for students interested in Greek life. In accordance with last year's initiative for more cross-council collaboration, this event was co-hosted with the MGC. Over 200 interested students attended the convocation. The NPHC plans to continue this event with the MGC in the future.

NPHC strives for academic success and leadership on Georgia Tech's campus. In the Fall, 2014 academic report the top two highest organization GPAs were from the NPHC (Omega Psi Phi Fraternity Inc. and Delta Sigma Theta Sorority Inc.) and in the Spring report Delta Sigma Sorority Inc. placed first.

NPHC partnered with Health Promotions and the Women's Resource Center to hold the Great SEXpectations event as part of their Healthy Relationships Week on February, 2015.

NPHC participated in the first ever Great Women Go Greek event on April, 2015 which had a representative from each council to present the different sororities on campus.

NPHC has collaborated with eight different organizations on campus over the past school year.

NPHC sponsored the 7th Annual Homecoming Step Show on October, 2014, in the Ferst Center for the Arts. Alpha Kappa Alpha was the Step Show winner for the sororities and Kappa Alpha Psi emerged as the winner for the fraternities.

### Educational Initiatives

The Office of Greek Affairs provides programming to the community and individual chapters on a variety of topics, although the majority focus on risk management education. Programs this year included:

Alcohol and Drug Programs delivered and designed by the Office of Greek Affairs was a new initiative in 2014 – 2015. In March, 2014, a new full-time position was added to the Greek Affairs staff to develop and implement a comprehensive alcohol and drug education plan. One of the major priorities included developing effective educational programs to be delivered by peer educators who are trained by Greek Affairs staff. In Fall, 2014, nine chapters received an educational program on alcohol and other drugs from the Office. In the Spring, 2015, 17 programs were delivered. In all, six peer facilitators have been trained and hired to deliver the program to chapters.

In addition to programs created for the entire membership of a chapter, the Chapter Development Cohort program was established as a multi-week program focused on building relationships with other chapters, discussing issues, exchanging ideas, and learning leadership and risk management practices pertinent to social chairs and risk managers. In the Fall, 2014, eight chapter's risk managers and social chairs participated in programming. In the Spring, 2015, five chapters participated in the risk manager and social chair cohort. This program was expanded in the Spring to include new member educators, and three chapters participated in that curriculum. Greek Advance was held on January, 2015, fraternity and sorority leaders (presidents, risk managers, social chairs, and council delegates) attended a chapter and community development experience. The 5-hour program focused on community building, crisis management, sexual assault prevention education, social chair training, and discussions regarding the real issues facing the fraternity and sorority community at Tech.

Greek Peer Education occurred in August and January and engaged the new members of fraternities and sororities with valuable knowledge about their commitment to their organization and the responsibilities of membership. These sessions focused on the proper presence of alcohol. In the Fall, Dr. Lori Hart gave the keynote address, and also provided training to the peer educators involved with the program. Two weeks later, a second

session was held that mirrored the program held in the Spring. At this program, the governing councils partnered with GTPD and Health Promotion to deliver a workshop on social responsibility and accountability addressing the topics of safety, alcohol & drug awareness, and sexual assault prevention.

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

Approximately 379 students attended one of the trainings hosted this year.

The Greek Allies program transformed this year through a close partnership with the LGBTQIA Resource Center. The program was redesigned to align with the updated Safe Space Training and to utilize a team of peer facilitators for program delivery. Nine peer facilitators were trained and they delivered two programs reaching 21 students in nine different fraternities and sororities.

### Greek Neighborhood Association

The 2014 – 2015 academic year saw the continued enforcement and coordination of the Greek Neighborhood Association.

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

Kylie Corcoran assists the student leaders in fulfilling the mission of the GNA. Kylie performed daily house checks for dumpster, lawn, and trash issues and notified house managers and presidents of any violations to ensure that yards and dumpsters be cleaned by 7:00 am. She also maintained partnerships with Solid Waste Management and Recycling, Parking, Facilities, Real Estate, and Environmental Health and Safety.

Student house managers were expected to attend house manager training in January, 2015 to set expectations for their term in office, build community, and understand the GNA policy. A continued emphasis was also placed on the role of house corporation board members.

Based on the feedback of alumni and students, a GNA Newsletter was produced by the Greek Affairs Staff and is distributed on a monthly basis. Further, efforts to support fire drills and inspections were increased.

Many organizations finalized plans to renovate or rebuild their facilities. The Alpha Phi sorority experienced issues executing their ground lease due to a sewer pipe, but construction was underway on the site as of May, 2015. When the group moved out of the property on 171 Fifth Street in the Spring, Georgia Tech purchased the property from a private owner and is the process of selling it to a student organization. Groups in the process of starting capital campaigns, include Delta Sigma Phi, Theta Xi, Delta Chi, and Alpha Epsilon Pi.

## Alumni Outreach

The Office of Greek Affairs connected with alumni of fraternities and sororities through two programs this year: the annual Advisor Workshop and the second annual Greek Hall of Fame.

The Advisor Workshop provided an opportunity for chapter advisors to come together to learn about advising strategies, common issues facing college students, and to network with peers. The workshop was held October, 2015 with 32 advisors in attendance.

The second annual Greek Hall of Fame event was held in April, 2015 to honor Georgia Tech's distinguished fraternity and sorority alumni. Guests enjoyed a reception, the historical display of Greek Life at Georgia Tech, and an awards presentation. The following alumni were selected as the year's inductees:

Rodney Adkins, EE '81, MSEE '83 Kappa Alpha Psi

James Borders, ME '83 Phi Delta Theta

Joseph Evans, IM '71 Tau Kappa Epsilon

Dr. Valerie Montgomery Rice, Chem '83 Delta Sigma Theta

Jane Skelton, IM '77 Alpha Gamma Delta

Janice Wittschiebe, Arch '78, March '80 Alpha Xi Delta

## Order of Omega

Order of Omega initiated over 20 new members during this academic year. The new initiates were selected based on scholastic, leadership, and involvement in the Georgia Tech and Greek community. A new executive board was also chosen after the initiation proceedings who will serve through the next academic year. The Order had renewed sense of purpose after focusing more on the experiences of upperclassmen through partnerships with the Alumni Association and other campus partners.

## Homecoming

The governing councils continued their partnership with the Student Center Programs Council in the planning and programming for Homecoming. IFC, CPC, and NPHC became part of the Steering Committee and continued to plan the house decoration and banner competitions, Mock Rock competition, and Step Show. Chapters competed throughout the week in various events to earn points. The fraternity and sorority with the highest scores were named Homecoming Champions for their campus division. Theta Xi and Alpha Xi Delta received the 2014 titles.

## Greek Week

The 2015 Georgia Tech Greek Week was held on March 24 – March 31 as a collaborative effort between all four councils.

An executive board of 24 student leaders planned and facilitated all programs and activities throughout the week including TUG, Greek Sing, pool events, and field events. The week also included the semesterly Greek Leadership breakfast, featuring faculty and staff who are alumni of fraternities and sororities. Chapters competed in these events throughout the week to earn points. The fraternity and sorority with the highest score were named Greek Week Champions. Delta Upsilon and Alpha Chi Omega received the 2015 titles.

**Progress: Completed**

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**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

**Chapter Operations**

- Each year, the Office of Greek Affairs asks chapters to submit information on a variety of data points. The purpose of this report is to provide information that will assist in communicating the benefits of Fraternity/Sorority membership at Tech. The information is self-reported by chapters.
- 65.49% of Greek members are involved in another campus organization outside their fraternity/sorority.
- 29.14% of Greek members hold a leadership position in a student organization outside of their fraternity/sorority. Over 60,970 hours of community service were performed by Greek members. This is an average of 13.5 hours of service performed by each member of the Greek community.
- 14% of Greek members are involved in a service-based club or organization on campus.
- Over \$410,000 were raised for charity by Greek members. This equates to an average of \$98 per member donated to philanthropic causes.

**Financial Breakdown**

Average Semester Cost (\$)	IFC	CPC	MGC	NPHC
Resident Rent	\$2,146	\$2,317	n/a	n/a
Meal Plan	\$835	\$885	n/a	n/a
Active Member Dues	\$1,118	\$675	\$215	\$100
New Member Dues	\$1,091	\$1,329	\$295	\$1646

- The Greek Sector provides between 1,240 and 1,275 beds in a given semester to be used for student housing.
- Approximately 37% of Greek members live in their fraternity/sorority house.
- Educational Programs: Through partnerships across campus, the Office of Greek Affairs is able to offer a variety of programs for fraternity and sorority members to learn about important issues relevant to their experience. Programs and initiatives address topics such as risk management education (alcohol, drugs, hazing, sexual assault, and safety), leadership development, academic preparation, diversity and cultural awareness, personal enrichment, and career development. Many of these programs are facilitated at the chapter level.

Program Topic	Number of Organizations	Members Educated
Academic Success	4	300
Alcohol & Drug Awareness	32	1687
Career Development	9	305
Culture & Diversity	7	222
Greek Allies Training	9	21
Hazing	3	70
Healthy Lifestyles	11	726
Leadership Development	12	673
Organization History	4	404
Personal Finance	6	250
Philanthropic Causes	6	418
Risk Management, General	22	1248
Sexual Assault Prevention	20	1269
<b>TOTAL</b>	<b>145</b>	<b>7581</b>

- At least 26 fraternities or sororities were recognized with an award from their headquarters.
- Greek Housing and Facilities
- The Greek Affairs Coordinator checks each fraternity and sorority facility for general cleanliness, proper dumpster use, and lawn maintenance. The maintenance and upkeep of trash removal, dumpsters, and lawn care is mandated through GNA policy, which is part of the IFC and CPC bylaws.
- 52% of Trash Violations came from the same four chapters. These were the only four chapters with more than four violations each for the year: Alpha Tau Omega, Pi Kappa Alpha, Sigma Alpha Epsilon, and Tau Kappa Epsilon 77% of Trash Violations occur on either Mondays or Fridays.
- 54% of Dumpster Violations occur on Tuesdays.

#### Academics

Academic success is very important in the Greek community. Individual chapters develop and maintain programs to recognize members for their accomplishments and provide support to those that need assistance. This staff 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.

The Office of Greek Affairs supports the Interfraternity Council and National Pan-Hellenic Council standards for academic performance. Each IFC fraternity must obtain an overall chapter grade point average of 2.60 each regular semester to remain in good standing. Each NPHC organization must obtain an overall chapter grade point average of 2.30 each regular semester to remain in good standing. The Collegiate Panhellenic Council and Multicultural Greek Council do not currently implement academic performance standards for chapters. The complete Academic Report can be found on the Greek Affairs website at: <http://greek.gatech.edu/content/4/reports>.

Sorority Academic Report	Fall, 2014	Spring, 2015
All-Undergraduate Average GPA	3.15	3.15
All-Undergraduate Women's Average GPA	3.19	3.20
All-Sorority Average	3.20	3.23
All-Sorority New Members	3.24	2.93

Fall 2014

6 out of 9 Panhellenic Sororities were above the All-Women's Average  
 1 out of 3 NPHC Sororities were above the All-Women's Average  
 0 out of 3 MGC Sororities were above the All Women's Average

Spring 2015

7 out of 9 Panhellenic Sororities were above the All-Women's Average  
 1 out of 3 NPHC Sororities were above the All-Women's Average  
 - 1 out of 3 MGC Sororities were above the AllWomen's Average

Fraternity Academic Report	Fall, 2014	Spring, 2015
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All-Undergraduate Average GPA	3.15	3.15
All-Undergraduate Men's Average GPA	3.13	3.13
All-Fraternity Average	3.12	3.16
All-Fraternity New Members	3.22	3.05

Fall 2014

19 out of 32 IFC Fraternities were above the All-Men's Average  
 0 out of 4 NPHC Fraternities were above the All-Men's Average  
 2 out of 4 MGC Fraternities were above the All-Men's Average

Spring 2015

27 out of 32 IFC Fraternities were above the All-Men's Average  
 2 out of 4 NPHC Fraternities were above the All-Men's Average  
 2 out of 4 MGC Fraternities were above the All-Men's Average



In addition to the semesterly academic performance, the staff in Institutional Research and Planning monitor the retention and graduation rates of Greek students against unaffiliated peers (a 12-year study). For the last 12 years, fraternity and sorority members at Georgia Tech have exceeded their peers in these two areas. The most recent data demonstrates that 97.6% of first-year Greek students continue for their second year versus 94.7% of unaffiliated first-year students. Also, 87.6% Greek students graduate within six years versus 80.0% of their unaffiliated peers.

### Membership

Membership in fraternities and sororities comprised 24.86% of the undergraduate population for a total of 3,382 undergraduate students. A total of 22.68% of male undergraduate students are members of fraternities, 29.08% of female undergraduate students are members of sororities. The Interfraternity Council fraternities range in size from 19 to 100 men, with an average chapter size of 64. The Collegiate Panhellenic Council sororities range in size from 36 to 181 women, with an average chapter size of 144. National Pan-Hellenic Council groups range in size from three to 11 members, with an average chapter size of six. The Multicultural Greek Council chapters range in size from five to 28 members, with an average chapter size of 14. Complete membership statistics can be found on the Greek Affairs website.

### Progress: Completed

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#### VI. Service to the Institute

**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

#### Staff Service

Greek Affairs

Tanner Marcantel, Assistant Dean/Director

Co-Chair, Institute Event Logistics Committee

Member, inaugural Georgia Tech Staff Council

Instructor, GT1000

Member, Institute Sexual Violence Task Force

Member, Body Image Committee

Kylie Corcoran, Coordinator

Instructor, GT1000

Member, Institute Landscape Workgroup

Member, Alcohol Education Team

Member, Office of the Dean of Students Professional Development Committee

Member, Sexual Violence Prevention Alliance

Member, Family Weekend Committee

Member, Divisional Assessment Workgroup

Tawanna Wilson, Administrative Assistant

Floor Monitor, Flag Building Emergency staff  
Member, Division Professional Development Committee  
**Progress: Completed**

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## **VII. Professional Development**

**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Staff Professional Development**

Greek Affairs

Tanner Marcantel, Assistant Dean/Director

Co-Chair, Institute Event Logistics Committee

Vice President of Chapter Operations, Grand Lodge of Theta Xi Fraternity (national board of directors)

Delegate, North American Interfraternity Conference Annual Meeting

Lead Facilitator, Undergraduate Interfraternity Institute

Member, Association of Fraternity/Sorority Advisors

Kylie Corcoran, Coordinator

Attendee, Interfraternity Institute

Member, Association of Fraternity/Sorority Advisors

Facilitator, Delta Upsilon and Delta Tau Delta leadership conferences

Attendee, Clayton State Diversity Conference

Attendee, State of Georgia Greek Advisors Drive-In

Volunteer, Circle of Sisterhood Assessment Committee

Tawanna Wilson, Administrative Assistant

Member, International Association of Administrative Professionals

Attendee, Georgia Tech Women's Leadership Conference

Participant, IAAP Webinar for office management software

Dustin Page, Tech Temp, Educational Initiatives

Member, Association of Fraternity/Sorority Advisors

Collette Toney, Graduate Assistant

Member, Association of Fraternity/Sorority Advisors

Graduate Staff member, Association of Fraternity/Sorority Advisors Annual Meeting

Facilitator, Southeastern Greek Leadership Summit

**Progress: Completed**

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## **VIII. Institutional Effectiveness**

**Providing Department: Greek Affairs**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Changes within Unit**

#### **Greek Affairs**

As a result of a survey to House Corporation Board volunteers and House Managers for fraternity/sorority facilities, the Office of Greek Affairs has produced effective communication pieces (newsletters) and held more productive and effective meetings for housing related matters. The survey results assisted in refocusing efforts of Greek Affairs and now House Corporation Board volunteers and House Managers view Greek Affairs staff as a resource.

**Progress: Completed**

## **Information Technology**

### **I. Mission/Introduction**

**Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

Essential Function(s) of department

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

**Progress: Completed**

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**Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Current Staff**

Jonathan Swaby: IT Support Professional Supervisor, until December 31, 2014. Jonathan, who had work with Student Affairs for many years, left the Institute at the end of the 2014 calendar year.

Scott Riggle: Applications Developer II.

John Zwirblis: IT Support Professional Senior, until December 31, 2014; Interim IT Support Professional Supervisor, until June 29, 2014. John, who had work with Student Affairs since 2006, returned the Campus Recreation in July 2014.

Phillip Daly Myers: IT Support Professional Supervisor. Dale joined the division in the last few days of the 2014-2015 fiscal year.

**Progress: Completed**

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**Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

New or Changed Policy/Procedure Not Applicable

**Progress: Completed**

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### **IV. Significant Accomplishments**

**Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

The Student Affairs Information Technology group provides many, varied technology-based services to the division, covering application support, server administration, user administration, writing documentation, recommending software, both simple and complex troubleshooting, and functioning as a technology liaison between the division and other office, divisions, group and entities both on and off campus.

#### Significant Accomplishments

##### Accomplishments

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

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

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

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

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

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

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

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

#### **Progress: Completed**

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#### **Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Unit Statistics**

Not applicable

**Progress: Completed**

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#### **Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Staff Service**

Scott Riggle

Drupal group

Family Weekend

Accessibly Guidelines  
John Zwirblis  
Fusion Implementation  
Staff Advisor for Vickery Road Pokémon student org  
Family Weekend  
Jonathan Sway  
Family Weekend  
Accessibly Guidelines,  
Fusion Implementation  
**Progress: Completed**

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## **VII. Professional Development**

**Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Staff Professional Development**

Our Application Developer attended DrupalCon. A weeklong conference focused on the web content management system Drupal.

Members of the SAIT team participated in online training offered by lynda.com, canvas.net, and Udacity. Subjects covered included game design, game reward systems, Blender, Adobe Illustrator, Drupal, Active Directory, Foundations web framework, Twitter bootstrap framework, Processing, and Python.

Our team also participated in LANDesk training and Customer Service training offered by the Office of Information Technology.

**Progress: Completed**

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## **VIII. Institutional Effectiveness**

**Providing Department: Information Technology**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Changes within Unit**

Due to the departure of two team members over the course of the year, no changes were made to any policies and procedures. The rationale for this decision rests on the notion that the newest team members, who would also include a new unit leader, would want, and has, initiated new policies and procedures.

**Progress: Completed**

## **Leadership and Civic Engagement**

### **I. Mission/Introduction**

**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

Leadership & Civic Engagement

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

**Progress: Completed**

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**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Leadership & Civic Engagement

E. Gerome Stephens, Ph.D. – Dr. Stephens has served as the Director of Leadership & Civic Engagement for two years. He is responsible for the supervision of two professional staff and a graduate assistant. His main responsibilities include over site of daily office function for Leadership & Civic Engagement, the development of policy and procedures related to student organizations, and the adoption of sustainable tracking and assessment measures for student organizations and civic engagement programs. Gerome works closely with the LEAD office to implement the Student Organizations

Coaching program. In addition, he serves on various Institute committees and advises the Ramblin' Reck Club.

Sarah Perkins – Sarah has served as the Assistant Director, Civic Engagement (formerly Coordinator) for four years. Her main responsibilities include advising three student organizations (Alternative Service Breaks, Community Service Council, and MOVE), coordinating the annual MLK Day of Service and Small Act Big Impact programs, and promoting best practices for civic engagement. Additionally, she supervises the JumpStart Site Manager, supports faculty engaging in academic based community service, and serves on several Institute committees.

Kelly Cross – Kelly has served as the Coordinator, Student Organizations & Leadership for two years. Her main responsibilities include serving as a resource and advocate for all student organizations, coordinating the student organization registration and chartering process, and advising the Presidents' Council Governing Board. Kelly frequently conducts trainings for

student organization leaders and serves on the Event Logistics Committee. Additionally, she supervises the Office of Leadership & Civic Engagement student assistant team.

Stephanie Travis – Stephanie has served as the Jumpstart Site Manager since October, 2014. As a Jumpstart employee, she serves on-campus 24 hours a week, in a part-time capacity. Prior to joining Jumpstart, she served as a project manager for a local nonprofit. Stephanie also served as a Jumpstart Team Leader during her time as an undergraduate student at Georgia Tech.

**Progress: Completed**

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**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

Leadership & Civic Engagement

Student Organization Registration

Leadership & Civic Engagement and the Student Government Association's Joint Campus Organization Committee modified the student organization registration and chartering processes in January, 2015. Student organization registration and chartering timelines were shifted from a rolling process to specific registration and chartering time periods. The defined time periods were designed to increase the effectiveness of communications, organization transitions, organization status verification, and create greater efficiency for Office of Leadership & Civic Engagement staff time.

In addition to defined windows of time, the chartering process was also modified to include a mandatory student organization charter training. Organization representatives are now required to attend training on the charter process to create effective student organization constitutions and fully understand Institute policies before formally beginning the charter process.

**Off-Campus/Institute Unaffiliated Service Trip Documentation**

For several years Leadership & Civic Engagement has collected the paperwork and data for service trips that were off campus and not sponsored by the Institute. This academic year the paperwork was updated to align with the Office of International Education's paperwork and data collection. This alignment allowed the two offices to better track students' participation in international activities and assess data regarding student participation.

**Progress: Completed**

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

**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**



## Leadership & Civic Engagement

### Student Organizations

The staff conducted a review of student organizations during Fall, 2014. The purpose of the review was to accurately identify the number of student organizations at the Institute that were Active, Suspended, and Inactive, and identify gaps in the electronic and paper files. Following the review, the Student Organizations & Leadership Coordinator developed a process to remedy registration issues and implement a defined registration window. The information obtained in the Student Organization file review and changes made to processes have helped student organizations proactively understand the steps to return to Active standing.

### Student Assistants

The office focused on increasing capacity to effectively train student assistants and conduct constitution reviews. Additional student assistants were hired and student assistants who had been with the office for two years or more focused on training new team members, and conducting constitution reviews as appropriate. These increased responsibilities on the part of seasoned student assistants allowed office staff and student assistants to advise more students each day and answer their questions effectively.

### Freshman Leadership Organizations

The 2014 – 2015 school year featured significant accomplishments by the Freshman Leadership Organization (FLO) Advisory Board. Fresh Friday is an annual block party event coordinated by the FLO Advisory Board and is designed to promote engagement in FLOs and provide an opportunity for first-year students to socialize the first Friday on campus. In 2014, the event featured a new process where participants received a “FLO Passport” upon entry and were encouraged to speak to five of the six FLOs at the FLO’s respective tables. At each FLO table, first-year students learned about the group and their respective application processes. This year attendance increased from 200 – 300 attendees to over 600 participants.

### Student Organization Coaching

Through focus groups and student feedback collected in Spring, 2014, student organization leadership teams were identified as under-supported in the development of their team dynamics, goal setting, and organizational communication. The Office of Leadership & Civic Engagement launched a Student Organization Coaching program in August, 2014 to support the development of student leaders. In cooperation with the Office of Leadership Education & Development’s Leading Edge Coaching, the Student Organization Coaching program was built to meet the needs of registered student organization leadership teams at Georgia Tech. In the first year, five Georgia Tech graduate students were hired and trained as coaches and eight registered student organizations participated in the program.

### OrgSync

The Office of Leadership & Civic Engagement is in the final stages of the acquisition of OrgSync, an online management platform for student organizations and programs. The President’s Scholarship Program and Parents program have committed to equal partnership in the purchasing of the platform. Over the past year the Director of Leadership & Civic Engagement has served as the champion for the introduction of the platform at Georgia Tech, presenting to various

Institute committees and boards for buy-in and formal approval. The platform is tentatively scheduled to launch Fall, 2015.

#### President's Interfaith & Community Service Campus Challenge

Civic Engagement continued participation in the President's Interfaith & Community Service Campus Challenge, a national initiative sponsored by the White House Office of Faith Based and Neighborhood Partnerships, the Department of Education, and the Corporation for National and Community Service. As part of this initiative, Georgia Tech sent a delegation of three staff members and two students to the National Gathering of Campus Challenge participants in Washington, DC as well as a separate delegation of two staff members and five students to the Atlanta-based Interfaith Leadership Institute sponsored by Interfaith Youth Core (IFYC). This was the largest delegation Georgia Tech has sent to either event and the increase in student participation was truly a significant accomplishment. The student participants returned to campus committed to support interfaith engagement on campus. They collaborated to plan an interfaith dialogue on IFYC's Better Together Day, over 40 students and staff attended.

Georgia Tech was recognized for the President's Higher Education Community Service Honor Roll: Interfaith Engagement category.

#### Small Act Big Impact

Small Act Big Impact, formerly called Community Connections, continued as a summer-long service project in collaboration with FASET New Student Orientation. The partnership extended to the Atlanta Mission, which had merged with the Atlanta Day Shelter for Women and Children. The donated items and critical needs kits were delivered to the Atlanta Day Shelter, which is now one of five Atlanta Mission facilities, as well as other Atlanta Mission shelters. This year saw the largest attendance thus far with 100 people in attendance at the on-campus packaging event, including 71 first year students and 10 staff. A total of 4,685 items were collected throughout the drive and 926 critical needs kits were assembled at the packaging event. Another accomplishment was the new branding of the program and stronger communication with FASET Orientation.

#### MLK Jr. Events

Hosted the 5th Annual MLK, Jr. Day of Service for over 200 participants who engaged in ten different service projects. The event was planned by the Civic Engagement Coordinator and the MLK Day of Service Planning Committee, which included four students.

In collaboration with CEIMSC, the office implemented the second annual MLK Sunday Supper event. The event included facilitated conversations over dinner and dessert. Nine guest facilitators moderated small group discussions among the 50+ attendees, which included students, staff, and faculty.

#### QEP Contribution

The Civic Engagement Coordinator continues to serve as an active participant on the Service Learning and Community Engagement (SLCE) Council. Additionally, she served on the Administrative Advisory Board to the Quality Enhancement

Plan titled Serve-Learn-Sustain, which emphasizes sustainable communities and civic engagement.

A total of \$4,623.58 was allocated to fifteen community service projects from the Class of 1981 Public Service Endowment Fund.

#### Alternative Service Breaks

The Alternative Service Breaks (ASB) student organization hosted six Alternative Break trips during the 2014 – 2015 academic year, including a Fall Break trip, four Spring Break trips, and its first Summer Break trip. New partnerships were created with Asheville Area Habitat for Humanity (Fall Break and Summer Break) and the Mid-South Food Bank in Memphis, TN (Spring Break). Additionally, ASB hosted its second international trip. The group partnered with Community Collaborations, International (CCI) for a seventh trip, but partnered with CCI for ASB's first trip to Guatemala. A total of 10 student leaders, 71 student participants, and 10 staff members participated across the six trips.

- Asheville, NC – Asheville Area Habitat for Humanity (Fall Break)
- Biloxi, MS – Community Collaborations, Int'l on Early Childhood Education (Spring Break)
- Jacksonville Beach, FL – Beaches Habitat for Humanity (Spring Break)
- Guatemala – Community Collaborations on Sustainable Development (Spring Break)
- Memphis, TN – Mid-South Food Bank (Spring Break)
- Asheville, NC – Asheville Area Habitat for Humanity (Summer Break) ASB's growth is captured in the following data points:
  - 2011-2012: 31 student participants; four student leaders; 1248 service hours
  - 2012-2013: 62 student participants, 10 student leaders; 2608 service hours
  - 2013-2014: 49 student participants; eight student leaders; 2212 service hours
  - 2014-2015: 71 student participants; 10 student leaders; 2720 service hours

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

During the Spring semester, the Director and Civic Engagement Coordinator met with the Presidents of MOVE, the Community Service Council, and TEAM Buzz. The conversation began with the initial question of "what options exist for MOVE and CSC to more strategically strengthen Tech's culture of service?" As the conversation evolved, the students identified areas of overlap between CSC and MOVE as well as specific gaps related to service at Georgia Tech. For example, students discussed that clear entry points for an individual to connect to service opportunities are not readily available to new students. Additionally, follow up communication with volunteers and community partners is not currently structured. These service-visioning conversations continued across multiple meetings. For the second meeting, each president came prepared with a five-year vision for service at Georgia Tech. They presented a structure that they envisioned as one that would strategically strengthen Tech's culture of service. From these discussions, the group identified a structure to implement in 2015 – 2016, which includes an Executive Director and a Board of Directors. The Board will be comprised of a Director of Planning (MOVE President), Director of Collaboration (CSC President), and

Director of Programming (TEAM Buzz President). The Executive Director Position is now included in the MOVE Constitution and the 2015 – 2016 academic year will be a pilot for the aligned, strategic partnership between CSC, MOVE, and TEAM Buzz.

### JumpStart

The JumpStart program experienced a thorough reevaluation during Summer, 2014, which resulted in a modified part-time program. Re-launched in October, 2014, the Jumpstart program at Georgia Tech is focused on rebuilding a strong group of Corps Members. Although recruitment mid-year proved to be a challenge, especially without the AmeriCorps Education Award incentive, the JumpStart Site Manager successfully recruited eight new and three returning Corps Members and continues to recruit throughout the summer.

Additionally, the program focused on reconciling several compliance issues, a significant accomplishment was full Corps Member file compliance. Reducing the number of corps members, rebuilding on- and off-campus relationships as well as finding new recruitment opportunities were several of Jumpstart's significant accomplishments of the year. The staff has also worked to strengthen training and staff understanding of the many facets of the Jumpstart grant process on-campus as well at the Jumpstart National organization level.

**Progress: Completed**

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### Providing Department: Leadership and Civic Engagement

**Start: 7/1/2014**

**End: 6/30/2015**

#### Unit Statistics

#### Leadership & Civic Engagement

As a result of the Student Organization file review conducted on 531 student organization files, the Office of Leadership &

Civic Engagement was able to identify the following as of November, 2014:

- 199 student organizations Active
- 145 student organizations Suspended
- 143 student organizations Inactive

As a result of efforts in the Spring, 2015 semester by the Office of Leadership & Civic Engagement and the SGA Joint

Campus Organizations Committee the following represents current Student Organization data as of June, 2015:

- 394 student organizations currently Active
- 42 student organizations Suspended
- 51 student organizations Inactive

MOVE hosted 29 service projects. A total of 1231.5 service hours were completed during these 29 projects.

**Progress: Completed**

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**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Leadership & Civic Engagement

Gerome Stephens, Director

Advisor, Ramblin Reck Club

Facilitator, StrengthsQuest Training

Facilitator, Safe Space

Member, Student Affairs Visioning Steering Committee

Member, Project 1 Program Committee

Presenter, 2014 Housing Summer Institute

Co-Principle Investigator, IDEALS Survey

Co-Investigator, Finding Her Place: A study of women STEM majors

Presenter, Dean of Students Professional Development Session

Sarah Perkins, Coordinator/Assistant Director

Advisor, Fall Alternative Break trip to Asheville, NC (Habitat for Humanity)

Campus Lead, President's Interfaith and Community Service Campus Challenge

Member, Division of Student Affairs Family Weekend Planning Committee

Member, MLK Institute Celebration Planning Committee

Member, Service Learning and Community Engagement (SLCE) Council

Member, Serve-Learn-Sustain Administrative Advisory Board (QEP)

Member, Search Committee for the Director of Sustainable Communities Educational Initiative Office (QEP)

Presenter, Emerging Leaders Program Session and Presidents' Summit

Presenter, Omicron Delta Kappa's Leadership Conference Session

Presenter, GT1000 Course Workshops

Faculty Support, Two service-learning courses taught by Dr. Rebecca Weaver Facilitator, VOICE Peer Education Training

Kelly Cross, Coordinator

Advisor, Presidents' Council Governing Board

Facilitator, StrengthsQuest Training

Facilitator, VOICE Peer Education Training

Member, Event Logistics Committee

Member, Office of the Dean of Students Professional Development Committee

Presenter, Greek Advance

Presenter, GT1000 Course Workshops on Engagement and Strengths

Presenter, Presidents' Summit

Presenter, Student Government Association Retreat

Lead Organizer, Up With the White and Gold Awards Ceremony

Secretary, Student Activities Committee

Staff Advisor, Alternative Service Break Trip Memphis, TN

**Progress: Completed**

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**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Leadership & Civic Engagement

Gerome Stephens, Director

Member, ACPA-College Student Educators International

Participant and Presenter, ACPA Annual Convention

Participant, National Gathering for President's Interfaith and Community Service Campus

Challenge Advisor, ACC Leadership Symposium (Notre Dame)

Sarah Perkins, Coordinator/Assistant Director

Member, ACPA-College Student Educators International

Convention Service Project Coordinator and Interim Community Service and Service-Learning

Chair, ACPA Commission for Student Involvement

Participant and Presenter, ACPA Annual Convention

Participant, Atlanta Interfaith Leadership Institute

Participant, National Gathering for President's Interfaith and Community Service Campus

Challenge Award Recipient, ACPA Annuit Coeptis Emerging Professional Award

Kelly Cross, Coordinator

Certified, Community Emergency Response Team

Participant, Student Organizations Institute

**Progress: Completed**

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**Providing Department: Leadership and Civic Engagement**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Leadership & Civic Engagement

Four campus wide community service events were held this past academic year and participants were surveyed to gauge their learning. As a result of the surveys, the staff of Leadership & Civic Engagement were affirmed that key components of service related events were important for student learning. These components included service orientations, opening/closing sessions that address the purpose of the event and collective impact, critical reflection, the role of student leaders, and the importance of community voice in the service project.

**Progress: Completed**



## **Leadership, Education and Development**

### **I. Mission/Introduction**

**Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

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

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

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

- Gain valuable insights into your leadership potential
- Learn and practice habits of highly effective teams
- Understand what it takes to create change and inspire others

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

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari), Coordinator (Doremus, Stacey)

**Progress: Completed**

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**Providing Department: Leadership, Education and Development**



**Start: 7/1/2014**

**End: 6/30/2015**

**Current Staff**

Wes Wynens, Ph.D.

Director, Leadership Education and Development

Director, Grand Challenges Living Learning Community

Kari White, MPA

Assistant Director, Grand Challenges Living Learning Community

Terrell Hatzilias, Ph. D

Instructor, Grand Challenges Living Learning Community

Stacey Doremus, MA

Coordinator, Leading Edge

Alison Hemmelgarn

Administrative Assistant, Leadership Education and Development

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari),

Coordinator (Doremus, Stacey)

**Progress: Completed**

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**Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

Not applicable

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari),

Coordinator (Doremus, Stacey)

**Progress: Completed**

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**Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

Grand Challenges Living Learning Community

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

## Leading Edge

Leading Edge, a one-on-one leadership coaching program, allows undergraduate students to work one-on-one with a trained leadership development coach (Georgia Tech PhD/Masters student or Faculty/Staff member) to intentionally explore and improve their leadership skills in each of the following areas:

- Gain Self-Awareness
- Ask Powerful Questions
- Communicate with a Purpose
- Entrepreneurial Mindset
- Manage & Mobilize Change
- Collaborate with Others
- Leveraging Differences to Maximize Performance Resilient & Adaptable

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.

## Minor in Leadership Studies

Students participating in the Minor in Leadership Studies receive in-depth knowledge of leadership theory, skills that they then apply through a project based experiential learning experience. This unique experience allows students to apply their leadership skills to build capacity and create value for a partnering organization, particularly in circumstances where resources are limited. With access to Atlanta's diverse and rich social entrepreneurial and business environment, students make connections within the community and around the world.

## Significant Accomplishments

### Grand Challenges Living Learning Community

- Grand Challenges admitted 110 students from the nearly 900 applicants, fall 2014.
- Grand Challenges has enjoyed a 99.9% retention rate over the last three years. Over 300 students are currently participating in the community as students, mentors, advisors, recruiters, ambassadors, and student and teaching assistants.
- Grand Challenges students worked tirelessly on their team projects this semester. Some of the team projects include:
  - The development of an automated malaria detection device
  - The design and implementation of a wellness/stress monitoring app integrating physiology and counseling
  - The development of methods to decrease electricity use in college dorms
  - The development of an iPhone app to serve as a pediatric iris scanner for use in hospital identification
- Grand Challenges students have received Co-Op and internship opportunities with companies such as Coca-Cola, NASA, Boeing, Southern Company, Manhattan Associates, and Lockheed Martin.
- Grand Challenges students are researching in labs throughout the Georgia Tech campus including the Aerospace Systems Design Laboratory and the Neural Engineering Center.
- Grand Challenges students received many scholarships and awards this year including two “walk on” Stamps
- Leadership Scholarships from the President’s Scholarship Program at Georgia Tech and the Advancing Aspirations Global Scholarship from “Womenetics.”

- To build community, the Grand Challenges house teams planned a variety of events including outings to Piedmont Park and Stone Mountain, shows at The Fox Theater, service projects on and off campus, and of course, GT football games.

#### Leading Edge

- Scaled our Leading Edge One-on-One Leadership Coaching program participation by 45% thus enabling more students to intentionally explore and develop their leadership skills. To be exact, we have been able to help 325 undergraduate students, 37 graduate students and 15 faculty/staff to sharpen and enhance their leadership skills since its inception in AY13-14. In AY14-15 we have increased our undergraduate student acceptance from 95 to 105 students per semester
- Successfully launched Leading Edge Team Coaching, in partnership with the Office of Leadership and Civic
- Engagement and the College of Engineering. In the team coaching program 8 student organizations and 3 Vertically Integrated Project (VIP) teams (105 students in total) worked together with a trained team leadership coach to identify common group behaviors, demonstrate gaps in perception and thinking, providing the opportunity to think more openly, and to work together in a manner that creates shared group understanding and increases overall team effectiveness. •Doubled the number of students impacted through team assessments since AY13-14. With 21 Georgia Tech team based classes, 8 student organizations and 3 VIP teams we have been able to touch more than 850 students (for a total of 1301 since AY13-14) helping them discover what behaviors and group dynamics characterize high-performing teams (HPTs).
- Completed the 360° Assessments pilot in the Foundations of Leadership class to introduce more than 75 students to the concept of coaching and to help students understand how they and other perceive their leadership while creating an action plan to improve their leadership in one or two areas of their choosing. Coaching is now a permanent section of the course for future academic years.
- Developed a pilot of leadership development workshops in the School of Chemistry and Biochemistry (affecting 15 students in total) based on identified student leadership development needs in the lab environment and beyond. The session topics included – What is Leadership? Improving Communication Skills, Building Highly Effective Teams, and Managing Conflict. We have been asked to return in Summer 2015. Student impact statements from one-on-one leadership coaching:
- “The biggest thing I learned from my coach was how to move towards action. I would see problems in the world and blow them up until it was an insurmountable issue. And while my training as an engineer had taught me how to break things down into solvable parts, I was having a really hard time connecting that thought process with my leadership. I would get so wrapped up in overcoming failure or with my goals for an organization that I would actually overwhelm myself to inaction. My coach helped me see that I could break things into doable parts while working towards a common goal. It’s been a huge springboard, and now I’m working in the “public” sector using skills I learned as a coach every single day.” – *Marnie Williams, May 2014 Georgia Tech Graduate in*
- *Biomedical/Medical Engineering, 2014 Spring Semester Leading Edge participant, Peer Support Coordinator at*
- *Georgia Institute of Technology and AY15-16 Staff Leadership Fellow*

- “We would not be the leaders we are today or the leaders we hope to be without this program” – *Juan Tovar, 3rd*
- *Year Industrial Engineering Student, 2015 Spring Semester Leading Edge participant*
- *“I have been able to consistently take a step back and look at situations holistically. I have grown in areas where I thought I’d always stay the same, where I was too afraid to break down walls that had taken years to construct.... The Leading Edge Program has allowed me to see parts of myself I never even knew existed, it has challenged me every day, it has brought amazing and life-changing people into my life.” – Anthony Remensnyder, 3rd Year Business Administration Student, 2015 Spring Semester Leading Edge participant*
- Minor in Leadership Studies
- New Civil and Environmental Engineering track added to the minor
- Enrollment increased to 140 students
- Students worked in interdisciplinary teams in their capstone class to address identified challenges of non-profit, social enterprise or hybrid organizations including:
  - Chick-Fil-A & Junior Achievement
  - Truly Living Well Center for Urban Agriculture (TLW)
  - Camp Twin Lakes
  - Points of Light
  - United Way of Metro Atlanta
  - Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari), Coordinator (Doremus, Stacey)

**Progress: Completed**

**Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

GT Leadership Education and Development

Program Data  
Updated 06/9/15

**Minor in Leadership Studies**

Operations	Details	AY 2013-2014	AY 2014-2015	AY 2015-2016
Personnel	Director	1	1	1
Academics	Track 1 - Business	18 Courses + Capstone 106 Students	18 Courses + Capstone 142 Students	18 Courses + Capstone 170 Students
	Track 2 - Public Policy	9 Courses + Internship 3 Students	9 Courses + Internship 5 Students	9 Courses + Internship 10 Students
	Track 3 - College of Engineering		5 Students (for 2015 Fall Semester)	10 Courses + International Internship 20 Students
	Graduated/Completed	37	24	TBD
Co-Curricular	Leadership Retreat	20 (Minor)	22 (All programs)	30 (All programs)
Admissions	Minor Applicants	40-50 Students	40 Students	50-60 Students

**Grand Challenges Living Learning Community**

Operations	Details	AY 2013-2014	AY 2014-2015	AY 2015-2016
Personnel/Faculty	Directors	2	2	2
	Faculty Instructor	1	1	1
	Assistant Director	1	1	1
	Administrative Professional	1	1	1
	Facilitators	9	9	9
Academics	First Year -- 3-hour courses	2 Courses	2 Courses	2 Courses
		110 Students	110 Students	110 Students
	Second Year -- 1-hour courses	2 Courses	2 Courses	2 Courses
		60 Students	80 Students	90 Students
	Third Year -- Faculty Advisor		1 Faculty	Faculty Advisor
			12 Students	25 Students
	Student Projects	24 Projects	32 Projects	40 Projects
		190 Students	190 Students	225 Students
Co-Curricular	Grand Challenges Retreat	120 Students	120 Students	120 Students
	Student Activity Committees	225 Students	225 Students	225 Students
	Recruiting Team	40 Students	60 Students	60 Students
	Mentorship Program	70 Students	80 Students	90 Students
	Lunch/Dinner with Faculty	200 Students	250 Students	250 Students
	Coffee with GT Administrators	110 Students	110 Students	110 Students
Admissions	Grand Challenges Applicants	750 Students	900 Students	1000 Students

**Leading Edge**

Operations	Details	AY 2013-2014	AY 2014-2015	AY 2014-2015
Personnel	Directors	1	1	1
	Coordinator	1	1	1
	Student Assistants	2	3	3
	Student Organization Team Fellows		5	5
	VIP Team Fellows		3	3 Instructional Fellows
	One-on-One Leadership Fellows	17	20	22
Volunteer	One-on-One Student Leadership Fellows Alumni		1	1
	One-on-One Student Leadership Fellows (2nd Year)		5	8
	One-on-One Leadership Fellows (Faculty/Staff)		15	7
	One-on-One Leadership Fellows (2nd Year Faculty/Staff)			12
Academics	Team Assessments (Team-Based Classes)		21 Courses, 8 Student Organizations, 3 VIP Teams	30 Courses, 10 Student Organizations
		7 Courses		
		441 Students	860 students	1,100 students
Co-Curricular	One-on-One Leadership Coaching	130 Students	205 Students	220 Students
	Leadership Fellows Training	17 Grad Students	25 Grad Students	58 Students/Faculty/Staff/Alumni
	Faculty/Staff/Alumni Fellows Training		16 Faculty/Staff/Alumni	Included above
	Team Coaching (VIP)		45 Students	60-80 Students
	Team Coaching (Student Organizations)		60 Students	75 Students
	360 Assessments	165 Students	209 Students, Faculty, Staff	450 Students
	Five Behaviors of a Cohesive Team Assessment		48 Students	70 Students
	DiSC Profiles	277 Students	304 Students	450 Students
	Leadership Workshop Series (4-Session Sequence - VIP/Petit/CHEM/SOs)	12 Students	13 Students	25-30 Students
	LEAD1000			90 Students
	Leading Edge / Minor in Leadership Studies Recruitment Team			10 Students
	Leadership Development through Mobile / Web (Student Videos/Competency Education/Leadership on the Ground)			500 Students
	Admissions	Leadership Fellows Applicants	90 Grad Students	165 Grad Students / 25 Applicants
Leading Edge Nominations		492 Students	525 Students	600 Students
Leading Edge Applicants		231 Students	281 Students	300 Students

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari),  
Coordinator (Doremus, Stacey)

**Progress: Completed**

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**Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Stacey Doremus

Division of Student Affairs Assessment Committee

Division of Student Affairs Multicultural Competence Committee

Terrell Hatzilias

Student Advising

Alison Hemmelgarn

Division of Student Affairs Creating Connections Committee

Kari White

Georgia Tech PRIDE ERG Chair for Professional Development

Interviewer for President Scholarship Semi-Finalists

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari),  
Coordinator (Doremus, Stacey)

**Progress: Completed**

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**Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Alison Hemmelgarn

ACPA Conference, March 2015

Division of Student Affairs Administrative Staff Retreat, October 2014

Kari White

Georgia Institute of Technology, Diversity Roundtable, June 2015

NASPA Conference, New Orleans, March 2015

Strengths Finders Workshop, Georgia Tech, September 2014

Stacey Doremus

Georgia Institute of Technology, Diversity Roundtable, June 2015

Multicultural Competence Certification Level 1: Participation Achievement

- Women's Awareness Month Event: "And Still We Rise: Women's Stories of Challenge & Triumph" March 2014
- Diversity Program Day Long Training April 2014

- Multicultural Competence 101 May 2014
- 911 Remembrance Ceremony September 2014
- ACIREMA: An Intercultural Simulation November 2014
- Multicultural Competence Certification Level 2: Engagement Pending Confirmation of Achievement (June 2015)
- Annual Staff Diversity Roundtable Discussion June 2014
- Courageous Conversation Series: "Welcoming Diversity in the Workplace: Prejudice Reduction" September 2014
- Diversity Symposium September 2014
- Multicultural Competence Division Workshop (Dr. Amy Reynolds) October 2014
- MLK Event January 2015
- Sunday Supper: A Community Conversation and Meal January 2015
- ICLAST: "Challenging Misconceptions About Women's Roles and Contributions in History February 2015 Safe Space Training April 2015
- Memorial Day Remembrance Ceremony May 2015
- Multicultural Competence Level: 3 Action – working to complete
- GT Women's Leadership Conference October 2014
- OHR Courageous Conversation Series
- Micro-Messages: The Power of Invisible Slights July 2014
- "Brown Eyes, Blue Eyes: Linking Perception to Performance" October 2014
- Scaling Up With Excellence (Online NovoEd Course) September – October 2014
- LAMP Symposium: Compassion and Leadership in a Multi-Faith World February 2015
- GRE Preparation (for PhD program) – ongoing - test date 3/1/16

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari), Coordinator (Doremus, Stacey)

**Progress: Completed**

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### **Providing Department: Leadership, Education and Development**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Changes within Unit**

Grand Challenges

The Grand Challenges assessment team monitors the progress of Grand Challenges by evaluating program goals through pre-tests and post-tests, focus groups, anecdotal data, and observation. The data collected through assessment as well as the outcomes of students' projects are vital in providing insights into what changes should be made each year.

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

In a focus group with 3rd year students, participants expressed frustration and found it difficult to plan and move forward with their projects without any set boundaries or goals. They felt they did not have access to information concerning the scale of the projects they could have, the size of the budget they could be allocated, nor did they know whether or not they would be able to claim their project as their own. Despite repeated requests for information they reported not knowing who would own the intellectual project property - GT or the students.

As a result of this focus group, Grand Challenges LLC has developed a structured 3rd year for teams who progress beyond the 2nd year class. Most notably, the Grand Challenges Advisory Board was established to provide resources and advice for upperclassmen teams. The advisory board is comprised of Georgia Tech faculty, entrepreneurs, leaders of nonprofit organizations and industry. Upperclassmen teams are required to have an advisor and monthly milestones are being developed specifically for each team. Additionally, the question of intellectual property has been addressed with GT legal and a statement will be disseminated to each team.

#### Leading Edge

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

Initial findings from quantitative and qualitative data indicate Leading Edge students who participate in one-on-one leadership coaching are gaining insights about themselves and others while integrating these insights into practice. The quality of the coaching experience has also improved over our inaugural year (3.4 to 3.9 / 4.00 possible) giving us confirmation that the pedagogy improvements made for AY14-15 Leadership Fellows Coaching summer intensive and monthly trainings were successful and translated into a more impactful coaching experience. It is interesting to note how our students' view of leadership is shifting:

*"I was able to hone in on my strengths and learn how it is ok to not excel in every leadership aspect - you can always improve but it is best to focus on the things that come naturally to you because they become more powerful when you enhance those. I definitely found this to be true in my own experiences."*

*"This program has allowed me to see outside of myself in terms of leadership in order to understand what the people beneath me in my organization need from me in order to better the organization."*

LEAD continued to collect data from 360-degree behavior feedback in order to measure student's leadership development across self-identified leadership competencies and improvement in their ability for self-reflection, inter-personal communication, contextual awareness, self-monitoring, and ability to link leadership behavior to their field of study. Data collection is ongoing and this information will be disseminated among LEAD faculty, staff and other LEAD stakeholders with identified program improvements at the end of AY15-16.

In 2014 Fall Semester the LEAD Office implemented pre-and-post surveys to measure the development of our student's leadership capacity within our Leading Edge and Minor in Leadership Studies' Foundations of Leadership class. With this assessment we intend to explore the degree to which participants in Leading Edge (One-on-One Leadership Coaching) report



changes in leadership self-efficacy, motivation to lead and leadership skills. This information will be disseminated among LEAD faculty, staff and other LEAD stakeholders with identified program improvements at the end of AY16-17.

#### Minor in Leadership Studies

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

Initial findings from the data indicate that while enrollment is on a steady incline, the majority of students are still seeking out the minor on their own (e.g. LEAD website or asking a faculty/staff member). In other words, many students, faculty and staff are still unaware of the Minor in Leadership Studies. This has prompted us to adjust our AY15-16 Marketing and Communications Plan to include a more targeted marketing approach to colleges, faculty, staff and advisors.

With the addition of the Global Engineering track to the Minor in 2015 Fall Semester we are also in the process of reviewing current global internship interview data from CEE and plan to conduct subsequent interviews in July 2015 to solidify overall marketing messages for the Minor in Leadership Studies

Identifying the need to assess leadership development in the Foundations of Leadership Class, LEAD began to collect data 360-degree behavior feedback as well as pre-and-post leadership self-efficacy, motivation to lead and leadership skills data in AY14-15. This information will be disseminated among LEAD faculty, staff and other LEAD stakeholders with identified course improvements at the end of AY15-16 and AY16-17, respectively.

Responsible Roles: Asst. Director Grand Challenges Living Learning Community (White, Kari), Coordinator (Doremus, Stacey)

**Progress: Completed**

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

**I. Mission/Introduction**

**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Essential Function(s) of department**

**LGBTQIA Resource Center**

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

**Progress: Completed**

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**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Current Staff**

**LGBTQIA Resource Center**

Aby Parsons, Ph.D. – Dr. Parsons began her role as the inaugural Director of the Center in April, 2014. Aby is responsible for providing administrative, budgetary, and programmatic oversight for all Center operations, and serves as a resource to students, faculty, and staff.

Kate Michel, Ph.D. – Dr. Michel served as the Graduate Assistant from October, 2014 – April, 2015. Her main focus was supporting assessment, including transcribing and reporting on student focus groups and conducting data analysis on Safe Space pre-tests and post-tests. Kate also assisted with the newsletter, data entry, events, and staffing the Center when the Director was unavailable.

**Progress: Completed**

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**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

## LGBTQIA Resource Center

### Chosen Name Policy – Student Health Services

In July, 2014, Stamps Health Services approached the Director to ask how it could implement a chosen name policy for transgender students who use a chosen name that differs from their legal name. The Director consulted with John Scuderi, Director of Health Operations and Shan Baker, WHNP-BC, to guide the staff through the policy development and process implementation. The Director also trained Stamps staff in the new policy and worked with Dr. Baker to redesign patient intake forms in Women's Health. This new process went into effect in October, 2014.

### Chosen Name Policy – Registrar's Office

The Center also began working with the Registrar and OIT on the discovery and implementation of a campus wide chosen name policy for students. This policy and process will allow students to enter a name that is different from their legal name on all student records where a legal name is not required by law. While this option will be available to all students, the primary purpose of the policy is to enable transgender students to go by a name that more closely aligns with their gender identity. The Center conducted a benchmarking process with a dozen peer and AAU institutions. The proposed launch date for this policy and process is Spring, 2016, with implementation to start with class rosters and BuzzCards.

**Progress: Completed**

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## IV. Significant Accomplishments

**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

### Unit Description

LGBTQIA Resource Center

- Initial small gift fundraising efforts have yielded over \$1,500 in donations from alumni.
- Convened a Board comprised of four faculty, four staff, four students, and two alumni for four meetings to begin the strategic planning process.
- Developed and launched a new curriculum for the Safe Space training program and recruited seven new facilitators.
- Partnered with the Office of Greek Affairs to launch a new ally training program for fraternities and sororities. Recruited and trained nine student facilitators who delivered two trainings during Greek Week.
- Launched bi-weekly student discussion group series in Spring, 2015, trained seven student facilitators who led discussions from March until the end of the semester.
- At Lavender Graduation, had largest number of attendees (100+) and graduates (14). Honored one faculty member, staff member, alumni, and student with inaugural Lavender Awards.
- Conducted the first major needs assessment of LGBTQIA students at Georgia Tech. Thirty-eight students attended seven focus groups and 56 students completed the survey.

- Other events and programs held this academic year included: LGBTQIA Resource Center Open House and Grand Opening Ceremony, Queer Atlanta Bus Tour, Alumni Open House, Queer Women’s Coffee Hour (co-sponsored with the Women’s Resource Center and Women’s Awareness Month), World AIDS Day Study Break (co-sponsored with
- Health Promotion and Pride Alliance), Trans 101 Trainings/Consultations for the CRC and Stamps Health Services, Trans Women’s Writers Workshop (co-sponsored with Dr. Marty Fink’s Queer New Media class), and Ask Aby.

**Progress: Completed**

**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

Visitor Tracking

A total of 210 people visited the Center Fall, 2014 and Spring, 2015.

	Consultation	Question	Referral	Support	Crisis	Library	Total
Student	63	70	6	28	4	2	173
Faculty	0	0	0	1	0	0	0
Staff	11	18	1	1	0	0	31
Alumni	0	0	0	0	0	0	0
Other	4	1	0	0	0	0	5
<b>Total</b>	<b>78</b>	<b>89</b>	<b>7</b>	<b>30</b>	<b>4</b>	<b>2</b>	<b>210</b>

**Safe Space**

The Center launched a new Safe Space curriculum in October, 2014. The facilitator team conducted a total of 12 trainings for 150 faculty, staff, and students between October and June. Registration for trainings was capped at 20 participants. Five of the sessions were open to any student, employee, or affiliate of Georgia Tech, and seven were requested by specific departments.

Open Safe Space Sessions					
Month	October, 2014	November, 2014	January, 2015	March, 2015	April, 2015
Number of participants	9	12	14	13	12

Department Specific Sessions											
	OHR Office of Business Undergrad. Partners Admissions	11	15	Counseling Center	17	Office of International Education	9	Scheller College of Business	11	PLs and RAs (Over three sessions)	27
Number of participants											

### Greek Allies

The Center and the Office of Greek Affairs launched Greek Allies in March 2015. Facilitators conducted three trainings with a total of 22 participants – eight in the first session, and seven each in the second and third session.

### Student Leadership and Service Hours

The LGBTQIA Resource Center created two leadership opportunities for students this year, plus additional opportunities for students to volunteer at events and in the office.

Q Chats			Greek Allies	Office and Events	Total
Number of student volunteers		8	9	9	26
Number of service hours		72	54	62	188

### Progress: Completed

**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

LGBTQIA Resource Center

Abigail Parsons, Director

Advisor, Pride Alliance

Member, Body Image Committee

Member, SiS Governance Committee

Facilitator, Selma screening and discussion

Volunteer, Out to Innovate Summit

**Progress: Completed**

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**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

LGBTQIA Resource Center

Abigail Parsons, Director

Peer reviewer, Women's Studies Quarterly

Panelist, Racial Justice and Health Training in a Professional Context, YWCA Atlanta

Attendee, ACPA Annual Convention

Trained Gatekeeper, QPR Suicide Prevention

Attendee, Maximizing and Recognizing Your Strengths

Attendee, Creating Change: The National Conference on LGBT Equality

Invited Speaker, Unspoken Truths: Police Brutality as a Public Health Issue, Association of

Black Public Health Students,

Rollins School of Public Health

Attendee, Georgia New Professionals Workshop

Award Recipient, Cornerstone Award from Residence Life

Award Recipient, Georgia Tech Outstanding Staff Performance Entrepreneurship

**Progress: Completed**

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**Providing Department: Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, and Asexual/Ally (LGBTQIA)**

**Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

LGBTQIA Resource Center

As the result of both a survey and focus groups, the LGBTQIA Resource Center learned the types of programs and services needed/preferred by students in addition to when events/programs should be held on-campus. This information was vital to provide direction to the new Center.

**Progress: Completed**

## **Marketing and Communications**

### **I. Mission/Introduction**

**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

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 Affairs and its departments.

**Progress: Completed**

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**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Sara Warner is the manager of this department (Communications and Marketing Manager). She has been with the

Institute for 8 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 Affairs and its departments. This position interacts on a regular basis with: faculty, staff, unit and Institute management, and external stakeholders. This position advises and counsels division staff on their communications plans and marketing strategies for their programs and services.

Job responsibilities are as follows:

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

There are currently no other staff members within this department although I'm working on hiring a student assistant with the start of the 2015 Fall semester.

**Progress: Completed**

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**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

N/A

**Progress: Completed**

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

**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

##### **Unit Description**

The job responsibilities of this position were redefined prior to Sara joining the staff. Within the first year, I focused primarily on brand development, promotion of Division accomplishments, and creating a comprehensive plan to promote the programs and services of the Division. I also spent a lot of time working with the departments to adjust their marketing plans and highlight gaps in their communication strategies.

The department as a whole began a visioning process half-way through the year, putting many of the plans to produce additional marketing collateral on hold until the following year.

Accomplishments include:

- Article highlighting a Division program, service or staff member was carried in the Daily Digest, Whistle or Technique every month if not weekly.
- All Division websites were converted to the Georgia Tech template and passed accessibility tests.
- All Division website managers were trained in website accessibility
- All videos on Division websites were closed captioned and reposted and a Division policy was created to ensure all future videos would be captioned for accessibility.

A two-sided Division flyer was created to promote all departments and distributed at FASET on all Division tables.

**Progress: Completed**

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**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

**Progress: Completed**

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**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

##### **Staff Service**

Sara Warner, Communications and Marketing Manager



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

**Progress: Completed**

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**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

• Attended NASPA Conference in New Orleans

**Progress: Completed**

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**Providing Department: Marketing and Communications**

**Start: 7/1/2014**

**End: 6/30/2015**

**Progress: Completed**

## **New Student and Sophomore Programs**

### **I. Mission/Introduction**

**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Essential Function(s) of department**

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

**Progress: Completed**

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**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Current Staff**

##### **New Student & Sophomore Programs**

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

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

Jordan Holliday – Jordan served as Coordinator of Sophomore Programs & Traditions Camps for two and a half years. His main focus was managing all aspects of Wreck Camp and developing a suite of sophomore programs. He departed from the Institute in May, 2015 to serve as the Assistant Director of Parent & Family Services at the University of North Carolina at Charlotte beginning June, 2015.

Laura Wright – Laura was promoted to Event Coordinator II from Administrative Professional Senior this past year. She has served Georgia Tech for five years. Her main focus within the office is administrative in nature, along with event coordinating for many aspects of the office.

Genna Martella – Genna served as a Graduate Assistant for the past two years. She assisted with office programs with an emphasis on FASET. She departed from the Institute in May, 2015 following the completion of her Masters of Education in College Student Affairs Administration degree at the University of Georgia. Genna accepted a position to be the Coordinator of New Student Programs at North Carolina State University starting June, 2015.

Kristi Leclerc – Kristi served as a practicum student during Spring, 2015 while attending the University of Georgia. She focused on creating programs for international students at FASET.

Brittany Donatelli & BayLee Long – Both served as NODA Graduate Interns for Summer, 2014.

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

Tim King – Tim is a Tech Temp hired in June, 2015. He will be assisting the office in the area of Welcome Home Month Programs and Sophomore Career Experience. He will also assist in the running of a variety of FASET Programs.

**Progress: Completed**

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**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

N/A

**Progress: Completed**

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**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

New Student & Sophomore Programs

FASET Orientation

- FASET orientation welcomed 3,327 new Georgia Tech Students (including first year and transfer students) and 3,129 new Georgia Tech parents and guests.
- Continued partnership with ORGT and the pre-orientation leadership program, RATS on Ropes, using the CRC's Leadership Challenge Course. During the Summer, 2014, 53 students registered and participated for the five available sessions.
- Introduced new campus issue program titled Life Stories that allowed new students to hear the authentic stories of current students and the resources they used to overcome said obstacles.
- Provided a preview of all student programming of FASET to Office of the Dean of Students staff to gain feedback and insight on the messaging of the programs to ensure that each were consistent with Institute messages.
- Selected 10 FASET Cabinet members in October, 2015 to serve as the executive board for the 2015 programs: Walter
- Ley, Rebecca Cottrill, Lauren Lucas, John Gaddis, Michele Mandula, Alain Dusabe, Noel Webber, Andrea Vargas, McLean Davies, and Katherine Sorrentino.
- Recruited over 250 applicants for the FASET Leader program and selected 90 leaders to serve as FASET Leaders during Summer, 2015.
- Revised FASET Leader position description to focus training depending on their assigned role of Small Group Leader or Tech After Dark Facilitator.

- Moved the marketing of Welcome Home Month and RATS Week from printed marketing to a digital calendar and t-shirts. NSSP also co-sponsored Fresh Friday and sponsored RATS Week guide during the first week of class.
- Continued partnership with Leadership & Civic Engagement and the Small Act, Big Impact program to make over 3,000 peanut butter and jelly sandwiches for a local women shelter.
- Created one-day program before the start of FASET 6 and 7 for students to take care of basic needs before FASET starts.
- Discussed a more extensive extended orientation program with campus partners for 2016.

#### Wreck Camp

- Completed third Wreck Camp in August, 2014 with 128 student participants
- Introduced revamped programming for faculty/staff partners, Friends of Wreck Camp at 2014 program. Friends of Wreck Camp included: Kelly Cross (Leadership & Civic Engagement), Matt Bloomingdale (Housing & Residence Life), and Gregory Marr (Scheller College of Business)
- Continued to offer a cohort-section of GT 1000 WRK, had 15 students participate in the course
- Selected four Wreck Camp Directors in September, 2015 to serve as the executive board for the 2015 programs:
- Sheila Leveille, Sara Allen, Lindsey Eidson, and Conor Fitzpatrick.
- Altered staff recruitment and selection timeline to be during the Fall, 2014 semester, selected a staff of 38 student
- Leaders from an applicant pool of 133 students.
- Developed and taught a leadership training course (CETL 3801: Fundamentals of Peer Mentorship) during Spring, 2015 for Wreck Camp staff members.

#### Sophomore Programs

##### Sophomore Career Experience (SCE)

SCE completed the fourth year of the program in conjunction with the Center for Career Discovery & Development, the Communications Center, Leadership & Civic Engagement, and the GT Alumni Association. A total of 18 students complete the six-week workshop series and receive their complementary padfolio.

##### SPARC

SPARC was a new student group created to work with second-year experience programming. The inaugural group consisted of eight students: Cherie Rajan, Yuyan Wang, Ryan Chiang, Trent Callcott, Catherine Guan, Bin Cao, Brittany Burnett, and Nicholas Johnson. The group planned and implemented the second Sophomore Leadership Forum which had approximately 15 students participate. The new program included team building activities, goal-setting for the year, as well as career focused sessions

##### Year 2 at Tech

Published an e-newsletter for quarterly publication with topical themes. The publication was hosted on a blog because of the lengthier, in-depth material. Two issues were published in the Fall on the topic of getting re-engaged on campus and career development.

Transfer Programs

GT 2813

This year with the support of the Center for Academic Enrichment, NSSP staff worked to launch three sections for transfer students (one Fall and two Spring) to assist in their transition to Tech. Three different staff members taught the sections with approximately 55 participants. Three sections will be offered with three staff and faculty members in Fall, 2015.

Transfer Work Group

A workgroup was created to assess and address needs of transfer students, approximately 20 staff, faculty, and student members serve on the group.

**Progress: Completed**

**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

**New Student & Sophomore Programs**

<b>FASET Orientation</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015*</b>
First Year Students First Year Students	3009	2622	2777	3012
First Year Parents & Guests	3046	2658	2830	3007
Transfer Students	618	552	550	408
Transfer Parents & Guests	310	234	299	207
Exchange Students	41	68	74	37
<b>Total Participation</b>	<b>7024</b>	<b>6134</b>	<b>6530</b>	<b>6671</b>

*\*As of June 24, 2015*

<b>Wreck Camp Participation</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Student Student Participants Registered	83	134	127	31*
Student Leaders	30	36	36	38
Directors	3	4	5	4
Professional Staff Attending Camp	3	2	5	TBA
<b>Total Participation</b>	<b>119</b>	<b>176</b>	<b>173</b>	<b>TBA</b>

*\*As of May 18, 2015*

**Progress: Completed**

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**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

New Student & Sophomore Programs

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

Instructor/Curriculum Developer, GT 2813

Chair, Extended Orientation Planning Committee

Chair, FASET Scheduling Meeting

Member, P1 Reading Committee

Member, Registration Task Force

Advisor, Transfer Student Association

Member, GTAAN

Larry Cloud, Assistant Director

Instructor, GT 1000

Advisor, Freshmen Council Freshmen Leadership Organization

Advisor, Filipino Student Association

Advisor, Gamma Psi Chapter of Delta Tau Delta

Judge, Greek Stroll Competition during Greek Week 2015

Judge, Banner competition during Homecoming 2014

Member, GTAAN

Jordan Holliday, Coordinator

Instructor, GT 1000

Instructor/Curriculum Developer, CETL 3801

Advisor, For The Kids at Georgia Tech (Dance Marathon)

Member, Multicultural Competence Committee

Member, Creating Connections Committee (C3)

Member, Diversity Coordinator Search Committee

Member, Extended Orientation Committee

Chair, Sophomore Experience Committee

Judge, Greek Stroll Competition for Greek Week 2015

Laura Wright, Event Planner

Member, Event Coordinators Network (ECN)

Strategy Champion, ECN Strategic Planning Committee

Member, ECN conference planning committee for 2015 conference

**Progress: Completed**

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**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

New Student & Sophomore Programs

Cynthia Jennings, Assistant Dean/Director

Attendee/Volunteer, NODA Annual Conference

Larry Cloud, Assistant Director

Attendee, Georgia Orientation, Retention, and Transition Conference

Attendee/Volunteer, NODA Annual Conference

Attendee, NODA Region VI Conference (SROW)

Attendee, Transfer Student Experience Conference

Presenter, Annual Southern Regional Orientation Workshop in Murray, KY

Judge, Case Study competition, 2015 Southern Regional Orientation Workshop

Co-Coordinator, NODA, Georgia State

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

Jordan Holliday, Coordinator

Attendee, Georgia Orientation, Retention, and Transition Conference

Attendee/Presenter, NODA Annual Conference

Attendee/Presenter, NODA Region VI Conference (SROW)

Faculty/Presenter, Graduate Student Symposium, NODAC 2014

Volunteer Coordinator, NODA Region VI Conference

Internship Liaison, NODA Graduate Student Network Leadership Team

Communications Coordinator, NODA Region VI

Office Manager/On-Site Logistics Coordinator, 2016 NODA Annual Conference Committee

Committee Member, 2016 NODA Region VI Conference Committee (SROWlympics) Member,

Omicron Delta Kappa

Laura Wright, Event Planner

Member, PCMA (Professional Convention Management Association)

Member, Omicron Delta Kappa

Genna Martella, Graduate Assistant

Presenter, NODA Region VI Conference (SROW)

Participant, Graduate Student Symposium, NODAC 2014

Volunteer, NODA; SROW; ACPA; NASPA conferences

**Progress: Completed**

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**Providing Department: New Student and Sophomore Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

New Student & Sophomore Programs

The NSSP staff surveyed two FASET sessions of students who viewed the Life Stories session of the program. With the new format of the program, the staff was affirmed that the adjusted format was preferred. However, the staff learned that the attendees did not relate to the stories presented and therefore made changes to the content of the program for future sessions.

**Progress: Completed**



## **Office of Student Integrity (OSI)**

### **I. Mission/Introduction**

**Providing Department: Office of Student Integrity (OSI)**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

#### **Student Integrity**

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

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

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

**Progress: Completed**

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**Providing Department: Office of Student Integrity (OSI)**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

#### **Student Integrity**

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

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

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

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

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

Progress: Completed

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Providing Department: Office of Student Integrity (OSI)

Start: 7/1/2014

End: 6/30/2015

New or Changed Policy/Procedure

Student Integrity

Title IX Case Management

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

When Burns Newsome joined the GT community as Title IX Coordinator in November, 2014, he made the decision to deputize the Director of Student Integrity as a Deputy Title IX Coordinator for Student Affairs and beginning in

January, 2015 all cases involving students were referred to OSI for investigation, resolution, and management. The

Director solely handled all cases throughout Spring, 2015, however in July, 2015 will be training a team of investigators.

Student Sexual Misconduct Policy

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

Discriminatory Conduct Policy

A new provision (#23) was added to the Code of Student Conduct. The Director worked with a committee including Legal

Affairs, Institute Diversity, and the Office of the Dean of Students to implement the following provision:

23. Discriminatory conduct including

objectively offensive conduct directed at a particular person or persons based upon that person or persons' race, color, religion, sex, national origin, age, disability, sexual orientation, gender

identity, veteran status, or any class protected by law that creates a hostile environment or that results in excluding participation in, or denies the benefits of any educational program or working opportunity for that person or persons.

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

Progress: Completed

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#### IV. Significant Accomplishments

Providing Department: Office of Student Integrity (OSI)

Start: 7/1/2014

End: 6/30/2015

Unit Description Student Integrity

##### Videos

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

##### Brochure

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

##### Discrimination Policy

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

##### Undergraduate Judiciary Cabinet

- Process and skill building trainings completed from September – November, 2014
- Retreat held for new members in March, 2015
- Three mock cases heard in Fall, 2014 and Spring, 2015
- Four new justices sworn in by Student Government Association
- Over 20 interviews conducted to fill vacancies on the board
- Eight new justices selected
- A total of 10 justices graduated in both Fall, 2015 and Spring, 2015
- Heard two non-academic cases: November, 2014 and January, 2015
- Outgoing Chief Justice: Jason Lupuloff/Incoming Chief Justice: Trenton Kilbey
- Honor Advisory Council
- Transitioned to new executive student leadership

- Created new coordinator roles to provide additional structure and responsibilities for each member
- Three new members recruited, interviewed, and selected
- Launched new marketing campaign with a variety of materials, theme was “Mind the Gap”
- Obtained funding from SGA for marketing campaign
- All member retreat conducted in January, 2015
- Hosted Honor Week in April, 2015, consisting of tabling, outreach, and online discussion related to issues of academic integrity at Georgia Tech
- Hosted an AMA Reddit and was advertised on the front of the GT Daily Digest
- Launched new Ethics Seminar with redeveloped curriculum, learning objectives, and new facilitation techniques
- Year-long focus on building multicultural competence to improve advisor capacities

Progress: Completed

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Providing Department: Office of Student Integrity (OSI)

Start: 7/1/2014

End: 6/30/2015

N/A

Progress: Completed

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Providing Department: Office of Student Integrity (OSI)

Start: 7/1/2014

End: 6/30/2015

Staff Service

Student Integrity

Peter Paquette, Assistant Dean/Director

Member, Student Center Employee of the Year Selection Committee

Coordinator, Campus-Wide Title IX Training

Member, Sexual Violence Prevention Alliance

Member, Academic Integrity Committee

Volunteer, Family Weekend

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

Member, President’s Task Force on Sexual Misconduct

Instructor, GT 1000

Member, Campus Clery Reporting Committee

Volunteer, Family Weekend

Volunteer, Test Proctor for Disability Services

Anil Shetty, Coordinator

Instructor, GT 1000 Instructor

Member, Student Affairs Visioning Committee  
Member, Student Affairs Creating Connections Committee  
Volunteer, Family Weekend  
Volunteer, Test Proctor for Disability Services

April Collins, Administrative Assistant  
Volunteer, Family Weekend  
Progress: Completed

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Providing Department: Office of Student Integrity (OSI)  
Start: 7/1/2014  
End: 6/30/2015  
Staff Professional Development Student Integrity  
Peter Paquette, Assistant Dean/Director  
Doctoral Student, Completed First Year of PhD program in Counseling & Student Services (UGA-Gwinnett)  
Attendee, ACPA-College Student Educators International Annual Conference  
Attendee, Association of Student Conduct Professionals Annual State Meeting  
Attendee, University System of Georgia Training on Sexual Misconduct  
Attendee, Association for Title IX Administrators Training at Emory University  
GT Representative, Regent's Advisory Committee for Student Conduct Officers

Anil Shetty, Coordinator  
Attendee, Association for Title IX Administrators Training at Emory University  
Attendee/Presenter, Association of Student Conduct Professionals Annual State Meeting  
Attendee/Presenter, Association of Student Conduct Professionals Annual Conference

April Collins, Administrative Professional  
Attendee, Annual P-Card Certification Training  
Leader, OSI Presentation for Athletics  
Progress: Completed

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Providing Department: Office of Student Integrity (OSI)  
Start: 7/1/2014  
End: 6/30/2015  
Changes within Unit  
Student Integrity  
With the introduction of a video to explain the student conduct process, the Office of Student Integrity was able to evaluate learning as a result of the video. Students who viewed the video before meeting with a staff person responded they had more information on how to define a sanction and resources related to the process. The video is now a link in all notice letters for students charged with a violation of the Code

**Progress: Completed**

## **Office of the Arts**

### **I. Mission/Introduction**

**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

Essential Function(s) of department

The Office of the Arts envisions an arts-infused campus that supports the active collaboration of art, science, and technology while providing students the creative tools, experiences, and inspiration to solve the world's future problems. Georgia Tech acknowledges that understanding, participating in, and applying artistic process is an essential building block of innovation, creativity, and leadership. Therefore, the primary mission of the Office of the Arts at Georgia Tech is to serve student learning by facilitating exposure to masters of art and creativity, providing opportunities to experience and experiment within the artistic process, and assist in the development of expertise in creative practice.

The Office of the Arts uses a three-pronged approach to integrating art and culture into the Georgia Tech campus and student experience by offering exposure to, hands-on experience of, and means of expression through, the visual and performing arts. The Office of the Arts exists to ensure that students have every opportunity to research and develop creative processes by watching and working with masters of creative practice.

**Progress: Completed**

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**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Office of the Arts Staff:

Madison Cario – Director

Thomas Ames – Theatre Production Manager

Blake Buford - Marketing Specialist

Paul Cottongim - Operations Manager/Technical Director

Chris Dreger - Assistant Director

Mary Holloway - Patron and Events Services Coordinator

Matthew Igyarto - Box Office and Student Sales Coordinator

Dorcas Jones - Administrative Assistant

Jennifer Kimball - Student and Artist Engagement Coordinator

Stephanie Lee - Marketing and Public Relations Manager

New Staff members this year include:

Madison Cario - Director

Madison Cario comes to Georgia Tech from the Annenberg Center for the Performing Arts at the University of

Pennsylvania, where she served as Director of Student Engagement, Director of Special Artistic Initiatives, and Director of Operations and Facilities. Cario holds a Master of Science in Environmental Studies from the University of Pennsylvania and a Bachelor of Arts in Rhetoric and Communication, Summa Cum Laude, from Temple University. Her responsibilities include:

- Leading and supporting campus-wide arts initiatives in performing and visual arts
- Serving as an arts advocate for Georgia Tech students
- Managing the staff of the Office of the Arts
- Overseeing operations of the Ferst Center for the Arts
- Programming arts experiences on campus
- Leading the GT Arts Advisory Board and GT Council for the Arts
- Leading and supporting fundraising efforts with foundations, arts agencies, corporate donors and individual donors

Thomas Ames – Theatre Production Manager

Thomas Ames comes to the Office of the Arts from the Annenberg Center for the Performing Arts at the University of Pennsylvania, where he was the Associate Director of Operations for the past 18 years. He attended Emerson College in Boston. His responsibilities include:

- Facilitating events and coordinating artists presented by the Office of the Arts
- Creating and maintaining technical drawings and specifications for the Ferst Center
- Overseeing and coordinating technical and front-of-house staff for the Ferst Center
- Serving as point person with Georgia Tech Facilities and Operations Departments as needed

Blake Buford - Marketing Specialist

Blake Buford comes to Georgia Tech from the Greater Rome Chamber of Commerce where he was Communications Coordinator. He has a Bachelor of Arts in Communications from Shorter University. His responsibilities include:

- Coordinating social and traditional marketing efforts
- Coordinating public relations initiatives
- Coordinating the summer camp program

Coordinating the visual arts galleries in the Ferst Center

Mary Holloway - Patron and Events Services Coordinator

Mary Holloway joined the staff full-time and has over 8 years of experience as House Manager at the Ferst Center for the Arts. She holds a Bachelors' Degree in Sociology from Alabama A. & M. University in Huntsville, Alabama. Her responsibilities include:

- Coordinating staffing for all events (ushers and cleaning crew)
- Managing concessions and merchandise sales
- Coordinating event set-ups and working with event clients
- Managing patron seating and handling all customer service issues for events Completing event reports

Matthew Igyarto - Box Office and Student Sales Coordinator

Matthew Igyarto joined the staff full-time and manages ticketing and has over 15 years in customer service and hospitality experience. He has a Bachelor of Science degree in mathematics from the University of Kentucky. His responsibilities include:

Dorcas Jones - Administrative Assistant

Dorcas Jones comes to the Office of the Arts from Emory University, where she was the Program Administrative Assistant for the James Weldon Johnson Institute for the Study of Race and Difference. She received her Bachelor of Science degree from Emory University where she majored in African American Studies. Her responsibilities include:

- Serving as initial administrative contact for all areas of the Office of the Arts
- Providing event coordination administration



- Providing season artist administration
- Managing office operations
- Coordinating GT Arts Advisory Board list and correspondence, setting up quarterly meetings Performing HR duties as necessary

Jennifer Kimball - Student and Artist Engagement Coordinator

Jennifer Kimball comes to Georgia Tech with over 15 years of experience in theatre tech and production, arts outreach, and community engagement. She holds a Bachelor of the Arts in Comparative Languages from Berry College. Her responsibilities include:

- developing and maintaining an active dialogue with GT faculty and Student Affairs staff to create richer, deeper arts engagement opportunities for the GT student body
- developing and maintaining a relationship with GT students, as individuals and on an organizational basis, to create and nurture an appreciation for and engagement in the arts
- Building upon our existing K-12 relationships to create stronger ties in our immediate geographic community as well as developing meaningful and unique engagements for all K-12 groups interested in exploring the intersection of technology and the arts.
- Overseeing local community engagement opportunities such as preshow JazzTalks, dance talkbacks and other engagement programming that's open to the larger Atlanta community.

**Progress: Completed**

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**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

New or Changed Policy/Procedure Not applicable.

**Progress: Completed**

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**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

Strategic Plan – Development began and significant progress has been made on creating a Strategic Plan for the office, working with the GT Office of Strategic Planning. A new vision and mission were set. Hours of interviews were conducted with campus arts stakeholders.

Completion is expected in Fall of 2015.

Restructuring – Restructuring of the office included opening the Ferst Center every day; relocating the Box Office to the Ferst Center during the day; and the evaluation of staff positions, titles, and responsibilities in order to restructure staff and hire three full-time positions.

New Direction for Programming – Student-centric arts initiatives were both planned and implemented for FY15 and planned for FY16:

- GT JOY 2015, a photo project and social media campaign created for students asking the question “What Brings You Joy?”

- Arts in Conversation, a series created in collaboration with Poetry@Tech which featured two nationally recognized speakers and continues next season.
- Exhibition of “Deliberation” by artist Ruth Stanford, a car covered in testimony from the Ferguson grand jury, which included an artist talk
- Pop-Up arts events, including outdoor tap dancers performing on a football game day during tailgate

The 2015-16 Arts@Tech season was selected to ensure deep tie-in and curricular connections for students. Working closely with faculty to create collaborative opportunities in the arts across campus, many new programs for FY16 were set up for FY16, including visiting artist Mark Gindick who will work with Melissa Foulger to co-teach Topics in Performance/Social Media, the School of Literature, Media and Communication working with the Alliance Theatre on the Collison project, a pilot for six sections of ENG 1101/1102, and working with Project One to facilitate the academic self-discovery of Georgia Tech's first-year students.

Funding Sources – Secured new funding from regional arts agencies, departments within Georgia Tech, and Spelman College for 15-16 programming. Developed strong working relationships with GT Office of Development and members of the GT Arts Advisory Board. The office completed the final year of the Jonah Bokaer artist residency which was funded by the Doris Duke Foundation and resulted in the development of a new app exploring the use of crowds in the creation of artistic projects.

Visual Art – Worked with the Provost to develop the Arts Acquisition Committee of the Georgia Tech Arts Advisory Board to develop and support the new Visual Art Program across campus to include both permanent and temporary exhibits. Began negotiations with the widow of sculptor Robert Berks to locate a sculpture of Albert Einstein on campus.

Community Partners – Created relationships with the National Black Arts Festival resulting in a co-presentation for Fall

2015; secured free sculpture studio classes for GT students at Cherry Lion Studios during Spring 2015; worked with Dashboard arts cooperative to present a visual art display and panel discussion on campus based on the theme of social justice during the Tech Arts Festival in February 2015; created an artist residency project with local choreographer Lauri Stallings and her dance company GloATL to begin in Fall 2015.

**Progress: Completed**

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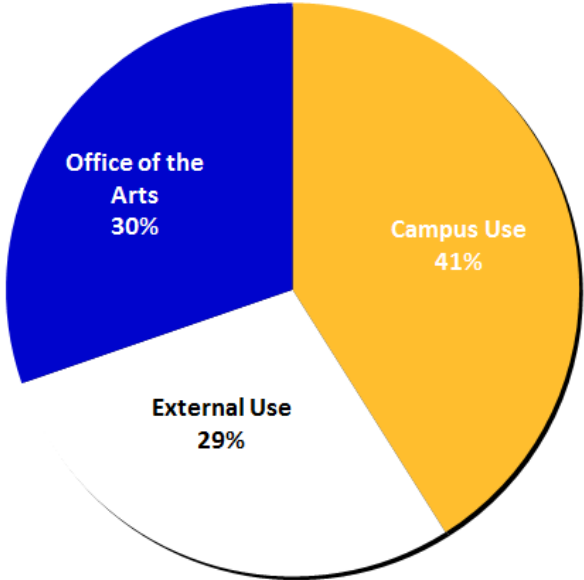
**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

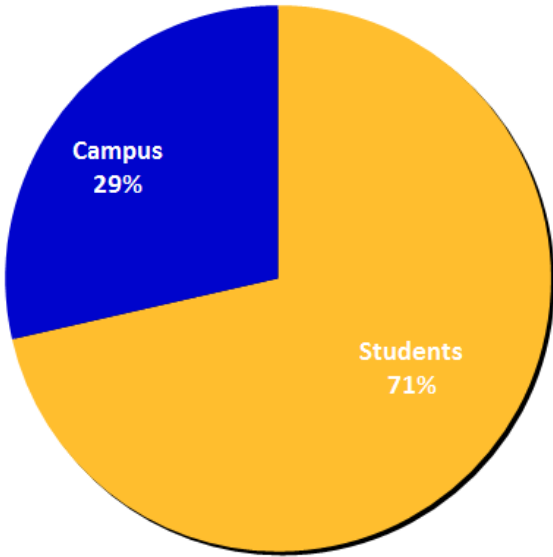
**Unit Statistics**

**Office of the Arts Space Usage Report  
Ferst Center for the Arts FY15**



	# of Days
Campus Use	126
External Use	88
Office of the Arts	93

**Office of the Arts Space Usage Report  
Detail of Campus Utilization**



	# of Days
Students	90
Campus	36

Progress: Completed

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## VI. Service to the Institute

**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

### Staff Service

Madison Cario:

- *Creative PlaceMaking: The importance of creating intentional space for creative expression.* Featured Speaker, Planning & Design Commission Meeting. Georgia Tech. December 15, 2014.
- *Budgeting for Creative Capacity.* Featured Speaker, Business Directors Forum. Georgia Tech. December 10, 2014, Atlanta, GA.
- Member of the Division of Student Affairs Multicultural Competency Committee, the MLK Committee, the Family
- Weekend Committee, the Student Affairs Assessment committee, and the LGBTQIA Resource Committee
- As a Member of the Georgia Tech Diversity Forum Steering Committee, artists were recommended who could greatly contribute to the theme of "storytelling" for the annual Diversity Forum.

Chris Dreger:

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

Blake Buford:

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

Stephanie Lee:

- Member of the Division of Student Affairs Professional Awards Committee

Jennifer Kimball:

- Member of the Project One committee
- Staff Advisor for TekStyles student organization

**Progress: Completed**

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## VII. Professional Development

**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

### Staff Professional Development

Madison Cario – Speaking Engagements:

- *Creating a Culture of Yes.* Keynote Speaker. Tourism, Hospitality and the Arts Day at the Capitol, January 27, 2015, Atlanta, GA.
- *Tanz III series 2 OPENING FEED: "the unnerved space".* Moderated by Rachel Reese with panelists: David Baerwalde, visual artist; Barbara Archer, Gallerist; Dashboard Co-Op; Davy Minor, Deer Bear Wolf; and Stephanie Pharr, performance artist.
- Presented by Tanz Farm, GloAtl and the Goat Farm, December 2, 2014, Atlanta, GA.

*Art Interruptions*. Featured Speaker, Contemporary Talks at the Atlanta Contemporary Art Center. November 13, 2014. *Young Professionals: Juggling the practical, creative, and aesthetic issues as you enter the field of dance*. Featured speaker, Emory University, Department of Theater and Dance. October 30, 2014.

Chris Dreger:

- Received the Institute's 2015 Staff Leadership Award
- Volunteered as a Cancer Mentor through Imerman Angels

Stephanie Lee:

- Served as a Review Panelist for the City of Atlanta Office of Cultural Affairs Contracts for Arts Services program
- Attended the Performing Arts Exchange conference in Atlanta in September 2014
- Attended the National Arts Marketing Project Conference in Atlanta in November 2014

Jennifer Kimball:

- Serves as Secretary of the Grady High School Local School Council
- Served as Panel Moderator for C4 TechsmART, an arts community technology service event

Matthew Igyarto

- Member of the Georgia Professional Ticketing Association

**Progress: Completed**

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## **VIII. Institutional Effectiveness**

**Providing Department: Office of the Arts**

**Start: 7/1/2014**

**End: 6/30/2015**

Changes within Unit

Assessment led to tremendous changes in the Office of the Arts mission, daily activities and general focus this year as work shifted toward a student-centric model of programming and support. These changes were the result of hundreds of hours of discussions and meetings with the campus community, both formal and informal, including the Provost, the Georgia Tech Arts Advisory Board, the Georgia Tech Council for the Arts, faculty members, SGA, student organizations, individual students, alumni, artists, and community members.

The Strategic Visioning Process has already resulted in a new mission and vision. Early review of the previous funding model, which supported activities in the Ferst Center and a few artist residency activities, showed that relying primarily on financial support provided by Ferst Center rental outcome was insufficient for the kind of “sea change” envisioned for the arts on campus by all stakeholders. Therefore, new fundraising efforts began that resulted in additional Institute support, campus department support, and grant support. Changes in staffing structure were made in order to support the new mission and vision by hiring a full-time Student Engagement Coordinator, moving two integral positions (House Manager and Box Office Manager) from Tech Temp status to full-time status, hiring student assistants in new areas, and working for the approval of 3 more full-time staffers to be hired in FY16 in the areas of production and board/events/grant writing support. Departmental changes in line with the new vision include opening the Ferst Center every day to make it a regular welcoming space for students, adapting

marketing and communication efforts to reflect the change in mission, creating an Arts Acquisition Committee of the advisory board to help form a visual arts policy and acquisition process for campus art, and involving student input at all levels of activity.

**Progress: Completed**

## **OHR Business Partner**

### **I. Mission/Introduction**

**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

Easter Worden, HR Business Partner

OHR Mission Statement:

*We exist to ensure a recognition that all accomplishments come through people.*

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

**Progress: Completed**

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**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Easter Worden, HR Business Partner

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

**Progress: Completed**

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**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

### **New or Changed Policy/Procedure**

Affordable Care Act (ACA)

**Progress: Completed**

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## **IV. Significant Accomplishments**

**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Unit Description**

Easter Worden, HR Business Partner

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

**Progress: Completed**

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**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

Easter Worden, HR Business Partner

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

**Progress: Completed**

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**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Easter Worden, HR Business Partner

- Served on project teams to improve OHR policies and systems (Hiring process, HRMS and Techworks upgrade, etc.)
- Multicultural Competence Committee (member)
- Professional Development Committee for Administrative Professionals
- Created a Division Engagement Committee (C3-Creating Connections Committee)



- Participated in an Interview Workshop with student leaders at CRC. Provided Interviewing tips and best practices
- Spoke at GT 1000 course and provided students with Resume and Interview tips

**Progress: Completed**

## **VII. Professional Development**

**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Staff Professional Development**

Easter Worden, HR Business Partner

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

**Progress: Completed**

## **VIII. Institutional Effectiveness**

**Providing Department: OHR Business Partner**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Changes within Unit**

Easter Worden, HR Business Partner

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

**Progress: Completed**

## **Parents Program**

### **I. Mission/Introduction**

**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

#### Section I – Mission/Introduction

As an integral part of the Division of Student Affairs at Georgia Tech, the Parents Program is committed to helping parents and families stay connected to their student(s) and support their educational and co-curricular experience. The Parents Program views 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 are informed, students benefit.” We assist parents and families by helping them navigate the Institute by sharing important information and resources to help their student be successful. We also provide programs, events and volunteer opportunities to make sure parents and families feel connected and valued.

#### Parents Program Mission:

Our mission is to equip parents with the information and resources they need to support their students as well as to provide opportunities for parents to stay connected and involved in their student's educational experience.

**Progress: Completed**

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**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

#### Section I – Mission/Introduction

As an integral part of the Division of Student Affairs at Georgia Tech, the Parents Program is committed to helping parents and families stay connected to their student(s) and support their educational and co-curricular experience. The Parents Program views 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 are informed, students benefit.” We assist parents and families by helping them navigate the Institute by sharing important information and resources to help their student be successful. We also provide programs, events and volunteer opportunities to make sure parents and families feel connected and valued.

#### Parents Program Mission:

Our mission is to equip parents with the information and resources they need to support their students as well as to provide opportunities for parents to stay connected and involved in their student's educational experience.

**Progress: Completed**

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**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

New or Changed Policy/Procedure Not Applicable

**Progress: Completed**

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

**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

##### **Unit Description**

Section IV – Significant Accomplishments

- Created a new undergraduate leadership position, Parents Program Student Leaders, to assist students and families during major events throughout the year.
- Co-created a new administrative professional position within the office with Joan Roeber-Jones.
- Updated the parent and family guide to include more in depth information about campus resources. The 2014-2015 Parent Guide was 31 pages and the new 2015-2106 Guide is 47 pages.
- Updated the parent calendar to include more tips and important dates, sharper campus images, the tandem bicycle analogy, and ads from campus partners.
- Worked with Joan Roeber-Jones and the New Student and Sophomore Programs office to get sponsorships for Family Weekend 2015.
- Created Georgia Tech's Sibs Day, a day dedicated to Georgia Tech students and their siblings to learn more about Georgia Tech and campus life.
- Created two marketing videos for Family Weekend and Sibs Day.
- Created Georgia Tech Parent & Family Ambassador program, a parent volunteer program serving current and prospective Georgia Tech families, in collaboration with Admissions and the Alumni Association.
- Enhanced the bi-annual parent survey to learn more about Georgia Tech families and their needs.
- Worked purposefully over the last year to create collaborative relationships with departments across the campus.

**Progress: Completed**

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**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

##### **Unit Statistics**

**Section V – Statistics**

Convocation Reception:

The attendance at the Convocation Reception in August 2014 was 494 compared to 435 in August 2013. The menu was enhanced to ensure we did not run out of food because the year's previous reports stated that was an issue. Do to capacity concerns for New Student Convocation in 2015 with both students and parents attending, the Convocation Reception has been renamed and moved to earlier in the day to alleviate that concern. New Student Convocation will be streamed live for families to watch from home and families are still able to attend, should they so desire. The Convocation Reception/Burdell's Brunch is supported by registration fees and a small percentage of the Parents Program budget.

#### Family Weekend:

The attendance at Family Weekend in September 2014 was 2,309 people/674 families compared to 2,281 people/612 families in September 2013. Both 2014 and 2013 saw families from 44 states and 4 countries attend and 78% of the attendees were first-year families in 2014 as compared to 67% in 2013. Family Weekend is supported by registration fees and sponsorship dollars.

The following questions was asked in the Family Weekend 2014 Survey, "My involvement with Family Weekend 2014 makes me feel more connected to Georgia Tech." 94.33% of respondents (218/674 families) either agreed or strongly agreed with the above statement regarding connectedness.

Of the 190 respondents to this question in the 2014 Family Weekend Survey, 88.94% strongly agreed or agreed that "Information and/or connections gained during Family Weekend 2014 will help me better support my Georgia Tech student(s) toward graduation."

From the Family Weekend 2014 Survey, we learned that families would like to:

- feel that Family Weekend is a campus-wide event
- be on campus for programs and not "sequestered" in Tech Square have Family Weekend be more family-friendly have more events geared to upper-class families,
- Have more events throughout the weekend have more discounts for Atlanta attractions, hotel, etc.

#### Sibs Day

For the first time in the history of the Institute, the Parents Program hosted a Sibs Day on February 7, 2015. Georgia Tech students were invited to host family and friends ages 7-16 for a day-long, campus life experience. The attendance for our first ever Sibs Day at Georgia Tech was 296 people - 154 siblings, 33 parents and 109 Georgia Tech students. Of the 109 Georgia Tech students, 59 were first-year, 24 were second-year, 9 were third-year, 12 were fourth-year and 5 were fifth year. Siblings came from the following 13 states to join us for Sibs Day CT, FL, GA, IL, KY, LA, MA, MD, NC, NJ, SC, TX and VA. Sibs Day 2015 was supported by registration fees and a small funding amount from the Office of the Vice President for Student Affairs.

The event was quite a success for our first time. However, we did learn that families would like to:

Surveys were designed and electronically emailed to all participants. Survey respondents consisted of 54 GT students, 50 parents, and 35 siblings. Based on the 139 responses (46.3%), this summary presents selected results.

*Highlights from the GT 2015 Sibs Day surveys include:*

- After participating in Sibs Day, respondents reported feeling more connected to Georgia Tech (Largely/Moderately):
- Students (59.2%); Parents (86%); and Siblings (91.4%).
- The vast majority of parents (95%) reported that Sibs Day enhanced the relationship(s) between their older and younger sibling(s).
- GT students and their sibling(s) reported Sibs Day enjoyable (Extremely Enjoyable/Enjoyable): Students (83.3%); and Siblings (97.2%).
- When asked, “To what extent do you feel the environment at GT welcomes all family members?” (Large/Moderate) most parent respondents (98%) reported GT as welcoming.
- Almost all Sibs Day participants reported the Parents Program staff as helpful, friendly, and enthusiastic (Outstanding/Good): (Students 94.2%); Parents (100%); and Siblings (94%).
- Among both GT students and their sibling(s) their top 3 favorite Sibs Day activities were: 1) the GT Men’s Basketball vs. Wake Forest game; 2) eating lunch at North Avenue Dining Hall; and 3) Bowling, Billiards, and Buzz.
- When asked, “To what extent do you think your Sibs Day participant has a better idea of what their older sibling is doing in college?” (Large/Moderate) almost all parents (92%) reported that their younger child has a better idea of what their older sibling is doing at college; and that they have a better idea of what college is like (92%).
- As a result of Sibs Day, 94.2% of siblings reported being more excited about going to college.
- As a result, 69% reported that they are very likely or likely to apply for admission to Georgia Tech because of attending Sibs Day.

## Volunteers

The Parents Program is proud to state that 119 Georgia Tech parents volunteered through various recruitment activities, both on and off campus, FASET Parents Panel (25), Family Weekend prep (14), New York City event with President Peterson (2), making calls to prospective families (40), Destination Tech (4), Meet & Greets with Alumni (20+), Commencement in December (4) and May (10) and the Parents Advisory Board helps to too many ways to count. We have also discovered that parents are connecting with other families in their area to host events, socials, etc. and we just don’t know about all of those. For example, we had a Mom in India share this “Georgia Tech Parents (Families) met in India (Gurgaon) on May 17th, 2015. We have a good Parents forum and we all meet often. This time we added students joining in August this year, too. All students and families found this meeting very meaningful.”

## ParentNews/Facebook:

ParentNews (MailChimp): Over the last year we have seen our email database of parents and family members stay at 27,000. Our open rate, on average, is 26.5% and industry open rate is 17.87%, our click rate varies, but on average it is 4.9%. 87.6% are from the U.S. and 8.4% are outside of the U.S. with top countries being India, China, Japan, Singapore, and United Arab Emirates.

Facebook: We currently have 2,330 Facebook followers for our parent page, which is up from 1,849 over the last year. Over 2,150+ are families from the U.S., but we also have families following us from India, United Arab Emirates, Puerto Rico, Brazil, South Korea, Taiwan, Nigeria, Vietnam and Canada. 77% of our followers are women and 22% are men. Over 62% are between the ages of 45-54, 17% are between the ages 55-64 and 12% are between the ages 35-44.

Families enjoyed news stories about Georgia Tech, events that they can share with the student, and helpful tips and resources on how to be a college parent.

### Parent Survey

A newly updated parent survey was distributed in June 2015 to determine current parent and family needs as well as effectiveness of current programs and services by the Parents Program.

Of the 2,037 that answered this question in the 2015 Parents Program Survey, “The Parents Program produces a monthly electronic newsletter, the ParentNews. How helpful do you find the e-newsletter?” 92.14% find it extremely helpful, helpful or somewhat helpful.

Of the 2,014 that answered this question in the 2015 Parents Program Survey, “The Parents Program produces a Parents Calendar each fall. How helpful do you find this calendar in assisting your student?” 73.73% find it extremely helpful, helpful or somewhat helpful.

Of the 2,014 that answered this question in the 2015 Parents Program Survey, “The Parents Program produces a Parent handbook each fall. How helpful do you find this publication in assisting your student?” 76.96% find it extremely helpful, helpful or somewhat helpful.

Of the 2,039 that answered this question in the 2015 Parents Program Survey, “The Parents Program has a website for Georgia Tech parents and families. How helpful do you find this website?” 68.17% find it extremely helpful, helpful or somewhat helpful.

Parents were asked “what has been your #1 concern regarding your student?” and they shared: health and wellness (19.72%), academics (19.29%), safety (15.81%), time management/study skills (13.79%), career planning (10.46%), finances (4.73%), personal relationships (3.18%), campus or community involvement (2.89%), living situations (2.31%), and 7.81% was other/none.

Parents were asked “which of the following topics has your student most often requested your assistance” and they shared: finances (32.00%), career planning (15.90%), health and wellness (15.56%), academics (8.22%), living situations (6.28%), personal relationships (4.01%), time management/study skills (3.48%), campus or community involvement (2.08%), safety (0.24%), and 12.23% was other/none.

The 2015 Parents Program Survey asked the following questions about student retention.

“Because I initiated conversations with my Georgia Tech student he or she is more aware of:”

- programs and events on campus: 57.72% strongly agreed or agreed
- services on campus: 61.56% strongly agreed or agreed
- campus issues of concern: 56.19% strongly agreed or agreed
- attended a campus program or event that he/she may not otherwise have attended: 53.97% strongly agreed or agreed
- used campus service that he/she may not otherwise have used: 64.2% strongly agreed or agreed

- acted on an important date or deadline that he/she may not have otherwise acted on: 59.05% strongly agreed or agreed
- made a wiser decision than they may have otherwise made: 72.87% strongly agreed or agreed

Finally, of the 1,918 respondents to this question from the 2015 Parents Program Survey, “Please indicate your overall level of satisfaction with the Parent Program?” 96.35% shared that they were extremely satisfied or satisfied.

**Progress: Completed**

## **VI. Service to the Institute**

**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Section V – Statistics

Convocation Reception:

The attendance at the Convocation Reception in August 2014 was 494 compared to 435 in August 2013. The menu was enhanced to ensure we did not run out of food because the year’s previous reports stated that was an issue. Do to capacity concerns for New Student Convocation in 2015 with both students and parents attending, the Convocation Reception has been renamed and moved to earlier in the day to alleviate that concern. New Student Convocation will be streamed live for families to watch from home and families are still able to attend, should they so desire. The Convocation Reception/Burdell’s Brunch is supported by registration fees and a small percentage of the Parents Program budget.

Family Weekend:

The attendance at Family Weekend in September 2014 was 2,309 people/674 families compared to 2,281 people/612 families in September 2013. Both 2014 and 2013 saw families from 44 states and 4 countries attend and 78% of the attendees were first-year families in 2014 as compared to 67% in 2013. Family Weekend is supported by registration fees and sponsorship dollars.

The following question was asked in the Family Weekend 2014 Survey, “My involvement with Family Weekend 2014 makes me feel more connected to Georgia Tech.” 94.33% of respondents (218/674 families) either agreed or strongly agreed with the above statement regarding connectedness.

Of the 190 respondents to this question in the 2014 Family Weekend Survey, 88.94% strongly agreed or agreed that “Information and/or connections gained during Family Weekend 2014 will help me better support my Georgia Tech student(s) toward graduation.”

From the Family Weekend 2014 Survey, we learned that families would like to:

- feel that Family Weekend is a campus-wide event
- be on campus for programs and not “sequestered” in Tech Square have Family Weekend

- Be more family-friendly have more events geared to upper-class families, have more events throughout the weekend have more discounts for Atlanta attractions, hotel, etc.

### Sibs Day

For the first time in the history of the Institute, the Parents Program hosted a Sibs Day on February 7, 2015. Georgia Tech students were invited to host family and friends ages 7-16 for a day-long, campus life experience. The attendance for our first ever Sibs Day at Georgia Tech was 296 people - 154 siblings, 33 parents and 109 Georgia Tech students. Of the 109 Georgia Tech students, 59 were first-year, 24 were second-year, 9 were third-year, 12 were fourth-year and 5 were fifth year. Siblings came from the following 13 states to join us for Sibs Day CT, FL, GA, IL, KY, LA, MA, MD, NC, NJ, SC, TX and VA. Sibs Day 2015 was supported by registration fees and a small funding amount from the Office of the Vice President for Student Affairs.

The event was quite a success for our first time. However, we did learn that families would like to:

Surveys were designed and electronically emailed to all participants. Survey respondents consisted of 54 GT students, 50 parents, and 35 siblings. Based on the 139 responses (46.3%), this summary presents selected results.

*Highlights from the GT 2015 Sibs Day surveys include:*

- After participating in Sibs Day, respondents reported feeling more connected to Georgia Tech (Largely/Moderately):
- Students (59.2%); Parents (86%); and Siblings (91.4%).
- The vast majority of parents (95%) reported that Sibs Day enhanced the relationship(s) between their older and younger sibling(s).
- GT students and their sibling(s) reported Sibs Day enjoyable (Extremely Enjoyable/Enjoyable): Students (83.3%); and Siblings (97.2%).
- When asked, "To what extent do you feel the environment at GT welcomes all family members?" (Large/Moderate) most parent respondents (98%) reported GT as welcoming.
- Almost all Sibs Day participants reported the Parents Program staff as helpful, friendly, and enthusiastic (Outstanding/Good): (Students 94.2%); Parents (100%); and Siblings (94%).
- Among both GT students and their sibling(s) their top 3 favorite Sibs Day activities were: 1) the GT Men's Basketball vs. Wake Forest game; 2) eating lunch at North Avenue Dining Hall; and 3) Bowling, Billiards, and Buzz.
- When asked, "To what extent do you think your Sibs Day participant has a better idea of what their older sibling is doing in college?" (Large/Moderate) almost all parents (92%) reported that their younger child has a better idea of what their older sibling is doing at college; and that they have a better idea of what college is like (92%).
- As a result of Sibs Day, 94.2% of siblings reported being more excited about going to college.
- As a result, 69% reported that they are very likely or likely to apply for admission to Georgia Tech because of attending Sibs Day.

### Volunteers



The Parents Program is proud to state that 119 Georgia Tech parents volunteered through various recruitment activities, both on and off campus, FASET Parents Panel (25), Family Weekend prep (14), New York City event with President Peterson (2), making calls to prospective families (40), Destination Tech (4), Meet & Greets with Alumni (20+), Commencement in December (4) and May (10) and the Parents Advisory Board helps to too many ways to count. We have also discovered that parents are connecting with other families in their area to host events, socials, etc. and we just don't know about all of those. For example, we had a Mom in India share this "Georgia Tech Parents (Families) met in India (Gurgaon) on May 17th, 2015. We have a good Parents forum and we all meet often. This time we added students joining in August this year, too. All students and families found this meeting very meaningful."

#### ParentNews/Facebook:

ParentNews (MailChimp): Over the last year we have seen our email database of parents and family members stay at 27,000. Our open rate, on average, is 26.5% and industry open rate is 17.87%, our click rate varies, but on average it is 4.9%. 87.6% are from the U.S. and 8.4% are outside of the U.S. with top countries being India, China, Japan, Singapore, and United Arab Emirates.

Facebook: We currently have 2,330 Facebook followers for our parent page, which is up from 1,849 over the last year. Over 2,150+ are families from the U.S., but we also have families following us from India, United Arab Emirates, Puerto Rico, Brazil, South Korea, Taiwan, Nigeria, Vietnam and Canada. 77% of our followers are women and 22% are men. Over 62% are between the ages of 45-54, 17% are between the ages 55-64 and 12% are between the ages 35-44. Families enjoyed news stories about Georgia Tech, events that they can share with the student, and helpful tips and resources on how to be a college parent.

#### Parent Survey

A newly updated parent survey was distributed in June 2015 to determine current parent and family needs as well as effectiveness of current programs and services by the Parents Program.

Of the 2,037 that answered this question in the 2015 Parents Program Survey, "The Parents Program produces a monthly electronic newsletter, the ParentNews. How helpful do you find the e-newsletter?" 92.14% find it extremely helpful, helpful or somewhat helpful.

Of the 2,014 that answered this question in the 2015 Parents Program Survey, "The Parents Program produces a Parents Calendar each fall. How helpful do you find this calendar in assisting your student?" 73.73% find it extremely helpful, helpful or somewhat helpful.

Of the 2,014 that answered this question in the 2015 Parents Program Survey, "The Parents Program produces a Parent handbook each fall. How helpful do you find this publication in assisting your student?" 76.96% find it extremely helpful, helpful or somewhat helpful.

Of the 2,039 that answered this question in the 2015 Parents Program Survey, "The Parents Program has a website for Georgia Tech parents and families. How helpful do you find this website?" 68.17% find it extremely helpful, helpful or somewhat helpful.

Parents were asked "what has been your #1 concern regarding your student?" and they shared: health and wellness (19.72%), academics (19.29%), safety (15.81%), time management/study skills (13.79%), career planning (10.46%), finances (4.73%), personal relationships (3.18%),

campus or community involvement (2.89%), living situations (2.31%), and 7.81% was other/none.

Parents were asked “which of the following topics has your student most often requested your assistance” and they shared: finances (32.00%), career planning (15.90%), health and wellness (15.56%), academics (8.22%), living situations (6.28%), personal relationships (4.01%), time management/study skills (3.48%), campus or community involvement (2.08%), safety (0.24%), and 12.23% was other/none.

The 2015 Parents Program Survey asked the following questions about student retention.

“Because I initiated conversations with my Georgia Tech student he or she is more aware of:”

- programs and events on campus: 57.72% strongly agreed or agreed
- services on campus: 61.56% strongly agreed or agreed
- campus issues of concern: 56.19% strongly agreed or agreed
- attended a campus program or event that he/she may not otherwise have attended: 53.97% strongly agreed or agreed
- used campus service that he/she may not otherwise have used: 64.2% strongly agreed or agreed
- acted on an important date or deadline that he/she may not have otherwise acted on: 59.05% strongly agreed or agreed
- made a wiser decision than they may have otherwise made: 72.87% strongly agreed or agreed

Finally, of the 1,918 respondents to this question from the 2015 Parents Program Survey, “Please indicate your overall level of satisfaction with the Parent Program?” 96.35% shared that they were extremely satisfied or satisfied.

**Progress: Completed**

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## **VII. Professional Development**

**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Staff Professional Development**

Section VII – Professional Development

Laci Weeden

- AHEPPP Board of Directors Spring Meeting
- NASPA 2015, New Orleans, Louisiana
- Event Coordinators Network Seminar

**Progress: Completed**

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## **VIII. Institutional Effectiveness**

**Providing Department: Parents Program**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Section VII – Professional Development

Laci Weeden

- AHEPPP Board of Directors Spring Meeting
- NASPA 2015, New Orleans, Louisiana
- Event Coordinators Network Seminar

**Progress: Completed**

## **Research and Assessment for Student Life**

### **I. Mission/Introduction**

**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Essential Function(s) of department**

#### *I. Mission/Introduction*

The mission for Research and Assessment in Student Affairs [1] 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 Affairs guides the assessment efforts of the Division of Student Affairs [2] through training and consultation services. The office supports the ongoing development of a culture of assessment wherein intentional, effective, and efficient programs and services can be developed and refined to support the Division's mission.

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

To ensure that our programs and services are contributing to student development and learning, our departments create department goals, learning and operational outcomes in annual assessment plans [3] that emphasize the collection of data and information from multiple sources to determine whether the outcomes have been met. Our emphasis is on using assessment results to improve and/or change our programs and services to better serve students and to improve student development and learning. With the exception Marketing & Communications and OHR Business Partner, all departments in the Division submit annual Assessment Plans:

Administrative Services

Counseling Center

Dean of Students Main Office

Development, Parent Giving & Student Life

Disability Services

Finance and Operations

Greek Affairs

Information Technology

Leadership and Civic Engagement

Leadership, Education and Development

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

Marketing and Communications

New Student and Sophomore Programs

Office of the Arts

OHR Business Partner

Office of Student Integrity (OSI)

Parents Program

Research and Assessment for Student Affairs

Student Diversity Programs  
Student Publications and Media  
Veterans Resource Center  
Women's Resource Center

**Progress: Completed**

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**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Current Staff**

Brenda "B" Woods, Director of Research and Assessment for Student Affairs  
Student Assistant during fall and spring semester

**Progress: Completed**

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**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

Effective April 1, 2015 under the leadership of the Interim Vice President for Student Affairs/Dean of Students staff in the Division discontinued the use of existing survey software (e.g. Survey Monkey, Survey Gizmo, Lime, Qualtrics, etc.). For the administration of surveys staff will use Campus Labs Baseline module.

Baseline

\*Will provide us with a ready-on-demand central data warehouse allowing us to collect, connect, and analyze data

\*Allow us to track our key metrics (KPI's and SLO's), look at data over time and among populations, and create sophisticated reports to share with key stakeholders

\*Provide us access to assessment results instantly and equip us with data to guide our decision making to improve our programs and services

\*Allow us to turn data into information, information into insight so we can better demonstrate our impact on student, program and service success

**Progress: Completed**

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**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Description**

The Office of Research and Assessment for Student Affairs guides the assessment efforts of the Division of Student Affairs [2] 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.

#### Significant Accomplishments

- Served on the GT Compliance Steering Committee for the 2015 GT Reaffirmation/Reaccreditation and authored 3
- SACSCOC Compliance Narratives: 1) Student Support Services (2.10); 2) Qualified Staff (3.9.3); and Student Rights
- (3.9.1);
- Served as chairperson of the Biennial Review Committee and co-authored the Institute's 2012-2013 and 2013-2014
- Biennial Review Report (2015);
- Co-authored Assessment in Student Affairs book to be published in December 2015;
- Established and served as chairperson of the 11-member Student Affairs Assessment Team;
- Introduced the Campus Labs Baseline module and trained 67 Division and CRC staff;
- Introduced the Campus Labs Compliance Assist module and trained 46 Division and CRC staff;

**Progress: Completed**

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#### **Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Unit Statistics**

Staff in 18 of the 21 department/units in the Division contribute content to the annual Assessment Plans and Final Assessment Report:

Administration

Counseling Center

Dean of Students Office

Disability Services

Finance and Operations

Greek Affairs

Leadership and Civic Engagement

New Student and Sophomore Programs

Leadership, Education and Development

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

Office of the Arts

Parents Program

Student Diversity Programs

Student Integrity

Student Media  
Student Organization Finance Office  
Veterans Resource Center  
Women's Resource Center  
**Progress: Completed**

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**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Research and Assessment for Student Affairs

• Brenda "B" Woods, Director Research and Assessment for Student Affairs

- SACSCOC Compliance Steering Committee member
- Complete College Georgia GT Committee member
- Visioning the Future of Student Affairs Task Force member
- Division of Student Affairs Multicultural Competence Committee member
- Alcohol & Drug Education and Programming Coalition member
- EverFi (Haven/Alcohol Edu) Project Team member
- Biennial Review Committee Chair
- Student Affairs Assessment Team Chair
- Facilitated Basic and Advanced Assessment Workshop
- Served as 2014 Family Weekend volunteer

**Progress: Completed**

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**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Research and Assessment for Student Affairs

- Brenda "B" Woods, Director Research and Assessment for Student Affairs
- Attended and facilitated a roundtable the National Association of Student Personnel Administrators 2015 Conference Earned a Level 1 certificate of Multicultural Competence
- Completed the Collaborative Institutional Training Initiative (CITI) course. Certification is required for all Georgia Tech investigators who conduct human subjects research and must be completed every 3 years. Current approval period is April 17, 2015 - April 16, 2018

**Progress: Completed**

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**Providing Department: Research and Assessment for Student Life**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Section not applicable to the office of Research and Assessment for Student Affairs.

**Progress: Completed**



## **Student Diversity Programs**

### **I. Mission/Introduction**

**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Essential Function(s) of department**

**Student Diversity Programs**

Student Diversity Programs is responsible for fostering a vision of diversity appreciation that is actualized through intentional educational programming in support of the Institute's Strategic Plan. The Office provides a systemic approach for meeting the needs of underrepresented and underserved populations by coordinating and planning educational opportunities, which enhance interaction and learning across groups. Through its programs and services, the office will assist the entire campus community in appreciating and embracing the rich cultural diversity that exists within the Institute

**Progress: Completed**

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**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

**Student Diversity Programs**

Stephanie Ray – Stephanie has been a part of the Office of the Dean of Students for 18 years and serves in various capacities. Her main responsibilities include creating and assessing programs, workshops, trainings, and outreach in the areas of social justice, multicultural competence, and diversity to assist in the Institute's goal of creating a more inclusive campus. In addition, she meets with students, serves in the office's on-call rotation, advises student groups, and serves on various Institute committees.

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

**Progress: Completed**

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**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

## Student Diversity Programs

### Campus Affiliate Payment Process

The Campus Affiliate Process was modified to accept cash as payment for background checks. The process was modified as many campus affiliates do not use checks and to decrease the number of outstanding balances for background checks.

**Progress: Completed**

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## IV. Significant Accomplishments

### Providing Department: Student Diversity Programs

**Start: 7/1/2014**

**End: 6/30/2015**

### Unit Description

#### Student Diversity Programs

The Office of Student Diversity Programs hired Karen Yiu as the inaugural diversity coordinator. The position was the first professional position added to the office since its creation in 1997.

Karen will advise the Asian American Student Association, and she will coordinate the Diversity Ambassador Program. In addition, she will manage student media campaigns for the office.

January, 2015 the Martin Luther King Jr. Campus Celebration Student Committee hosted the 5th annual MLK Jr.

Student Celebration with the theme, "Civil Rights to Human Rights: The Courage to Act." The event took place in the Student Center Ballroom and was attended by 300 students, faculty, staff, and parents. Every year the student celebration aims to commemorate the continuation of Dr. King's dream. In addition, 50 student organization representatives lit candles to symbolize that Dr. King's dream continues, and the light must be carried forward for generations to come. The highlight for the evening was the four student speakers who spoke to the theme of putting King's dream into action. Each student speaker received a \$200 stipend to spend at Barnes & Noble. Seven hundred tickets were purchased for faculty, staff, students, and their guests to tour the Center for Civil and Human Rights in January, 2015. A total of 90.7% of the participants agreed or strongly agreed they had greater knowledge of the Civil Rights Movement in the United States as a result of participating in the tour. In addition, 85.3% of the participants agreed or strongly agreed they had more confidence in their ability to make a positive difference in the world as a result of participating in the tour. Seventy-six percent of the participants ranked their overall experience as a 9 or 10 on a Likert scale of 1-10, 10 representing the highest rating.

The Office of Student Diversity Programs supported two students, Angela Belfort and Maya Carasquillo to participate in The Office for Civil Rights' historic commemoration of the 50th Anniversary of the signing of the Civil Rights Act of 1964. The students were able to meet many dignitaries in Washington DC, including Freedom Riders.

Belfort was selected to be a part of a panel discussion focused on the film, "Selma."

The Diversity Ambassadors conducted diversity training for the Clayton County Library staff and the DeKalb County Library staff. DeKalb County Library staff was instrumental in securing two additional trainings for the Ambassadors.

Funds raised will support the Diversity Ambassador Program.

The Office of Student Diversity Programs was instrumental in securing a gender neutral restroom for the College of Computing. Concerns arose when Pride Alliance put signs on restrooms located in the Klaus College of Computing building to make those spaces gender

neutral to accommodate the needs of Pride Alliance members. The Associate Dean was asked to make presentations to classes being taught during the organization’s meeting time. The Associate Dean made proposal to the Vice President of Institute Diversity to add a gender neutral bathroom to Klaus College of Computing, and the request was accepted.

The Office of Student Diversity Programs processed 39 Chaplains as Affiliates with the Office of the Dean of Students. Thirteen chaplains attended QPR “Question, Persuade and Refer” training, a mental health intervention for suicidal persons. The workshop was conducted by Dr. Lacy Currie, a psychologist from the GT Counseling Center who specializes in suicide prevention and intervention.

**Progress: Completed**

**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

Program	Attendance
PRIDE Social	30
Summer Fun and Networking at Tech Rec	30
Hispanic Heritage Month Kick-off	300
BAPS Campus Fellowship Diwali Dinner	300
The Revival IV: Poetry Slam	100
“World of Difference” with OIE and Center for Career Development and Discovery	70
PRIDE ERG Sweets & Treats	50
Lavender Graduation	100
Israel Festival	400
MLK Student Celebration	300
MLK Center for Human & Civil Rights Tours	700
MLK Institute Lecture	400
Center for Human & Civil Rights Reflection	30

Diversity Through the Arts: “Right On” at the Horizon	100
Black History Month Lecture: Susan Taylor	200
The Maze	3110
<b>Total</b>	<b>39,110</b>

<b>Workshop</b>	<b>Attendance</b>
FASET	250
OMED Challenge	70
OMED Transitions	70
New Practicum Students	5
GT 100 (Jones and Fisher)	20
Corliss High School	30
Black Leadership Conference: Mental Health Stigmas in the Mental Health Community	50
Diversity Event with Deloitte	70
<b>Total</b>	<b>565</b>

<b>Training</b>	<b>Attendance</b>
Invention Studio	70
Clayton County Library	50
DeKalb County Library	50
CETL Teaching Assistants	60
Housing Student Staff	250
ERG Maximizing Your Strengths	70
Diversity Ambassadors	11
Safe Space	20
Social Justice for Faculty and Staff	20

Welcoming Diversity in the Workplace	20
Welcoming Diversity in the Workplace	20
Brown Eyes Blue Eyes: Linking Perception to Performance	20
Brown Eyes Blue Eyes: Linking Perception to Performance	20
<b>Total</b>	<b>681</b>

<b>Outreach</b>	<b>Attendance</b>
POP Summit	500
GTRI Diversity Event	20
GT 1000 Resource Fair	100
<b>Total</b>	<b>620</b>

Office of Student Diversity Outreach 2009-2005

	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
4102	4922	8018	4980	5766	

<b>49 Domestic Partnerships Approved since Fall 2010</b>		
<b>2014 – 2015</b>	<b>Status</b>	<b>Student Status</b>
14 Domestic Partnerships were approved.	100% of the couples presented as heterosexual.	92.8 % of the students who applied were graduate students.

**Progress: Completed**

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**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Student Diversity Programs

Stephanie Ray, Associate Dean/Director

Member, Title IX Committee

Member, Georgia Tech Athletic Association Gender and Equity Committee

Co-Chair, Martin Luther King, Campus Committee  
Advisor, Martin Luther King Student Committee  
Advisor, G.I.F.T.E.D. Gospel Choir; Asian American Student Association  
Director, Charitable Campaign Unit  
Facilitator, Safe Space  
Volunteer, Family Weekend  
Member, Diversity Roundtable Steering Committee  
Member, LGBTQIA Resource Center Advisory Board  
Member, Executive Director for Community Health and Wellbeing Search Committee  
Member, Black History Month Committee  
Principal Empowerment Officer, PRIDE Employee Resource Group  
Member, Wesley Foundation Board of Directors  
Interviewer, Fellowship and Special Scholarship  
Volunteer, MLK Day of Service  
Member, Women's Leadership Conference Advisory Board  
**Progress: Completed**

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## **VII. Professional Development**

**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Staff Professional Development**

#### Student Diversity Programs

Stephanie Ray, Associate Dean/Director

Attendee, Women of GT Membership Meeting: We Heard You

Attendee, OHR Courageous Conversation Series: Micro-messages: The Power of Invisible Sights

Presenter, OHR Courageous Conversation Series –Social Justice Training for Faculty and Staff

Attendee, Women's EGR/Women's Resource Center, "Untangled: Getting to the Roots of the Hair Movement

Attendee, Give and Take: The Art of Negotiation

Attendee, Conflict Management: An Exercise of Enriching Relationships

Attendee, Defensive Driving

Attendee, Being Authentic and Using Your Emotional Intelligence to Guide You

Attendee, Title IX Webinar

Attendee, Diversity Symposium

Storyteller and Table Captain, Diversity Roundtable

Attendee, Gallup Strengths Quest Finder training with the College of Computing

Attendee, Office of International Education Cultural Transitions Film Screening

Toastmasters International: Club Secretary, Achieved Competent Leader Award, Achieved Competent Leader Bronze Award

Panel Moderator, Atlanta Diversity Managers Group: Disability Awareness

Panelist, Teach for America: Diversity in STEM

Attendee, Multicultural Competence 202

Attendee, University System of Georgia Diversity Summit  
Attendee, Office of International Education: ACIREMA: Cultural Simulation  
Panelist, Office of Human Resources Leader's Panel for New Employees  
Attendee, President's Campus Challenge on Interfaith and Service  
Attendee, Interfaith Youth Core's Interfaith Leader's Institute  
Attendee, Ivan Allen College's Symposium: "Leadership in a Multi-Faith World  
Attendee, Omicron Delta Kappa's GT Leadership Conference  
Attendee, Women's Leadership Conference  
Attendee, Georgia College Personnel Association  
Attendee/Presenter, Black Leadership Conference  
Attendee, Baseline Training  
Completed, Level 1 and Level 2 of the Multicultural Competence Certificate  
**Progress: Completed**

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#### **VIII. Institutional Effectiveness**

**Providing Department: Student Diversity Programs**

**Start: 7/1/2014**

**End: 6/30/2015**

##### **Changes within Unit**

**Student Diversity Programs**

As a result of Diversity Ambassador training, Student Diversity Programs staff gained an understanding of personal competencies as a result of training. The staff will be broadening the training program to include not only the Hogan-Garcia (1991; 1995) personal competencies but also the Office of the Dean of Students student leader competencies.

**Progress: Completed**

## **Student Publications and Media**

### **I. Mission/Introduction**

**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

**Essential Function(s) of department**

### **Student Publications & Media**

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

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

**Progress: Completed**

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**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

#### **Student Publications & Media**

D. McCall "Mac" Pitts – Mac has been part of the Office of the Dean of Students for eight years and serves as the primary advisor and manager of the Institute's student media organizations. His main responsibilities include working with students to create a variety of print publications, serving as the professional manager who works with the Federal Communications Committee (FCC) on behalf of the student-managed radio station, coordinating all print and broadcasting contracts, serving as the Treasurer of the Institute's Board of Student Publications and Chair of the Radio Communications Board.

Additional efforts include participating in the Dean on Call rotation and serving a variety of campus committees.

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



Constitution newspaper. In her role Kenisha manages and supports all marketing, advertising, and promotional activities with student staff and volunteers. She also works closely with the Student Organization Finance Office to manage advertising, sales, and underwriting budgets.

**Progress: Completed**

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**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

N/A

**Progress: Completed**

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

**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

##### **Unit Description**

Student Publications & Media

- The Blueprint yearbook won the Walsworth Publishing Company's 2014 Gallery of Excellence award
- The Technique student newspaper won eight Georgia Collegiate Press Association (GCPA) awards
- The Tower hosted two very successful events (November and April) entitled Undergraduate Research
- Kaleidoscope which allowed undergraduate students to present research data and increase awareness of their work to the campus community as well as major research entities such as GTRI, Lockheed, Siemens, and Proctor & Gamble The North Avenue Review, the Institute's free speech publication successfully printed its 25th annual magazine
- WREK Atlanta 91.1 FM organized a unity campaign with the Georgia State University's student radio station, WRAS
- 88.5 FM. The campaign followed Georgia Public Broadcasting's takeover of air time of the station;
- The second annual Dr. Carole E. Moore Student Leader of Excellence award was presented at the 2015 Up with the White and Gold student award ceremony
- A new marketing and sales coordinator for the office was hired after the loss of the previous coordinator
- A new five-year broadcasting contract was entered between WREK Atlanta 91.1 FM and IMG Sports
- Produced the eighth print version of The Tower: Undergraduate Research Journal, and the journal worked to get its name out to campus meeting before the Provost, GTRI, Faculty Executive Board, and participating in the Kaleidoscope program

- 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 dramatic increase in daily views in 2013 – 2014
- Student publications and WREK Atlanta worked with FASET to coordinate incoming student information sessions through Opportunities at Tech
- Successfully submitted annual FCC Ownership Report for WREK Atlanta (December, 2014)
- Successfully continued a recycling program with the Atlanta Humane Society for student publications (primarily old issues of the Technique) which turned out to be very successful and will continue in future years
- Continued coordination with the Office of Career Services to hold portrait sittings for the Blueprint at its largest annual events (career and job fairs) to raise needed commissions and postal funds for operations
- Consistently updating the Media Kit to reflect current pricing, schedules, coupon codes, and uploading new forms
- The Director developed a weekly radio specialty show with student staff on WREK Atlanta 91.1 FM

**Progress: Completed**

**Providing Department: Student Publications and Media**

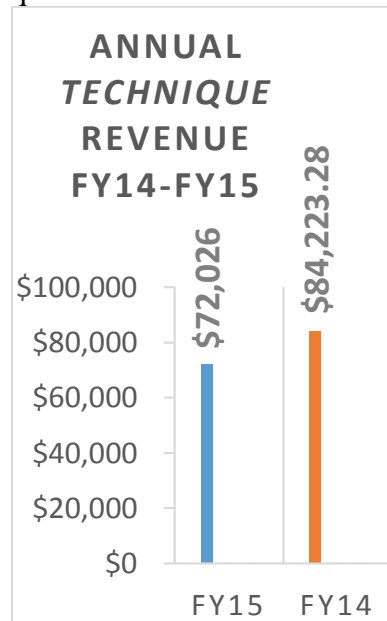
**Start: 7/1/2014**

**End: 6/30/2015**

**Unit Statistics**

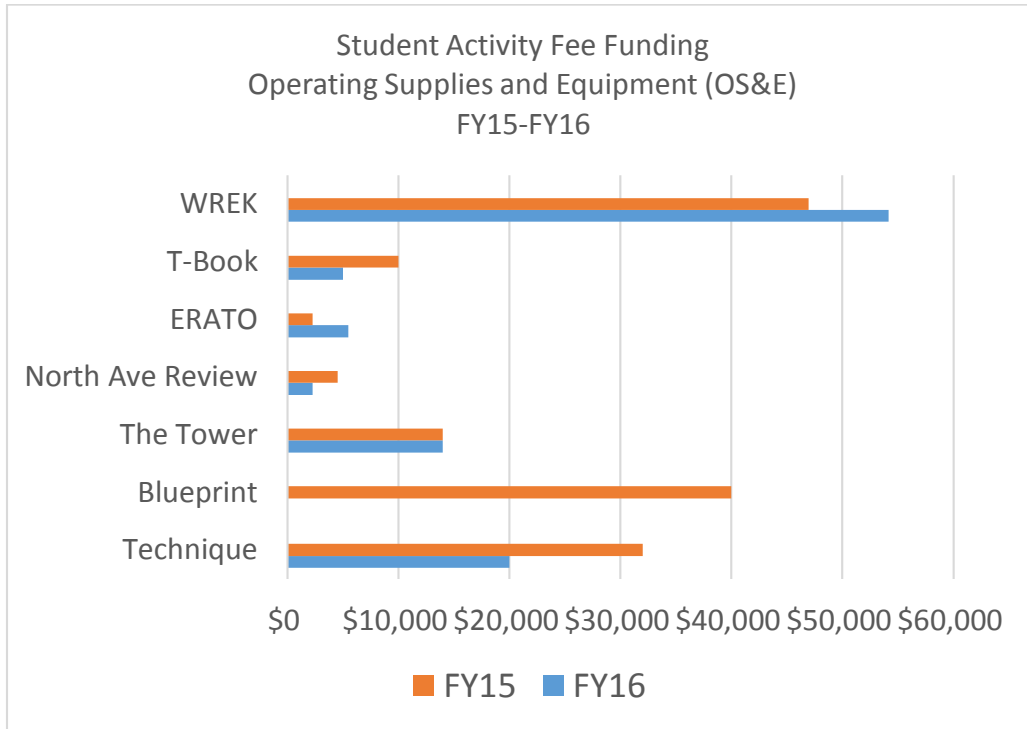
Student Publications & Media

Annual Technique Revenue



In FY15 the Technique saw a fifteen percent (\$12,207.00) decrease in advertising revenue. This reduction in income can be attributed to the vacancy of the Coordinator position for approximately five months. Revenue did increase in March once the new Coordinator began working with advertisers.

### Student Activity Fees



During the Fall, 2014 and Spring, 2015 student publications and WREK Atlanta radio submitted and defended their student activity fee request before the Institute’s student government association.

During FY15, the student organizations received ample funding to operate, however, in the late Spring, 2015, the groups learned of the upcoming year’s budget for their OS&E. The above graph depicts the major reductions in funding for the coming FY16 fiscal year. The Technique student newspaper, the North Avenue Review magazine, ERATO literary journal, and the T-Book all received a 50% reduction in funding. WREK Atlanta saw only an 8.7% decrease.

The Blueprint yearbook bore the brunt of allocations by losing one hundred percent of their OS&E funding. The Tower undergraduate research journal was the only student media organization to retain their same funding for the coming fiscal year.

**Progress: Completed**

**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Student Publications & Media

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

Volunteer, Dean on Call (since August 2009)

Chair, Radio Communications Board

Treasurer, Board of Student Publications

Volunteer, Family Weekend

**Progress: Completed**

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**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Student Publications & Media

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

Participant, College Radio Committee for FM stations, College Broadcasters Inc.

Consultant, Metropolitan State University of Denver

**Progress: Completed**

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**Providing Department: Student Publications and Media**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Student Publications & Media

WREK Atlanta distributed a listenership survey to understand more about their listening audience. As a result of the responses, the WREK staff not only has a profile of their listeners but also the musical tastes of listeners. Staff will be tailoring programming and keep the survey open to collect additional responses.

**Progress: Completed**

## **Veterans Resource Center**

### **I. Mission/Introduction**

**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Essential Function(s) of department**

Veterans Resource Center

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

**Progress: Completed**

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**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **Current Staff**

Veterans Resource Center

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

**Progress: Completed**

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**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

#### **New or Changed Policy/Procedure**

Veterans Resource Center

In State Tuition

The Board of Regents a passed new policy allowing in-state tuition to veterans and dependents of veterans with a separation date within the past three years.

**Progress: Completed**

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## **IV. Significant Accomplishments**

**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

## Unit Description

### Veterans Resource Center

- Hosted VRC open house in November, 2014 which allowed students, staff and faculty the opportunity to visit and learn more about the Center.
- Participated in Atlanta's 2014 Veterans Day celebration, student veterans joined in the Veterans Day Parade and celebration.
- Coordinated a campus Veterans Day Celebration with GTMAG and Emergency Preparedness Office.
- The VRC hosted opportunities for student veteran employment and networking with visits from Google and Bell Helicopter employment recruiters.
- Hosted a Fall semester reception and luncheon for student veterans, information was provided regarding on ORGT
- Services and recreation opportunities.
- Coordinated a visit from the Veterans Administration for students and staff. Representatives visited to provide information on veteran benefits to students, faculty, and staff.
- Presented Student Veteran Awareness Workshops to Center for Academic Success and Center for Enhancement of Teaching and Learning.
- Coordinated campus Memorial Day Recognition Ceremony by holding a ceremony to remember the men and women who lost their lives in service to the United States.

**Progress: Completed**

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**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

### Unit Statistics

Student Veteran Enrollment	Fall, 2014	Spring, 2015
Undergraduate Students	79	77
Graduate Students (On-Campus)	101	98
Graduate Students (Online/Distance)	111	139

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

Office	Phone	Email	Reason
6			VA certification questions
4			Class schedule change

	14	10	Admissions questions
5			VA payment question
3			Internship questions
31			Check In Meetings

**Progress: Completed**

**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Veterans Resource Center

David Ross, Director

Chair, Veterans Workgroup

Board Member, Georgia Tech Military Affinity Group

Member, Transfer Student Orientation Course Workgroup Committee

Instructor, GT 2813

**Progress: Completed**

**VII. Professional Development**

**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Veterans Resource Center

David Ross, Director

Attendee, NASPA Veterans Symposium

Attendee, North and Central Georgia Colleges Military/Veteran Center Directors Meetings

Attendee, Center for Deployment Psychology, Institute for Student Veteran Success Training

**Progress: Completed**

**VIII. Institutional Effectiveness**

**Providing Department: Veterans Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Veterans Resource Center

As a result of a Veterans Awareness Workshop, VRC staff was able to share information about Georgia Tech's student veteran population and military culture. The workshop feedback also provided recommendations about the length of the session and the need for a resource page for use after the session. The VRC staff has made the appropriate changes.

**Progress: Completed**



## **Women's Resource Center**

### **I. Mission/Introduction**

**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

Essential Function(s) of department

Women's Resource Center

The mission of the Women's Resource Center is to create an inclusive environment for women on campus. The Center's staff achieve the mission through a variety of programs, events, and creating a welcoming space in the Center.

**Progress: Completed**

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**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

### **Current Staff**

Women's Resource Center

Colleen Riggle – Colleen serves as the Assistant Dean/Director of Women's Resource Center. In this role, she directs the day-to-day operations of the Center which include supervision of staff. Colleen advises the Women's Leadership Conference and works with other WRC programming. Colleen served in an on-call capacity for matters of sexual violence through the academic year.

Melanie DeMaeyer – Melanie serves as Assistant Director of Women's Resource Center (formally, Coordinator of Women's Resource Center). Melanie has developed and implemented programs on a wide range of topics including: leadership and professional development, body image, sexual violence, sexuality, and social justice. Melanie directly advises the Women's Awareness Month planning committee and works with other WRC programming.

Colleen Seeber – Colleen was a second year graduate student in the Masters of Education in College Student Affairs

Administration program at the University of Georgia. Colleen worked on the assessment initiatives for the Women's Resource Center, planned a safe spring break tabling event, and worked on a benchmarking initiative. Colleen joined the Center to serve during the 2014 – 2015 academic year.

**Progress: Completed**

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**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**New or Changed Policy/Procedure**

## Women's Resource Center

With the creation of the Center for Community Health and Wellness, the area of Health Promotion was charged with supervising two new Victim Advocate positions and providing advocacy for student matters of sexual violence. This change in responsibility initiated in January, however formal responsibilities of the on call advocate assistance and meeting with student victims did not transition until Summer, 2015.

**Progress: Completed**

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### IV. Significant Accomplishments

**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

#### Unit Description

Women's Resource Center

Women's Leadership Conference – October, 2014

The mission of the WLC is to inspire and prepare the women of Georgia Tech and the Atlanta area to become equal partners in the leadership of professions, communities, and society. This year WLC included 11 workshops and two keynote speakers. WLC awarded six women with Women of Distinction Awards in the categories of Faculty Woman of Distinction (Deirdre Shoemaker), Staff Woman of Distinction (Theresa Wenzel), Undergraduate Woman of Distinction (Jasmine Burton and Veronica Foreman), Graduate Woman of Distinction (Andrea Walsh), and Alumna Woman of Distinction (Marilyn Smith). WLC was planned by a committee of 12 students and sponsored in part by the Division of Student Affairs, Women in Engineering, and various academic and corporate partners.

Women's Awareness Month – March, 2015

Women's Awareness Month (WAM) is a month long programming initiative that is planned and led by student leaders. WAM strives to raise awareness about issues effecting women in the campus community as well as the surrounding communities. The month included five events organized by the student-committee led by Gwen Hughes. These events included Women's Day of Service, a film screening, Queer Women's Social, Women's Night on the Climbing Wall, and a keynote speaker. WAM is financially sponsored by the Parent's Fund and BuzzFunds, with some additional support from the Women's Center, Housing, and the College Panhellenic Council.

- Women's Day of Service sent 100 volunteers (men and women) into the communities surrounding Georgia Tech to volunteer at organizations that serve women and children. Each student logged 4 hours of community service, with a total 400 hours of volunteer work in one day.
- WAM's keynote speaker was hosted in collaboration with Active Minds. Stacy Purcell spoke on the mental health stigmas and the impact those stigmas have on women's lives.
- Women's Night on the Wall brought out 30 women to the climbing wall in CRC. The program was a great success with many first time climbers having an opportunity to explore a new sport.

- The Queer Women’s Social and Coffee Hour was co-sponsored by the LGBTQIA Resource Center and had attendance from faculty, staff, and students.
- The film screening was co-sponsored by the Office of Student Diversity Programs and the African American Student Association. Following the screening of the film, Reflections Unheard: Black Women in the Civil Rights Movement, there was a discussion on women’s continued role in current social justice movements.

#### GT Campaign for Everybody – February, 2014

WRC Director, Colleen Riggle, co-led the campus-wide GT Campaign for Everybody with Health Promotion’s Michelle

Cohen Segall. GT Campaign for EveryBody Week activities and events were sponsored by the GT Body Image

Committee. The Campaign for EveryBody seeks to encourage GT students of all genders to examine perceptions of body image and to generate discussion of body image issues on campus. The week included a Kickoff fair, a Smash the Scale program, free CRC classes, a Body Image and Video Gaming Panel, and Yoga for EveryBody classes. The Campaign for EveryBody reached 200 students throughout the week.

#### VOICE/Sexual Assault Awareness Month – April 2015

VOICE is the campus wide initiative focused on sexual violence prevention and response. Also, with programs and outreach, VOICE has a peer education program that seeks to equip student leaders with knowledge and skills to host outreach trainings and programs. VOICE trained a new cohort of 12 students over the course of the Fall semester as peer educators, these students then joined the original cohort of peer educators from the 2013 – 2014. Peer Educators participated in a variety of VOICE programming, including creating a VOICE marketing campaign, planning Sexual Assault Awareness Month, hosting open bystander intervention trainings, tabling, and presentations to IFC and other student organizations. As part of Sexual Assault Awareness month VOICE also coordinates Take Back the Night and Teal Ribbon

Day. VOICE is funded by the Parents Fund, the AVON Foundation, the Women’s Resource Center, and the Office of

Health Promotion. Throughout the year VOICE engaged with 7,070 students, faculty, and staff.

#### Advocacy

During the 2014 – 2015 academic year, the Women’s Resource Center worked with 45 students throughout their experience with sexual violence, stalking, and/or harassment. Both Melanie DeMaeyer and Colleen Riggle were on the President’s Sexual Violence Task Force at the start of Summer, 2014 through the end of the Fall, 2015 semester. Both contributed to the task force report, which was released in early Spring. Additionally, Melanie and Colleen concluded 24/7 emergency hours for advocacy. Those services were transferred to Health Promotion staff, after 12 hours of training with Melanie DeMaeyer.

**Progress: Completed**

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**Providing Department: Women's Resource Center**

Start: 7/1/2014

End: 6/30/2015

Unit Statistics

Women's Resource Center

WRC Programs	Attendance Fall, 2014	Attendance Spring, 2015
Women's Leadership Conference	200	n/a
Women's Awareness Month	n/a	400
Women in the Wilderness	0	30
WST/WRC welcome	100	n/a
Other Programs*	n/a	7,548
Presentations**	0	0
Trainings	3330	2940
Advocacy	25	20
Meetings	828	897
Tabling	500	800
<b>Total</b>	<b>4983</b>	<b>12635</b>

	99-00	00-01	01-02	02-03	03-04	04-05	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
WLC	200	218	300	415	275	240	317	372	350	350	300	300	199	200	200
WAM	702	985	530	184	163	130	150	246	198	205	167	133	109	1100	400
WIW	N/A	37	67	103	102	72	79	60	67	41	26	38	17	21	30
WST	200	149	120	140	110	100	75	71	105	209	45	45	75	80	100
Other Programs	400	104	157	465	292	409	384	173	142	201	942	156	181	6900	7,548
Presentations	0	100	0	251	168	146	650	837	434	126	128	143	151	2000	0
Trainings	0	0	0	121	7	155	349	683	688	647	340	499	414	750	6270
Advocacy								11	10	20	13	11	24	35	45

Meetings											132	161	160		
Tabling											7	4	0	1675	1725
Total	150	253	259	333	259	243	336	623	506	660	680	747	727	1421	1761
	2	2	3	9	2	1	2	4	3	2	3	4	4	1	8

\*Teal Ribbon Day

\*\*Trainings and Presentations combined

**Progress: Completed**

**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Service**

Women's Resource Center

Colleen Riggle, Assistant Dean/Director

Chair, Body Image Committee

Instructor, GT 1000

Member, Campus SaVE Act Committee

Member, Presidential Task Force on Sexual Violence

Member, GO T.E.C.H., Student Programs Subcommittee

Member, Student Health Advisory Board

Member, Sexual Misconduct Policy Review

Member, Sexual Violence Prevention Alliance

Member, Employee Resource Group—Women

Member, Clery Act Committee

Member, Title IX Committee

Melanie DeMaeyer, Coordinator/Assistant Director

Chair, Sexual Violence Prevention Alliance

Member, Presidential Task Force on Sexual Violence

Member, Title IX Committee

Member, Clery Act Committee

Member, Body Image Committee

Facilitator, Safe Space

Member, LGBTQIA Advisory

Instructor, GT 1000

Member, Family Weekend Planning Committee

**Progress: Completed**

## **VII. Professional Development**

**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Staff Professional Development**

Women's Resource Center

Colleen Riggle, Assistant Dean/Director

Doctoral Student, Completed year two of the UGA Ed.D program at the Griffin Campus

Attendee/Presenter, National Women's Studies Association Annual Conference

Attendee/Presenter, NASPA Alcohol, Drugs, and Sexual Violence Conference

Attendee/Presenter, NASPA Annual Conference

Attendee, National Conference on Race and Ethnicity

Researcher, Social Networking in Activism led by Dr. Chris Linder at the University of Georgia

Melanie DeMaeyer, Coordinator/Assistant Director

Attendee/Presenter, National Women's Studies Association Annual Conference

Awards Committee Chair, National Women's Studies Association Women's Center Committee

Attendee/Presenter, RespectCon, April 2015

Chair, Campus Advocacy & Prevention Professional Association (CAPPA), Leadership Council

Training and Professional

Development

**Progress: Completed**

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**VIII. Institutional Effectiveness**

**Providing Department: Women's Resource Center**

**Start: 7/1/2014**

**End: 6/30/2015**

**Changes within Unit**

Women's Resource Center

A benchmarking project was conducted by WRC staff to better understand programmatic needs and perceptions on campus. With the loss of the sexual violence advocacy component of the office the benchmarking project assisted to generate new ideas for the Center, resulting in new programming for the upcoming year.

**Progress: Completed**